Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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Programme approval visit report

Section one

Programme provider name:	University of Greenwich
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Sussex Community NHS Trust Oxleas NHS Foundation Trust Kent Community Health NHS Foundation Trust Brighton & Sussex Hospitals NHS Trust
Programmes reviewed:	Independent and supplementary nurse prescribing V300 ☒ Community practitioner nurse prescribing V150 ☐ Community practitioner nurse prescribing V100 ☐
Academic level:	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Community practitioner nurse prescribing V100	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF

	☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Title of programme(s):	Independent/supplementary prescribing (V300)
	Postgraduate Certificate in Independent/Supplementary Prescribing (V300)
	Postgraduate Certificate in Independent/Supplementary Prescribing: Clinically Enhanced (V300) as part of MSc in Advanced Practice Non-medical Prescribing
Date of approval visit:	11 April 2019
Programme start date:	
Independent and supplementary nurse prescribing V300	1 September 2019
Community practitioner nurse prescribing V150	N/A
Community practitioner nurse prescribing V100	N/A
QA visitor:	Eleri Mills

Summary of review and findings

The University of Greenwich, faculty of education and health and Medway school of pharmacy presented an independent/supplementary prescribing preparation programme (V300) for approval. The programme is mapped to the Standards for prescribing programmes (NMC, 2018) and the Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers) (NMC, 2018).

There are three routes to the proposed V300 prescribing qualification for nurses. There is a part-time short module programme in prescribing over an eight-month period leading to 45 credits at academic level six; a part-time post graduate certificate in independent/supplementary prescribing programme over an eight-month to 12-month period leading to 60 credits at level seven; a part-time non-medical prescribing programme as part of the MSc in advanced clinical practice over 12-months leading to 40 credits at level seven.

The programme documentation and discussions at the approval visit confirm evidence of effective partnership working between the approved education institution (AEI) and key stakeholders. A range of stakeholders attended the programme planning board to discuss the development process including commissioning managers, service user and carer, and students.

The documentation and evidence from the approval visit confirmed that arrangements at programme level meet the Standards framework for nursing and midwifery education. The Standards for student supervision and assessment is subject to two conditions.

The programme is recommended to the NMC for approval subject to two conditions. Two recommendations are made.

12 June 2019

Documentary evidence is provided which meets the two conditions. The conditions are now met. The programme is recommended to the NMC for approval.

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 ☐

	Effective partnership working: collaboration, culture, communication and resources
Conditions:	None identified
	Selection, admission and progression
Please identify the standard and requirement the condition relates to under the relevant key risk theme.	None identified
	Practice learning
Please state if the condition is AEI/education institution in nature or specific to NMC standards.	Condition one: The AEI must include a statement in programme documentation to define the exceptional circumstances where the practice supervisor and practice assessor are the same person. (Standards for student supervision and assessment R2.1 Standards for prescribing programmes R4.5).
	Condition two: The AEI must provide clear information in programme documentation on the model of practice assessor used. (Standards for student supervision and assessment 6.2. Standards for prescribing programmes R4.2).
	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: Monitor and evaluate further the implementation of student support, supervision, learning and assessment. (Standards for prescribing programmes R4.2).
	Recommendation two: Monitor and evaluate that students are assigned to an academic assessor who is a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking (Standards for prescribing programmes R4.2).
Focused areas for future monitoring:	Monitor and evaluate the implementation of the NMC Standards for student supervision and assessment with practice learning partners.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
The programme team have provided documentary evidence of the model of practice assessor and arrangements for exceptional circumstances when the practice supervisor and practice assessor are the same person. Conditions one and two are now met.	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	12 June 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)

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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 analysis and findings at the approval visit confirmed evidence of effective partnership working between the AEI and key stakeholders. A wide range of stakeholders were involved during the development process including commissioning managers, service users and carers and students. The programme planning board focus on overseeing and directing the management and delivery of the V300 prescribing programme. There is representation from key stakeholders including service users and carers and practice learning partners (PLPs) on the planning board. The programme planning board provide co-ordination, direction and guidance to all elements of the programme. They oversee the programme and communicate with all stakeholder groups. The programme board meets six-monthly. The programme team and PLPs confirm there remains a high level of demand for this programme.

