Programme approval visit report

<u>Section one</u>

Programme provider name:	Oxford Brookes University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Berkshire Healthcare NHS Foundation Trust Oxford University Hospitals NHS Foundation Trust Milton Keynes (Central North West London (CNWL) NHS Foundation Trust) Buckinghamshire Healthcare NHS Trust Oxford Health NHS Foundation Trust
Programmes reviewed:	Independent and supplementary nurse prescribing V300 ☒ Community practitioner nurse prescribing V100 ☒
Title of programme(s):	Independent/Supplementary Prescribing (V300) Community Practitioner Nurse Prescribing (V100) (Integrated route within SCPHN preparation)
Date of approval visit:	17 April 2019
Programme start date:	01 September 2019
Academic level:	England, Wales, Northern Ireland ☐ Level 5　☐ Level 6　☒ Level 7 SCQF ☐ Level 8　☐ Level 9　☐ Level 10 ☐ Level 11
QA visitor(s):	Kevin Gormley

Summary of review and findings
The Oxford school of nursing and midwifery (OSNM), at Oxford Brookes University (OBU) is seeking approval for the independent and supplementary nurse prescribing preparation programme (V300) and community practitioner nurse prescribing (V100) programme against the NMC Standards for prescribing programmes (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers) (NMC, 2018). The V300 programme is a part-time programme delivered over a six-month period at academic level seven. The V100 is an integral module within the SCPHN programme delivered at academic level seven over the duration of one year. Throughout the approval process OSNM provided robust evidence and show a commitment towards partnership working with key stakeholders. The programme is mapped against the standards (NMC 2018) and the RPS competency framework for all prescribers. The partnership between OSNM and practice learning partners (PLPs) is robust with evidence of active and effective engagement at an operational and strategic managerial level. There is evidence of effective communication networks between academic staff delivering the programme and PLPs that ensure consistency and comparability of the students experience across differing practice learning environments including midwifery. The V300 and V100 prescribing programmes are recommended to the NMC for approval subject to three conditions. Three recommendations are made. Update 3 May 2019 Documentary evidence has been provided by OSNM confirming that the changes required to meet the three NMC conditions have been made. The conditions are now met. The Standards framework for nursing and midwifery education (NMC 2018) is now met. The Standards for student supervision and assessment (NMC 2018) are now met. The prescribing programmes are recommended to the NMC for approval.

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Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐
	Programme is recommended for approval subject to specific conditions being met ☒
	Recommended to refuse approval of the programme ☐
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme. Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources** Condition two: develop a plan, with timelines, to demonstrate how the teaching team will embed the contribution of service users and carers in delivering the V300 and V100 programmes (Standards framework for nursing and midwifery education R1.12, R2.7, R5.14. Standards for prescribing programmes R2.1). Condition Three: OBU must produce an operational plan and timelines for the continued preparation and support of practice supervisors, practice assessors and academic assessors for the V100 and V300 programmes. The plan should demonstrate how the teaching team will continue to work with practice assessors and supervisors to ensure standardisation and rigour of practice assessment. (Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2. Standards for prescribing programmes R.4.1 R4.2) **Selection, admission and progression** Condition one: provide confirmation that the student on the V100 programme who will be transferring to the new standards for student supervision and assessment has been fully informed of the change to the programme and has confirmed their consent and demonstrate the competitions and market authority (CMA) requirement. (Standards framework for nursing and midwifery education R2.1, R3.2; Standards for prescribing programmes R2.1) **Practice learning** None identified **Assessment, fitness for practice and award** None identified

	Education governance: management and quality assurance None identified
Date condition(s) to be met:	31 May 2019
Recommendations to enhance the programme delivery:	Recommendation one: The programme team should consider increasing the number of questions in the formative test banks available to the students (Standards for prescribing programmes R2.3). Recommendation Two: The programme team should consider the use of objective structured clinical examinations (OSCE) as a formative learning strategy (Standards for prescribing programmes R2.3). Recommendation Three: The programme team should consider how they might enhance the use of technology to support the programme delivery including innovative use of simulation and communication methods (Standards for prescribing programmes R2.3).
Focused areas for future monitoring:	The implementation of preparatory programmes for practice supervisors and assessors.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions Evidence is provided that the changes required to meet the three conditions are made. OBU has confirmed that the existing student on the V100 programme who will be transferring to the new standards for student supervision and assessment has been fully informed of the change in programme. The student has confirmed their consent. The CMA requirement is now addressed. Condition one is now met.

