

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	University of Central Lancashire
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>Alder Hey Children's NHS Foundation Trust</p> <p>Blackpool Teaching Hospitals NHS Foundation Trust</p> <p>Bridgewater Community Healthcare NHS Trust</p> <p>East Lancashire Hospitals NHS Trust</p> <p>Lancashire Teaching Hospitals NHS Foundation Trust</p> <p>Lancashire Care NHS Foundation Trust</p> <p>Manchester University NHS Foundation Trust</p> <p>Southport and Ormskirk Hospital NHS Trust</p> <p>Wrightington, Wigan &amp; Leigh NHS Foundation Trust</p> <p>Other independent practice learning partners</p>
<b>Programmes reviewed:</b>	<p>Independent and supplementary nurse prescribing V300 <input checked="" type="checkbox"/></p> <p>Community practitioner nurse prescribing V150 <input checked="" type="checkbox"/></p> <p>Community practitioner nurse prescribing V100 <input checked="" type="checkbox"/></p>
<b>Title of programme(s):</b>	<p>Advanced Certificate Non Medical prescribing</p> <p>Community practitioner nurse prescribing (V150)</p> <p>Community practitioner nurse prescribing (V100)</p>

<b>Date of approval visit:</b>	04/04/2019
<b>Programme start date:</b>	01/09/2019
<b>Academic level:</b>	
Independent and supplementary nurse prescribing V300	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
Community practitioner nurse prescribing V150	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
Community practitioner nurse prescribing V100	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
<b>QA visitor(s):</b>	Shelley Peacock

**Section two**

**Summary of review and findings**

The University of Central Lancashire, school of community health and midwifery (the school) presented a community practitioner nurse prescribing (V100) programme as part of specialist community public health nurse (SCPHN) and specialist practitioner qualification (SPQ) district nurse programmes; a standalone V150 prescribing programme; and, an independent/supplementary prescribing preparation programme (V300) for approval. The programmes have been mapped to the Standards for prescribing programmes (NMC, 2018) and the Standards of proficiency for nurse and midwife prescriber (the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers) (NMC, 2018).

The V300 programme is a part-time programme over a six-month period leading to 40 credits at academic level six and level seven. The V150 is a part-time programme over six months leading to 20 credits at academic level six. The V100 is an integral module within the SCPHN and SPQ programmes, delivered at academic level six and level seven over the duration of one year.

The programme documentation and approval visit provide evidence of effective partnership working between the approved education institution (AEI) and key stakeholders. The key stakeholders involved across the prescribing programmes include; service users and carers (SUC), practice learning partners (PLPs), students, programme teams and key strategic teams.

All programme arrangements for the Standards framework for nursing and midwifery education (NMC 2018) are met.

All programme arrangements for the Standards for student supervision and assessment (NMC 2018) are met.

The programmes are recommended to the NMC for approval subject to one condition. Two recommendations are made.

Updated 3 June 2019

Evidence was provided that the changes required to meet condition one have been made. The condition is met.

The programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

<b>Recommended outcome to the NMC:</b>	Programme is recommended to the NMC for approval <input type="checkbox"/> Programme is recommended for approval subject to
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	<p>specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources</b></p> <p>None identified</p> <p><b>Selection, admission and progression</b></p> <p>Condition one: To provide a revised application form which ensures that V300 applicants have been registered with the NMC for a minimum of one year (Standards for prescribing programmes R1.7).</p> <p><b>Practice learning</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award</b></p> <p>None identified</p> <p><b>Education governance: management and quality assurance</b></p> <p>None identified</p>
<p><b>Date condition(s) to be met:</b></p>	<p>16 May 2019</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one. Consider monitoring engagement with self-directed study days via the on-line platform. (Standards framework for nursing and midwifery education, R2.3)</p> <p>Recommendation two: Consider monitoring the incidence of circumstances where practice supervisors and practice assessors are undertaken by the same person and what mitigation is applied. (Standards for prescribing programmes R4.5.1)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>The implementation of the standards for student supervision and assessment in relation to the prescribing programmes.</p>