Students say they are given excellent resources on the V300 programme. They say the programme is intense, providing them with positive learning experiences in practice. They report that the teaching team were supportive and accessible and that practice learning providers were very supportive in ensuring they have protected time to undertake the theoretical and practice elements of the programme.

Service users and carers confirm their involvement in the development, delivery and evaluation of the prescribing programmes. They say they attend the programme planning board meetings twice a year; giving them the opportunity to understand the developing role of the V300 non-medical prescriber. Service users and carers confirm their involvement in the assessment and evaluation of students undertaking the V300 prescribing programme. They are involved in role play used in student formative and summative practical assessment. They are confident in the standard of students at the end of the V300 programme.

Programme practice learning documentation allows constructive feedback from stakeholders. There is a detailed timeline of activity including meetings to facilitate stakeholder feedback from practice supervisors, practice assessors and academic assessors on student performance and progression throughout the student journey.

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

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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. Documentary evidence demonstrates the necessary governance structures are in place to enable students to undertake and be adequately supported throughout the programme. This is confirmed by the PLPs and the programme team.

Programme planning board meeting minutes confirm governance arrangements with practice partners and were discussed. The programme team confirm the V300 programme application governance process. This is supported with a declaration form of eligibility, support and access to prescribing budget by the manager of the employing organisation. There is an agreed screening process for applications

between the AEI and PLPs and assurance that all practice learning opportunities are in place with protected learning time agreed.

The programme team confirm involvement with all PLPs through communication with non-medical prescribing leads to monitor and report adequate student support in practice. Students confirm that academic and clinical support and access to protected learning time is available to them throughout the V300 programme.

For self-employed applicants, entry information is required on the supporting admissions application form for V300 programmes. This includes a comprehensive reflective personal statement from the applicant confirming how non-medical prescribing will fit into their practice and funding arrangements. Applicants must identify their support network and confirm arrangements for appropriate supervised practice whilst undertaking the programme.

Practice learning areas are audited jointly by the university and PLP, normally every two years, using an agreed tool. In the event of any concerns the audit may be undertaken more frequently. The completed audit document is reviewed by the professional lead and stored on the faculty data base. Professional leads review the data at monthly intervals and provide a biannual report for the practice-based learning panel. Programme leaders have overall responsibility that practice evaluation is undertaken and reported to PLPs. Documentary evidence confirms processes are in place to suspend or withdraw practice learning environments if concerns warrant this. Audit processes meet the Standards for student supervision and assessment. Governance processes and partnership agreements meet the Standards framework for nursing and midwifery education.

- 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** ☐

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- 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 Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency Framework for all Prescribers) will be met through the transfer of existing students onto the proposed programme.

For those students who do not complete the existing programme they'll be able to transfer to the new programme through recognition of prior learning (RPL) processes. These enable mapping of competencies onto the new programme.

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** ☐

Date: 11 April 2019

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** ☐

- 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. Documentary evidence confirms a range of learning and teaching strategies. The programme learning and teaching strategy is co-ordinated and managed through the university virtual learning platform. Moodle is the virtual learning environment used to deliver the programme that is primarily delivered by distance learning with nine face to face sessions. Learning will include critical reading of key papers, analysis of case studies and reflective learning through construction of a portfolio of activities. The latter includes critical evaluation of client and patient interactions. Students say Moodle supports their learning and their attendance at the university nine study days. The use of a Moodle forum was

beneficial. Students are required to post in the forum with open access comments from tutors.