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OBU has developed a plan, with timelines, to demonstrate how the teaching team will embed the contribution of service users and carers in delivering the V300 and V100 programmes. Condition two is now met.

OBU has produced an operational plan and timelines for the continued preparation and support of practice supervisors, practice assessors and academic assessors for the V100 and V300 programmes. The plan demonstrates how the teaching team will continue to work with practice assessors and supervisors to ensure standardisation and rigour of practice assessment. Condition three is now met.

AEI Observations	**Observations have been made by the education institution** YES ⊠ NO ☐
Summary of observations made, if applicable	The report has been viewed by the AEI, no observations have been made.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ⊠ Recommended to refuse approval of the programme ☐
Date condition(s) met:	31 May 2019

NMC Programme standards
Please refer to NMC standards reference points *Standards for prescribing programmes* (NMC, 2018) *Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers)* (NMC, 2018) *Standards framework for nursing and midwifery education* (NMC, 2018) *Standards for student supervision and assessment* (NMC, 2018) The Code: Professional standards of practice and behaviour for nurses and midwives (NMC, 2015) QA Framework for nursing, midwifery and nursing associate education (NMC, 2018) QA Handbook (October 2018)

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders R2.4 comply with NMC *Standards for student supervision and assessment* R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of

communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

__Standards for student supervision and assessment (NMC, 2018)__

Standard 1: Organisation of practice learning:

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R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

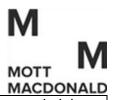**Standard 9: Academic assessors: responsibilities:**

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

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Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders based on QA visitor (s) documentary analysis and discussions at the approval visit, taking into consideration the QA approval criteria

We found examples of positive and effective partnership working between OBU and stakeholders. We were told that high-level strategic meetings take place regularly between OBU and PLPs to address significant issues impacting on the practice learning environment. Planned operational meetings take place to provide programme oversight and shared ownership of the programme(s).

OBU's teaching team and other representative stakeholders at the approval visit told us that the curriculum design and proposed delivery of the V300 and V100 programme meets the Standards for prescribing programmes (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (NMC, 2018).

The teaching team has a multi professional background including nurses from different fields of practice, a pharmacist and midwifery expertise. This professional knowledge and expertise offers an informed perspective to advise and support students and practice partners.

Documentary evidence demonstrates a commitment to proactively monitor equality and to support people to achieve their potential through inclusive practices. The head of school presented a strategic and operational plan designed to monitor and address and in due course resolve any issues of imbalance in terms of gender, ethnicity or cultural background.

We were told by OBU teaching team that student feedback is reviewed and reported through the university programme monitoring procedures and actions are implemented as appropriate. Students told us that they believed they have a partnership role in their programme's continued delivery and review. We found that students participate in programme evaluations.

The students told us that that the level of communication between OBU staff and PLP was excellent and all matters of concern that periodically did arise were resolved to their satisfaction. Students also commented positively on the quality of teaching resources and the general rigour of the programme.

We met with service users and carers who were committed to their involvement with a number of school programmes. They expressed a willingness and commitment to their involvement in the prescribing programme(s) and suggested they might valuable contribute towards simulated learning and the use of drama and role play scenarios to enhance student awareness around matters such as adherence toward medication prescription.

At the approval visit we met with service users and carer representatives that had minimal involvement in the planned delivery of the proposed prescribing programmes (Condition two).

(Standards framework for nursing and midwifery education R1.12, R2.7, R5.14. Standards for prescribing programmes R2.1).