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions**

The programme team provided a revised application form which ensures that the V300 applicants have been registered with the NMC for a minimum of one year (Standards for prescribing programmes R1.7, (NMC 2018). Condition one is now met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	The AEI noted that the V100 is only available as an integrated module and not delivered as a stand-alone module. The report has been corrected to reflect this observation.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	16 May 2019

**Section three**

**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:**

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

**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**

Documentary evidence supported by discussions at the approval event with stakeholders; PLPs, students and service users confirmed that the NMC (2018) Standards for education and training parts one and two are met. There is robust partnership working at programme level. There are clearly effective partnerships with PLPs and service users; and the student voice is heard both in programme development and on-going delivery.

PLP managers and educators are widely represented within the university programme development committee, together with a Health Education England (HEE) representative.

Service users have been consulted in the development of the prescribing programmes. There is current engagement, whereby service users' feedback is sought on the student's statements within the application forms. Future service user activities have been explored and are currently being developed. We heard how service user sessions within the current programme enhance the quality of programme and how they inform students' learning. Service user perspectives of prescribing is a timetabled session in the module guide confirming involvement in the delivery of the V100, V150 and V300 programmes. This was confirmed in the service user and carer meeting. SUCs confirm involvement in the recruitment, assessment and evaluation of students undertaking the V300 programme.

Students who have completed V300 and V150 prescribing programmes and students currently undertaking the V100 prescribing programme told us of their contribution to the development of the new programmes. There is documentary evidence (questionnaire) that the students' opinions have been sort and actioned. For example, changes to student assessments have been made in response to their feedback.

There is evidence of effective partnerships between the AEI and PLPs at all levels. Documentary evidence confirms involvement in the approval process via minutes of meetings regarding the development of V100, V150 and V300 programmes. PLPs confirmed that nurse prescribers undertaking the role of practice supervisor



or practice assessor need to have demonstrated significant skills and experience in prescribing within the student's field of intended prescribing practice. The PLPs confirm there is a clear process to ensure that the practice supervisor and practice assessor meet the SSSA criteria detailed in the application form for V100, V150 and V300 programmes, and is confirmed by signatories from the supporting organisation. A supervision and assessment conference has been held in partnership with PLPs.

Partnership is further evidenced by the PLPs in their commitment to supporting the SSSA by confirming release of staff members to be prepared to undertake the roles of practice supervisor and practice assessor.

There is jointly published (AEI/PLP) guidance for PLPs to support the practice assessor and practice supervisor role. There is evidence of a strategic and operational commitment to the SSSA roles across PLPs and the AEI. This was confirmed by PLPs at the approval visit.

Processes are in place for students to receive constructive feedback throughout the programme from stakeholders. This is evident in the practice assessment document.

Documentary evidence and the AEI and PLPs confirm capacity to engage in appropriate levels of communication and accountability to ensure that jointly, there is agreement with regard to the competence of students.

The programme team and PLPs confirm that there remains a high level of demand for V100, V150 and V300 programmes.

The North West Universities, NMP collaboration is an example of how AEIs can work together for the benefit of students, their sponsors and ultimately the service users.

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**

Gateway 2: Standards for student supervision and assessment

**MET**  **NOT MET**

## 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

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. There is evidence from the application form which demonstrates that governance is considered at the admission stage for the V100, V150 and V300. Additional information, gained from the students (the V100, V150 and V300) and PLPs confirmed that clinical support, access to protected learning time and employer support is adequate and will allow students to undertake the programme of study.