Practice learning is supported by the completion of a reflective portfolio including a log of 12 days of learning in practice overseen by a practice supervisor. The portfolio is mapped to the RPS prescribing competencies. It includes a weekly reflective summary of experiences that are observed and countersigned by the practice supervisor. Students and practice supervisors are given a guide to facilitate the period of learning in practice. All students are offered a face to face visit with the practice assessor and practice supervisor in the practice learning environment. Students said they were adequately supported in their learning in practice and by the programme team.

- 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** ☒

This is not relevant as University of Greenwich is based in England.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met

		YES ☒ NO ☐

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** ☐
Date: 11 April 2019	

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. Documentary evidence confirms suitable and effective arrangements and governance for practice learning between the AEI and PLPs.

PLPs confirm partnership working with the university in the development of criteria for the practice supervisor and practice assessor roles. The AEI and PLPs are part of the pan-London practice learning group and have adopted this group's approach to transferring existing mentors and sign-off mentors to practice supervisor and practice assessor roles.

Programme development and teaching teams confirm the Standards for student supervision and assessment implementation plan and policy change for the roll out of information and training to be a practice supervisor/practice assessor. They report the importance of ensuring the distinctiveness of roles and ensuring attendance at the practice supervisor and practice assessor preparation session. Students are required to attend a minimum of 12 days (90 hours) learning in practice which is overseen by a suitably qualified practice supervisor, who is given a written guide to facilitating practice learning. This guide includes the roles and responsibilities of the student, practice supervisor and practice assessor. It suggests the type of learning opportunities suitable for a prescribing student. The programme development and teaching team confirm the practice supervisor will be an experienced prescriber with at least three years prescribing registration in the field of practice the student is to practice in. Practice supervisors are prepared in student support, supervision and giving feedback. Practice supervisors complete a declaration of support form in the student application form, declaring they meet the requirements to act as a practice supervisor. PLPs confirm they will maintain a register of prescribing practice supervisors. The programme development and teaching teams confirm adopting the pan London practice learning group approach to prepare practice supervisors and practice assessors through a programme of joint update sessions between the AEI and PLPs. There are arrangements for the practice assessor, practice supervisor and academic assessor to work together to ensure the student is progressing.

Self-employed applicants follow the same governance process and must provide evidence of identified support networks accessible to them whilst undertaking the programme, including confirmation that they will have access to protected time, and appropriate supervised practice in the clinical area in which they are expected to prescribe.

- 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. Documentary evidence confirms effective and proportionate simulation-based and technology enhanced learning opportunities to support student learning and assessment in the programme.

Discussion at the approval event with the programme development team, teaching team and students confirms extensive use of the virtual learning environment, Moodle. This provides students with information and resources relevant to their studies online. The programme team confirm all programme information for students is available on Moodle. The programme team presented a demonstration of the Moodle programme site at the approval event. There are practice resources on Moodle such as numeracy assessments and multiple-choice questions for students to complete with support from the teaching team. Students' confirm all information such as timetables, programme guides and pre-course reading is on Moodle and they are informed about how to use it with a flyer of information about Moodle.

Simulation-based learning opportunities are carried out in the classroom as formative and summative practical assessment of prescribing practice. Summative assessment is a single station objective structure clinical examination (OSCE) allowing the student to demonstrate skills in prescribing practice. Service users and carers and the teaching team participate in role play for simulation exercises. Feedback is given to students by assessors for the formative practical assessment of prescribing practice. Service users and carers will provide verbal informal feedback on students to the teaching team. Students agreed that simulation-based and technology enhanced learning is effective and proportionate, and they're prepared by the teaching team for the summative OSCE assessment.

- 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: 11 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)

                                MET ☒   **NOT MET** ☐

R4.1 is met. Documentary evidence confirms the role of the practice supervisor, practice assessor and academic assessor in the support, supervision, learning and assessment of students on the programme. A timetable demonstrates when the student is expected to be seen by practice supervisor, practice assessor and academic assessor. This is scheduled at various intervals throughout the programme to review student progress. A written record is made in the student practice assessment document of supervisory support given. This is confirmed in the discussions with the programme team.