OBU senior academic staff described the positive effects of regular engagement and partnership working with practice learning partners. We found good evidence of partnership working between OBU and PLPs for the preparation to supervise and assess students to meet the NMC Standards for student supervision and assessment. Roles and responsibilities for practice supervisors, assessors and academic assessors well outlined in the documentation.

There is a planned joint approach to support practice learning whereby the academic assessor will meet with practice assessors to discuss and provide feedback on student progress towards achieving the competencies within the RPS (2016) competency framework for all prescribers.

At the approval event there was no evidence of a programme of preparation for practice supervisors and assessors for the V300 and V100 programme this needs to be addressed (Condition three).

(Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2. Standards for prescribing programmes R.4.1 R4.2)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*

MET ☐ **NOT MET** ☒

At the approval visit we met with service users and carer representatives that had minimal involvement in the planned delivery of the proposed prescribing programmes. This must be addressed. (Condition two)

(Standards framework for nursing and midwifery education R1.12, R2.7, R5.14. Standards for prescribing programmes R2.1)

Gateway 2: *Standards for student supervision and assessment*

MET ☐ **NOT MET** ☒

There is no evidence of a programme of preparation for practice supervisors and assessors for the V300 and V100 programme and must be addressed. (Condition three)

(Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2. Standards for prescribing programmes R.4.1 R4.2)

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

At the approval visit we met with service users and carer representatives that had minimal involvement in the planned delivery of the proposed prescribing programmes. This must be addressed.

Condition two: Develop a plan, with timelines, to demonstrate how the teaching team will embed the contribution of service users and carers in delivering the V300 and V100 programmes (Standards framework for nursing and midwifery education R1.12, R2.7, R5.14. Standards for prescribing programmes R2.1).

There is no evidence of a programme of preparation for practice supervisors and assessors for the V300 and V100 programme.

Condition three: OBU must produce an operational plan and timelines for the continued preparation and support of practice supervisors, practice assessors and academic assessors for the V100 and V300 programmes. The plan should

demonstrate how the teaching team will continue to work with practice assessors and supervisors to ensure standardisation and rigour of practice assessment.

(Standards framework for nursing and midwifery education R4.1; R.4.2. Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2. Standards for prescribing programmes R.4.1 R4.2)

Post event review

Identify how the condition(s) is met

Condition two: OBU has developed a plan, with timelines, to demonstrate how the teaching team will embed the contribution of service users and carers in delivering the V300 and V100 programmes Condition two is now met.

Condition three: OBU has produced an operational plan and timelines for the continued preparation and support of practice supervisors, practice assessors and academic assessors for the V100 and V300 programmes. The plan demonstrates how the teaching team will continue to work with practice assessors and supervisors to ensure standardisation and rigour of practice assessment. Condition three is now met.

Evidence:

• Response to conditions and recommendations, May 2019

• V100 service user strategy and V300 service user strategy,

• V300 learning log service user feedback, May 2019

• Service user/carers evaluation of care (V300), May 2019

• Academic assessor preparation, May 2019

• V300 practice assessor and practice supervisor workshop lesson plan, May 2019

• V300 lesson plan assessment of consultation and documentation workshop, May 2019

• V100 and V300 practice supervision and assessment support and communication pathways V1.0, May 2019

Date condition(s) met: 31 May 2019

Revised outcome after condition(s) met	**MET** ☒	**NOT MET** ☐

Condition two and three are now met.

Assurance is provided that the Standards for prescribing programmes R2.1, R.4.1 and R4.2 are now met.

Assurance is provided that the Standards framework for nursing and midwifery education R1.12, R2.7, R5.14 are now met.

Assurance is provided that the Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2.