- 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

<p>- Diagnostics/care management</p> <p>- Planning and evaluation</p>		<p>YES <input checked="" type="checkbox"/></p>	<p>NO <input type="checkbox"/></p>
<p>• 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)</p>		<p>YES <input type="checkbox"/></p>	<p>NO <input checked="" type="checkbox"/></p>
<p>R1.7 is not met. The current 2018/19 application form does not confirm that applicants for the V300 programme have been registered with the NMC for a minimum of one year prior to application for entry onto the programme. (Condition one)</p>			
<p><b>Proposed transfer of current students to the programme under review</b></p>			
<p><i>From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the <u>Standards for prescribing programmes and 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.</i></p> <p>Current students will remain on their existing programme of study and will not transfer onto the proposed programmes or to the Standards for student support and supervision.</p>			
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to selection, admission and progression are met</p>			
		<p>YES <input checked="" type="checkbox"/></p>	<p>NO <input type="checkbox"/></p>
<p><b>Outcome</b></p>			
<p><b>Is the standard met?</b></p>		<p>MET <input type="checkbox"/></p>	<p>NOT MET <input checked="" type="checkbox"/></p>
<p>The current 2018/19 application form does not confirm that applicants for the V300 programme have been registered with the NMC for a minimum of one year prior to application for entry onto the programme. (Condition one)</p> <p>Condition one: Provide a revised application form which ensures that V300 applicants have been registered with the NMC for a minimum of one year. (Standards for prescribing programmes, R1.7)</p> <p><b>Date:</b> 04 April 2019</p>			
<p><b>Post event review</b></p>			
<p><b>Identify how the condition(s) is met:</b></p> <p>Condition one: The programme team provided a revised application form which</p>			

ensures that the V300 applicants have been registered with the NMC for a minimum of one year. Condition one is now met.

Evidence:

North West Universities: NMP collaboration: application form for non-medical prescribing

(V300, Independent/Supplementary prescribing), March 2019

**Date condition(s) met:** 16 May 2019

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

The condition is now met.

Assurance is provided that the Standards for prescribing programmes R1.7 is now met.

## Standard 2: Curriculum

**Approved education 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
  
- 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 V100/V150/V300 programmes are delivered utilising a diverse range of learning and teaching strategies to support the achievement of the RPS competencies. Specialists from PLPs and professionals of various clinical backgrounds work in partnership with experienced UCLAN teaching staff to deliver relevant and contemporary content which map to the RPS competencies. A range of strategies are used, including face to face teaching, online resources, directed study, student-led research, service-user led sessions and multi-professional group work. Evidence of these activities is located in the programme timetables. Programme teams and students explained the blended learning strategy coordinated through the university's managed learning environment. The programme team are advised to consider monitoring students' engagement with self-directed study days via the online platform. (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

<ul style="list-style-type: none"> <li>- 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</li> </ul>		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• 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)</li> </ul>		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>If relevant to the review</b>			
<ul style="list-style-type: none"> <li>• Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language. (R2.6)</li> </ul>		YES <input type="checkbox"/>	NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
R2.6 is not applicable.			
The programmes are delivered in England.			
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula and assessment are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>			
<b>Is the standard met?</b>		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 04 April 2019			

<b>Standard 3: Practice learning</b>
<b>Approved education institutions must:</b>
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 application process for V100/V150/V300 requires input from various levels of governance, including the practice assessor/supervisor, the line manager and the NMP lead for the PLP. All of these professionals commit to providing the necessary time, supervision and learning opportunities for students to potentially achieve the learning outcomes and competencies safely and with appropriate supervision. Practice supervisors and assessors are invited to participate in an induction event alongside students on the first day of the module. For V300 applicants who are self-employed, they will be open to enhanced scrutiny in respect of governance arrangements at practice level. For example, engagement with their local NMP lead will be a requirement for entry onto the programme.

- 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





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)

MET

NOT MET

R4.1 is met.

The V100/V150/V300 programmes will adopt the AEI strategy for supervisors and assessors to ensure there is effective role preparation. The programme team and PLPs confirmed a robust recruitment and selection process that ensures allocation of practice supervisor and practice assessor to support the students' period of supervised practice. The practice supervisor and practice assessor are identified during the application process to the AEI. The background, experience and qualifications of the nominated individuals are approved by both the PLP and the programme team.

For all programmes, the assessors and supervisors will be invited to an induction event at the start of the programme along with the students, to prepare them for their role. If they are unable to attend the handbook will be emailed to the practice assessors and supervisors and the academic and practice learning teams will support accordingly. The AEI has also arranged a timetable of training events to support practice supervisors and assessors and academic assessors.