The practice assessment document (PAD) is a portfolio. Practice supervisors confirm student achievement in the PAD by signing each portfolio entry as a true record of evidence of practice competencies. They confirm the student has successfully completed the period of learning in practice, learning outcomes and RPS prescribing competencies. The practice assessor will undertake the final summative assessment of practice in the university through a simulated summative practical assessment of prescribing practice.

Documentary analysis confirms process for escalation of concerns from students regarding the practice learning environment. This can result in the withdrawal of a practice learning environment and reallocating students to another area. There are robust processes between the AEI and PLPs to monitor, report and take action on issues raised in practice.

- 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. Documentary evidence confirms the process for identifying and preparing practice supervisors. Practice supervisors are prepared for their role

through following the pan-London preparation schedule. They receive a detailed written guide providing information about their role and responsibilities.

The programme team confirm they will follow the pan-London preparation schedule for practice assessors. Documentary evidence does not include information about the process identifying or selecting practice assessors. Documentary evidence lacks information about the role, responsibilities, and preparation of practice assessors and there is no guide for practice assessors supporting students on the programme. The programme documentation does not include information about the model of practice assessor used for the prescribing programme. (Condition two).

The programme team confirmed practice assessors can be allocated from the programme teaching team who are part time lecturers and undertake prescribing in their clinical practice roles. Discussion with the PLPs confirmed they are willing to provide practice assessors to support prescribing students. (Recommendation one).

Academic assessors are current programme academic staff and are prepared for the role by attending a specific information session by the AEI. They will receive updates by the AEI on their role. Discussion at the visit confirms there will be one academic assessor who will be the same person allocated for each cohort of students in an academic year. In anticipation of large cohort numbers, the programme team and senior managers confirm arrangements for an additional academic assessor to be selected from the programme team if required. Senior Managers report they have a number of academic staff with the V300 qualification within the faculty of education and health that would be able to undertake the academic assessor role if required. (Recommendation two).

- 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 not met. Documentation does not include a statement defining the exceptional circumstances where the practice supervisor and practice assessor are the same person. The programme team did not foresee situations where the role of the practice supervisor and practice assessor would be undertaken by the same person, as they can allocate practice assessors from the teaching team. Members of the teaching team confirm they work in the practice learning environments areas. There is no documentation explaining processes to manage exceptional circumstances where the practice supervisor and practice assessor may be the same person. (Condition one).

Documentary evidence confirms provision of practice learning support by the practice supervisor and practice assessor. There are processes to confirm the practice assessor prescribing qualifications, experience and relevance to the student's area of practice. Robust checks ensure that students cannot start a programme without appropriate supervisory and assessment support in place. An application panel meets to assess the practice supervisor suitability and allocate a practice assessor prior to the student commencing the programme.

- 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** ☐

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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 documentation explaining processes to manage exceptional circumstances where the practice supervisor and practice assessor may be the same person.

Condition one: The AEI must include a statement in programme documentation to define the exceptional circumstances where the practice supervisor and practice assessor are the same person. (Standards for student supervision and assessment R2.1 Standards for prescribing programmes R4.5.1).

The programme documentation does not include information about the model of practice assessor used for the prescribing programme.

Condition two: The AEI must provide clear information in programme documentation on the model of practice assessor used. (Standards for student supervision and assessment R6.2 Standards for prescribing programmes R4.2)

Outcome

Is the standard met?   MET ☐   NOT MET ☒

There is no documentation explaining processes to manage exceptional circumstances where the practice supervisor and practice assessor may be the same person.

Condition one: The AEI must include a statement in programme documentation to define the exceptional circumstances where the practice supervisor and practice assessor are the same person. (Standards for student supervision and assessment R2.1 Standards for prescribing programmes R4.5.1).

The programme documentation does not include information about the model of practice assessor used for the prescribing programme.