Student journey through the programme

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:

R1.1 ensure that the applicant is a registered nurse (level 1), a registered midwife or a SCPHN before being considered as eligible to apply for entry onto an NMC approved prescribing programme

R1.2 provide opportunities that enable all nurse (level 1), midwife or SCPHN registrants (including NHS, self-employed or non- NHS employed registrants) to apply for entry onto an NMC approved prescribing programme

R1.3 confirm that the necessary governance structures are in place (including clinical support, access to protected learning time and employer support where appropriate) to enable students to undertake, and be adequately supported throughout, the programme

R1.4 consider recognition of prior learning that is capable of being mapped to the RPS *Competency Framework for all Prescribers*

R1.5 confirm on entry that any applicant selected to undertake a prescribing programme has the competence, experience and academic ability to study at the level required for that programme

R1.6 confirm that the applicant is capable of safe and effective practice at a level of proficiency appropriate to the programme to be undertaken and their intended area of prescribing practice in the following areas:

R1.6.1 Clinical/health assessment

R1.6.2 Diagnostics/care management

R1.6.3 Planning and evaluation of care

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R1.7 ensure that applicants for V300 supplementary/independent prescribing programmes have been registered with the NMC for a minimum of one year prior to application for entry onto the programme

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber (adoption of the* RPS *Competency Framework for all Prescribers).* If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

Evidence of processes to ensure that the applicant is a registered nurse (level 1), a registered midwife or a SCPHN before being considered as eligible to apply for entry onto an NMC approved prescribing programme (R1.1)

                                                         YES ☒   **NO** ☐

Evidence of selection process that demonstrates opportunities that enable all nurse (level 1), midwife or SCPHN registrants (including NHS, self-employed or non-NHS employed registrants) to apply for entry onto an NMC approved prescribing programme. Evidence of this statement in documentation such as: programme specification; module descriptor, marketing material. Evidence of this statement on university web pages (R1.2)   **YES** ☒   **NO** ☐

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- Evidence that the necessary governance structures are in place (including clinical support, access to protected learning time and employer support where appropriate) to enable students to undertake, and be adequately supported throughout, the programme (R1.3)

                                              MET ☒   **NOT MET** ☐

R1.3 is met.

OBU teaching team told us that each student's line manager signs their support for the study hours as part of the application process.

PLPs and the teaching team told us that where protected learning time becomes a matter for concern, a meeting would be arranged with the student's line manager, academic assessor, practice assessor and/or supervisor and the student.

We were told that if the issue is due to unforeseen circumstances such as staff issues within a practice learning partner, the university has a formal process to enable the student to have more time to complete their practice hours.

- Processes are in place to consider recognition of prior learning that is capable of being mapped to the RPS *Competency Framework for all Prescribers* (R1.4) **YES** ☒ **NO** ☐

- Processes are in place to confirm on entry that any applicant selected to undertake a prescribing programme has the competence, experience and academic ability to study at the level required for that programme (R1.5)

  YES ☒ **NO** ☐

- Processes are in place to confirm that the applicant is capable of safe and effective practice at a level of proficiency appropriate to the programme to be undertaken and their intended area of prescribing practice in the following areas (R1.6):
  - Clinical/health assessment
  - Diagnostics/care management
  - Planning and evaluation **YES** ☒ **NO** ☐

- Processes are in place to ensure that applicants for V300 supplementary/independent prescribing programmes have been registered with the NMC for a minimum of one year prior to application for entry onto the programme (R1.7) **YES** ☒ **NO** ☐

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the <u>Standards for prescribing programmes</u> and <u>Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency Framework for all Prescribers)</u> will be met through the transfer of existing students onto the proposed programme.

OBU confirm that no students studying on the existing V300 prescribing programme will need to be transferred to the new prescribing programme.

One student on the V100 programme will transfer to the new programme (NMC, 2018). OBU needs to provide confirmation that the student on the V100 programme who will be transferring to the new standards for student supervision and assessment has been fully informed about the change to the programme and has confirmed their consent and demonstrate the CMA requirement (Condition one).

Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to selection, admission and progression are met
YES ☒ **NO** ☐

Outcome

Is the standard met?   **MET** ☐   **NOT MET** ☒
One student on the V100 programme will transfer to the new programme (NMC, 2018). OBU must provide confirmation that the student on the V100 programme who will be transferring to the new standards for student supervision and assessment has been fully informed of the change to the programme and has confirmed their consent and demonstrate compliance with the CMA requirement. (Condition one)
Condition one: provide confirmation that the student on the V100 programme who will be transferring to the new standards for student supervision and assessment has been fully informed of the change to the programme and has confirmed their consent and demonstrate the CMA requirement. (Standards framework for nursing and midwifery education R2.1, R3.2; Standards for prescribing programmes R2.1)
Date: 17 April 2019

Post event review

Identify how the condition(s) is met:
Condition one: OBU has confirmed that the existing student on the V100 programme who will be transferring to the new programme and new standards for student supervision and assessment has been fully informed of the change to the programme and has confirmed their consent and demonstrating compliance with the CMA requirement Condition one is now met.

Date condition(s) met: 31 May 2019

Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐
Condition one is now met.
Assurance is provided that the Standards for prescribing programmes R2.1 is now met.
Assurance is provided that the Standards framework for nursing and midwifery education R2.1, R3.2 are now met.

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Standard 2: Curriculum

Approved educations institutions, together with practice learning partners, must:

R2.1 ensure programmes comply with the NMC *Standards framework for nursing and midwifery education*

R2.2 ensure that all prescribing programmes are designed to fully deliver the competencies set out in the RPS *A Competency Framework for all Prescribers*, as necessary for safe and effective prescribing practice

R2.3 state the learning and teaching strategies that will be used to support achievement of those competencies

R2.4 develop programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice:

R2.4.1 stating the general and professional content necessary to meet the programme outcomes

R2.4.2 stating the prescribing specific content necessary to meet the programme outcomes

R2.4.3 confirming that the programme outcomes can be applied to all parts of the NMC register: the four fields of nursing practice (adult, mental health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing

R2.5 ensure that the curriculum provides a balance of theory and practice learning, using a range of learning and teaching strategies

R2.6 ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

- There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1)

  YES ☐ **NO** ☒

R2.1 is not met. There is an active service user and carer group within the school that advises on programme development and student learning and teaching. The teaching team told us that service users and carers originally invited to advise on the development of the prescribing programme were unable to continue due to personal circumstances. At the approval visit we found service users and carers had not been involved in the planned delivery of the proposed prescribing programme. This must to be addressed (Condition two).

- There is evidence that the programme is designed to fully deliver the competencies set out in the RPS *Competency Framework for all Prescribers*, as necessary for safe and effective prescribing practice (R2.2).

YES ☒   **NO** ☐

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- Evidence of the learning and teaching strategies that will be used to support achievement of those competencies (R2.3)

MET ☒   **NOT MET** ☐

R2.3 is met. The V300 and V100 programme utilises adult education theories that are appropriate and offer an over-arching and supportive approach to student learning. Teaching methods include: lectures, workshops, small group work, and tutorials built around problem-based learning. The panel proposed that the team should consider the use of OSCEs as a formative learning strategy (Recommendation two). In addition they were advised to consider and introduce other innovative simulation and communication teaching methods (Recommendation three).

To enhance support for student learning the panel recommended that the programme team should increase the number of questions in the formative test banks (Recommendation one).

- Evidence of programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice (R2.4):
  - stating the general and professional content necessary to meet the programme outcomes
  - stating the prescribing specific content necessary to meet the programme outcomes
  - confirming that the programme outcomes can be applied to all parts of the NMC register: the four fields of nursing practice (adult, mental health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing

YES ☒   **NO** ☐

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme

handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point. There are appropriate module aims, descriptors and outcomes specified. (R2.5)

YES ☒   **NO** ☐

If relevant to the review

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language. (R2.6)

YES ☐   **NO** ☐ **N/A** ☒

The programme is delivered in England.

Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to curricula and assessment are met

YES ☐   **NO** ☒

At the approval visit we met with service users and carer representatives that had minimal involvement in the planned delivery of the proposed prescribing programmes. This must be addressed (condition two).

(Standards framework for nursing and midwifery education R1.12, R2.7, R5.14. Standards for prescribing programmes R2.1)

Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ relevant to curricula are met

YES ☒   **NO** ☐

Outcome

Is the standard met?   **MET** ☐   **NOT MET** ☒

At the approval visit we met with service users and carer representatives that had minimal involvement in the planned delivery of the proposed prescribing programmes. This must be addressed (condition two).

Condition two: Develop a plan, with timelines, to demonstrate how the teaching team will embed the contribution of service users and carers in delivering the V300 and V100 programmes. (Standards framework for nursing and midwifery education R1.12, R2.7, R5.14. Standards for prescribing programmes R2.1)

Date: 17 April 2019

Post event review

Identify how the condition(s) is met:

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Condition two: OBU has developed a plan, with timelines, to demonstrate how the teaching team will embed the contribution of service users and carers in delivering the V300 and V100 programmes. Condition two is now met.

Evidence:

•   Response to conditions and recommendations, May 2019

•   V100 service user strategy and V300 service user strategy, undated

•   V300 learning log service user feedback, May 2019

•   Service user/carers evaluation of care (V300), May 2019

Date condition(s) met: 31 May 2019

Revised outcome after condition(s) met:	**MET** ⊠	**NOT MET** ☐

Condition two is met.

Assurance is provided that the Standards for prescribing programmes R2.1 is now met.

Assurance is provided that the Standards framework for nursing and midwifery education R1.12, R2.7, R5.14 are now met.

Standard 3: Practice learning

Approved education institutions must:

R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all applicants including arrangements specifically tailored to those applicants who are self-employed

Approved education institutions, together with practice learning partners, must:

R3.2 ensure that practice learning complies with the NMC *Standards for student supervision and assessment*

R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment

R3.4 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC *Standards for student supervision and assessment*

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- Evidence to ensure that suitable and effective arrangements and governance for practice learning are in place for all applicants including arrangements specifically tailored to those applicants who are self-employed (R3.1).

MET ☒   **NOT MET** ☐

R3.1 is met. The OBU teaching team and PLPs demonstrate partnership working to deliver a suitable and effective practice learning environment. The level of governance and support between the partners is described in the documentation and was confirmed at the approval visit. The OBU teaching team told us about additional supportive arrangements that will be in place to support individual students accessing the programme from the independent health care sector.

- There is evidence that the programme complies with the NMC standards for student supervision and assessment (R3.2)   **YES** ☒   **NO** ☐

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- Evidence to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment (R3.3)

MET ☒   **NOT MET** ☐

R3.3 is met. All teaching and learning resources will be available throughout the programme for students to access and download to support learning and assessment preparation. Students told us that online learning resources are clearly signposted and accessible. They described the resources as helpful and supportive of flexible learning strategies.

Throughout the programme, students are required to complete e-learning activities via Moodle and web-based resources. Activities included within the e-learning environment include quizzes, crosswords, and engaging with discussion forums. Low fidelity simulation is used in some session, for example 'Writing a prescription' and 'Supplementary prescribing and the clinical management plan'. All activities have been designed encourage students to learn with technology, to facilitate the development of their digital literacy. For the assessment, students continue to learn with technology, for example using the British National Formulary online, and the numeracy and pharmacology assessments (both formative and summative) are online.