Discussion at the approval event and documentary evidence confirm that a nominated academic assessor, identified from within the AEI programme team, will support the students' theoretical learning and also collaborate closely with the nominated supervisor and assessor in the practice setting to moderate and collate decisions about the students' ability to demonstrate all prescribing proficiencies on the V100, V150 and V300 programmes.

- 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

R 4.2 is met.

The supervisors and assessors are identified as part of the application process. Training sessions are timetabled and will be delivered in partnership with the AEI and PLPs. Documentary evidence, in the form of an SSSA handbook for practice supervisors and practice assessors, details the support processes and the preparation for their roles. We heard further confirmation of these processes at the approval event through discussions with the programme team and the PLP representatives.

- Evidence of 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. Appropriate practice assessors are identified by the student's employer as part of the application process. They are registered healthcare professionals and experienced prescribers with suitable equivalent qualifications for the prescribing programme. Applications being supported, are then signed by line managers and non-medical prescribing leads within the employing health care organisation. This process was confirmed through discussions at the approval event with the programme team and the PLPs. Preparation sessions for practice assessors are timetabled and will be delivered in partnership with the AEI and PLP. The programme team are advised to consider monitoring the incidence of circumstances where practice supervisors and practice assessors are undertaken by the same person and the mitigation which is applied. (Recommendation two)

- 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

<p>- successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%).</p> <p style="text-align: right;"><b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met</p> <p style="text-align: right;"><b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to supervision and assessment are met</p> <p style="text-align: right;"><b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/></p>	
<b>Outcome</b>	
<p><b>Is the standard met?</b></p> <p><b>Date:</b> 04 April 2019</p>	<p><b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/></p>

<p><b>Standard 5: Qualification to be awarded</b></p> <p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>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:</p> <p>R5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or</p> <p>R5.1.2 a nurse or midwife independent/supplementary prescriber (V300)</p> <p>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</p> <p>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</p> <p>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</p>
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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**

- 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:** 04 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against RPS <i>A Competency Framework for all Prescribers</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the programme meets the <i>Standards for prescribing programmes</i> and RPS <i>Standards of proficiency for prescribers</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>5 Minute lesson plan students introduction to RPS, undated</p> <p>CV Lead midwife for education, 4 April 2019</p> <p>Draft timetable V300 for Sept 2019, undated</p> <p>Example of student personal statements for COMENSUS Involvement in Application Process, undated</p> <p>Scrutiny process for self-employed applicants, undated</p> <p>Student involvement in curriculum design 2017/18</p> <p>Transition workshop - from mentor to practice supervisors/ practice assessor, undated</p> <p>Transitioning staff from mentorship to practice supervisors/practice assessors (1), undated</p> <p>UCLAN audit tool for preparation of practice supervisors and practice assessors, undated</p> <p>UCLAN training preparation plan for practice supervisors and practice assessors, undated</p> <p>Post event documentary evidence to meet condition.</p> <p>North West Universities: NMP collaboration: application form for non-medical prescribing (V300, Independent/Supplementary prescribing), May 2019</p>		
If you stated no above, please provide the reason and mitigation		
<p>Additional comments:</p> <p>Post event documentary evidence to meet condition.</p> <p>Approved V300 application form from north west consortium (May 2019).</p>		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the	<input checked="" type="checkbox"/>	<input type="checkbox"/>



programme		
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, please identify cohort year/programme of study:                  Four current students from the V100 programme (September 2018).                  V300 - three completed students (2017/18)                  V150- one completed student (2017/18)</p>		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation</p>		
<p>Additional comments</p>		

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

	<b>YES</b>	<b>NO</b>
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If yes, state where visited/findings</p>		
<p>If you stated no above, please provide the reason and mitigation                  Not required, established AEI provider for NMC prescribing programmes</p>		

Additional comments:

**Mott MacDonald Group Disclaimer**

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

**Issue record**

**Final Report**

Author:	Shelley Peacock	Date:	14/05/2019
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Submitted by:	Lucy Percival	Date:	01/07/2019