Condition two: The AEI must provide clear information in programme documentation on the model of practice assessor used. (Standards for student supervision and assessment R6.2 Standards for prescribing programmes R4.2)

The PLPs confirm that they are willing to provide practice assessors to support the prescribing students. (Recommendation one).

Recommendation one: Monitor and evaluate further the implementation of student support, supervision, learning and assessment. (Standards for prescribing programmes (R4.2).

The teaching team need to monitor and evaluate the effectiveness of the academic assessor. (Recommendation two).

Recommendation two: Monitor and evaluate that students are assigned to an academic assessor who is a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking. (Standards for prescribing programmes R4.2).

Date: 11 April 2019

Post event review

Identify how the condition(s) is met:

Condition one

Student workbooks and guides, definitive programme document at level six and level seven and the application form for independent and supplementary prescribing have been revised to include information about exceptional circumstances. Additional evidence is provided if practice supervisor and practice assessor roles are to be carried out by the same person.

Condition one is now met.

Evidence:

•   Medway school of pharmacy independent and supplementary prescribing period of learning in practice student guide and workbook for nurses at level six.

•   Medway school of pharmacy independent and supplementary prescribing period of learning in practice student guide and workbook for nurses at level seven.

•   Medway school of pharmacy short course programme in prescribing (independent and supplementary) definitive short course programme document, level six, January 2019.

•   Medway school of pharmacy postgraduate certificate in independent and supplementary prescribing definitive programme document, level seven, January 2019.

•   Medway school of pharmacy application form independent and supplementary prescribing.

Condition two

The AEI have provided programme documentation on the model of practice assessor to be used. This includes information about practice assessor preparation and responsibilities. A correspondence record demonstrating communication between student, practice supervisor, practice assessor and academic assessor is included.

Condition two is now met.

Evidence:

•   Medway school of pharmacy guide for practice assessors supporting trainee nurse independent and supplementary prescribers at level six and level seven

Date condition(s) met: 12 June 2019

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

- 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: 11 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:

PowerPoint presentation on the V300 prescribing programme by programme team.

Post visit evidence:

• Medway school of pharmacy Independent and supplementary prescribing period of learning in practice student guide and workbook for nurses at level six.

• Medway school of pharmacy Independent and supplementary prescribing period of learning in practice student guide and workbook for nurses at level seven.

• Medway school of pharmacy short course programme in prescribing (Independent and supplementary) definitive short course programme document, level six, January 2019.

• Medway school of pharmacy postgraduate certificate in Independent and supplementary prescribing definitive programme document, level seven, January 2019.

• Medway school of pharmacy application form independent and supplementary prescribing.

• Medway school of pharmacy guide for practice assessors supporting trainee nurse independent and supplementary prescribers at level six and level seven.

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

There is no programme handbook and student university handbook presented. The programme team confirm the university upload all handbooks to Moodle. The chair of the approval visit requested to see the Moodle VLE. The VLE demonstrated by the programme team shows the type of information available on Moodle for students that is otherwise contained in a programme handbook and student university handbook.

Additional comments:

Not all this evidence has been seen in GW3 and this will need to be submitted by 12 noon on Friday 5th April 2019 for the reviewer to view this information before the event. The reviewer is unable to view evidence on the day of the event.

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: V300 - two nurses.		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation Prior to the approval visit the visitor had asked whether there was a designated medical practitioner (DMP) attending one of the meetings. The meeting administrator confirmed at the approval visit that she had not received confirmation from the programme team of a DMP attending.		
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
Virtual learning environment was viewed during the visit.

If you stated no above, please provide the reason and mitigation
Established AEI, review of facilities was not required.

Additional comments:

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Issue record			
Final Report			
Author:	Eleri Mills	Date:	20 May 2019
Checked by:	Monica Murphy	Date:	24 June 2019
Approved by:	Leeann Greer	Date:	4 July 2019
Submitted by:	Lucy Percival	Date:	4 July 2019