- Processes are in place to ensure that students work in partnership with the education provider and their practice learning partners to arrange

supervision and assessment that complies with the NMC *Standards for student supervision and assessment* (R3.4)   **YES** ☒   **NO** ☐

Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to practice learning are met   **YES** ☒   **NO** ☐

Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ relevant to practice learning are met   **YES** ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐

Date: 17 April 2019

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education* R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment* R4.3 appoint a programme leader in accordance with the requirements of the NMC *Standards framework for nursing and midwifery education.* The programme leader of a prescribing programme may be any registered healthcare professional with appropriate knowledge, skills and experience R4.4 ensure the programme leader works in conjunction with the lead midwife for education (LME) and the practice assessor to ensure adequate support for any midwives undertaking prescribing programmes R4.5 ensure the student is assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking R4.5.1 In exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for that part of the programme where the prescribing student is undergoing training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to

evidence why it was necessary for the practice supervisor and assessor roles to be carried out by the same person

R4.6 ensure the student is assigned to an academic assessor who is a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking

R4.7 provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes

R4.8 assess the student's suitability for award based on the successful completion of a period of practice based learning relevant to their field of prescribing practice

R4.9 ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies. This includes all students:

R4.9.1 successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80%), and

R4.9.2 successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%)

Findings against the standards and requirements

Evidence provides assurance that the following QA approval criteria are met:

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education (R4.1)

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R4.1 is met. OBU teaching team undertake educational audits to ensure that appropriate and effective systems and processes are in place in practice learning environments to support students' learning. Practice learning is evaluated regularly and there is effective communication between the practice assessor and the university through the programme leader and academic assessors to identify areas of improvement. Students are advised about, and have access to, the procedure for raising a concern both within the practice and university learning environments. There is additional support available through a university system ASKUS student service and the students' union. PLPs have processes in place to support students in raising a concern which is confirmed as part of the educational audit.

- There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to

identify the supervisors and assessors along with how they will be prepared for their roles (R4.2)

MET ☐   **NOT MET** ☒

R4.2 is not met.

Students accessing the programme will be from a range of clinical backgrounds.

At the approval visit we found there's no evidence or confirmation of a programme of preparation for practice supervisors and assessors for either the V300 or V100 programme. OBU must produce an operational plan with timelines for the continued preparation and support of practice supervisors, practice assessors and academic assessors for the V100 and V300 programmes. The plan should also demonstrate how the teaching team will continue to work with practice assessors and supervisors to ensure standardisation and rigour of practice assessment (Condition three).

- Evidence of the programme leader being a registered healthcare professional with appropriate knowledge, skills and experience (R4.3)

YES ☒   **NO** ☐

- Evidence of the programme leader working in conjunction with the LME and the practice assessor to ensure adequate support for any midwives undertaking prescribing programmes (R4.4)   **YES** ☒   **NO** ☐

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- Processes are in place to ensure the student is assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking (R4.5)

MET ☒   **NOT MET** ☐

R4.5 is met. There is documentary evidence of guidelines and processes in place to assign each student to a practice assessor who is both a registered health care professional and an experienced prescriber. This was confirmed at the approval visit. We were told that in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor. In these circumstances a plan will be put in place between the student, practice assessor and academic assessor through the completion of a learning agreement at the start of the programme.

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- Processes are in place to ensure the student is assigned to an academic assessor who is a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking (R4.6)   **YES** ☒   **NO** ☐

- Processes are in place to provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes (R4.7)   **YES** ☒   **NO** ☐

- Processes are in place to assess the student's suitability for award based on the successful completion of a period of practice-based learning relevant to their field of prescribing practice (R4.8)   **YES** ☒   **NO** ☐

- Processes are in place to ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies (R4.9). This includes:

  - successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80%), and

  - successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%).   **YES** ☒   **NO** ☐

Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to supervision and assessment are met

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ relevant to supervision and assessment are met

YES ☐   **NO** ☒

There is no evidence of a programme of preparation for practice supervisors and assessors for the V300 and V100 programmes (Condition three).

Outcome

Is the standard met?	**MET** ☐	**NOT MET** ☒

There is no evidence of a programme of preparation for practice supervisors and assessors for the V300 and V100 programmes. (Condition three)

Condition three: OBU must produce an operational plan and timelines for the continued preparation and support of practice supervisors, practice assessors and

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academic assessors for the V100 and V300 programmes. The plan should demonstrate how the teaching team will continue to work with practice assessors and supervisors to ensure standardisation and rigour of practice assessment (Condition three).

(Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2. Standards for prescribing programmes R.4.1 R4.2)

Date: 17 April 2019

Post event review

Identify how the condition(s) is met:

Condition three: OBU has produced an operational plan and timelines for the continued preparation and support of practice supervisors, practice assessors and academic assessors for the V100 and V300 programmes. The plan demonstrates how the teaching team will continue to work with practice assessors and supervisors to ensure standardisation and rigour of practice assessment. Condition three is now met.

Evidence:

•   Response to conditions and recommendations, May 2019

•   Academic assessor preparation, May 2019

•   V300 practice assessor and practice supervisor workshop lesson plan, May 2019

•   V300 lesson plan assessment of consultation and documentation workshop, May 2019

•   V100 and V300 practice supervision and assessment support and communication pathways V1.0, May 2019

Date condition(s) met: 31 May 2019

Revised outcome after condition(s) met: MET ☒   NOT MET ☐

Condition three is met. Assurance is provided that the Standards for prescribing programmes R.4.1 R4.2 are now met.

Assurance is provided that the Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2 are now met.

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:

R5.1 following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:

R5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or

R5.1.2 a nurse or midwife independent/supplementary prescriber (V300)

R5.2 ensure that participation in and successful completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award

R5.3 inform the student that the award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber

R5.4 inform the student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice

Findings against the standards and requirements

Evidence provides assurance that the following QA approval criteria are met:

- Processes are in place to ensure following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:
  - a community practitioner nurse (or midwife) prescriber (V100/V150), or
  - a nurse or midwife independent/supplementary prescriber (V300) (R5.1)

  YES ☒   **NO** ☐

- Evidence to ensure that successful participation in and completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award (R5.2)

  YES ☒   **NO** ☐

- Processes are in place to inform the student that the award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber (R5.3) **YES** ☒   **NO** ☐

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• Processes are in place to inform the student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice (R5.4) **YES** ☒ **NO** ☐	
Assurance is provided that the _Standards framework for nursing and midwifery education_ relevant to the qualification to be awarded are met **YES** ☒ **NO** ☐	
Outcome	
Is the standard met? **MET** ☒ **NOT MET** ☐ **Date:** 17 April 2019	

Section four

Sources of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Practice placement handbook	☒	☐
PAD linked to competence outcomes, and mapped against RPS *A Competency Framework for all Prescribers*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the programme meets the *Standards for prescribing programmes* and RPS *Standards of proficiency for prescribers* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s)	☒	☐
Curricula vitae for relevant staff	☒	☐
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	☒	☐

Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	☒	☐

List additional documentation:
Post event evidence to meet conditions:
Response to conditions and recommendations, May 2019
Signed transition letter, May 2019
V100 service user strategy and V300 service user strategy, undated
V300 learning log service user feedback, May 2019
Service user/carers evaluation of care (V300), May 2019
Academic assessor preparation, May 2019
V300 practice assessor and practice supervisor workshop lesson plan, May 2019
V300 lesson plan assessment of consultation and documentation workshop, May 2019
V300 timetable, May 2019
V300 learning log service user feedback, May 2019
V300 prescribing consultation and documentation checklist, May 2019
V100 and V300 practice supervision and assessment support and communication pathways V1.0, May 2019
V100 and V300 transition workbook V1, May 2019

If you stated no above, please provide the reason and mitigation

Additional comments:

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐

Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Four current students Two x V100 Two x V300		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation		
Additional comments		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings		
If you stated no above, please provide the reason and mitigation Visit to areas/facilities not needed for this approval. Established provider of NMC prescribing programmes.		
Additional comments: None identified		

Issue record			
Final Report			
Author:	Kevin Gormley	Date:	24 May 2019
Checked by:	Pamela Page	Date:	19 June 2019
Approved by:	Leeann Greer	Date:	27 June 2019
Submitted by:	Lucy Percival	Date:	27 June 2019