Programme approval visit report

Section one

Programme provider name:	University of Ulster at Jordanstown
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	South Eastern Health and Social Care Trust Altnagelvin Area Hospital Antrim Area Hospital Belfast Health and Social Care Belfast Health and Social Care Trust BH+SC Community Bovalley Medical Practice and Rossaire Family Practice GP Federation Cherryvalley Group Practice GP Federation Support Unit (Belfast Area) GP Federation Support Unit (Southern Area) GP Federation Support Unit (Western Area) GP Practice (Antrim/Ballymena Federation) Gum Clinic John Mitchell Place Mater Hospital Mount Practice Independent GP Surgery Northern Health And Social Care Trust Royal Victoria Hospital SEH+SC Community SH+SC (Base) Southern Health and Social Care Trust Western Health and Social Care Trust WH+SC (Base) WH+SC Community Willowbank Surgery Keady

Programme(s) reviewed:

Programme: Independent and Supplementary Nurse Prescribing
Title of programme: Non-Medical Prescribing
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Programme: Community Practitioner Nurse Prescribing V100
Title of programme: Community Practitioner Nurse Prescribing V100 Level 6 and

Community Practitioner Nurse Prescribing V100 Level 7
Programme start date: 1 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Programme: Community practitioner nurse prescribing V150
Title of programme: Community Practitioner Nurse Prescribing V150 Level 6 and
Community Practitioner Nurse Prescribing V150 Level 7
Programme start date: 1 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Date of approval	4 December 2019
QA visitor(s):	Registrant Visitor: Mark Lovatt

Summary of review and findings
The University of Ulster (UU) at Jordanstown has presented the independent and supplementary nurse prescribing (V300), the community practitioner nurse prescribing (V150) and the community practitioner nurse prescribing (V100) programmes for approval against the Nursing and Midwifery Council (NMC) Standards for prescribing programmes (SPP) (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers) (NMC, 2018). The V300 programme is delivered across the component parts of the advanced certificate/postgraduate certificate in nurse and midwife prescribing. The V150 programme is delivered as a stand-alone module and the V100 programme is delivered as part of the district nursing specialist practitioner qualification (DNSPQ) education programme. Currently none of these prescribing programmes are jointly approved by any other professional statutory regulatory body (PRSB).

There is strong collaboration across Northern Ireland (NI) for the commissioning of all prescribing programmes and there is cross NI arrangements in place at programme level to meet the Standards framework for nursing and midwifery education (SFNME). Arrangements are in place at programme level to meet the Standards for student supervision and assessment (SSSA). There is strong collaborative working to develop prescribing programmes and ongoing management involving all stakeholders.

The programmes are recommended to the NMC for approval. The university made one condition.

Updated 18 January 2020

The university has provided evidence to meet the university condition. The condition is met, and the programme is recommended to the NMC for approval. |

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met

Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition one: The programme team must submit copies of the amended programme documentation to address typographical and grammatical errors and changes in terminology, to the approved education institution (AEI) quality enhancement committee. These documents must be accepted prior to approval. (University condition)
Date condition(s) to be met:	31 January 2020
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	Consistency of service user and carer (SUC) involvement in the ongoing development, delivery and evaluation of the programme.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: A written report is provided confirming the university condition is met. The university condition is met.	
AEI Observations	**Observations have been made by the education institution** Yes
Summary of observations made, if applicable	The report is amended to reflect UU being a member of a practice learning collaboration with two other AEIs, and applicants are jointly screened by PLPs and the AEI.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	18 January 2020

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)

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 demonstrates there's collaboration between practice learning partners (PLPs) and UU, the AEI, at strategic and operational levels to develop and oversee the prescribing programmes seeking approval. A NI practice learning collaborative is in place and UU is a member of this organisation with two other AEIs. This collaborative arrangement agrees a regional approach in ensuring the maintenance of standards and quality in both academic and practice components of nursing programmes in NI. All stakeholders, including UU teaching staff, health trust commissioning managers and PLPs agree the commissioning plan for the forthcoming year. This process of annual student commissioning enables UU and PLPs to anticipate student numbers each year and plan academic provision and practice support accordingly. Further collaborations occur three times each year for ongoing review of programmes to monitor academic, professional and clinical aspects of programme provision and its delivery. PLPs therefore are fully involved in programme developments and evaluation. Programme impact is regularly evaluated and fed back to the NI department of health. Practice learning agreements are signed by PLPs which agree to resource prescribing programmes and prepare practice learning staff to supervise and assess students.

Discussion with PLPs at strategic level confirms a programme of preparation to ensure effective transition to the SSSA is in place. PLPs keep a database of identified and suitably prepared practice supervisors and practice assessors. PLPs tell us the numbers of practice supervisors and practice assessors will be enough to deliver the programmes seeking approval. There's a planned approach to support practice learning whereby the academic assessor will communicate with the practice assessor to monitor student progress towards achieving competencies within the RPS (2016) competency framework. This is made clear in practice assessment documents and module handbooks. A final verification of competency is signed by the practice assessor, academic assessor and the student's manager.

Students from all programmes seeking approval confirm documentary and narrative evidence given by the AEI regarding admission requirements and quality assurance processes. Students confirm the application process contains checks

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on their suitability and acts as a method of ensuring they meet the required professional standards. Students confirm details for their suitability to undertake the programme is in line with the standards for selection and admission. Students say they're fully aware of practice placement audit processes which provide assurance their practice learning environment is suitable. They feel practice is a safe and supportive learning environment. Students are satisfied with the level of communication between themselves and practice placements during the programme. Students feel supported both academically and in the practice learning environment. Students tell us their achievement is monitored throughout the programme and assessment of their competencies for all programmes on completion is relevant. Students confirm SUC feedback is included in their practice assessment document. Students tell us they're involved in evaluations and feel they are heard. Examples of how evaluations shape the programme are given by students. Students tell us previous students from the programme contribute to programme teaching which they consider valuable.

SUC tell us they're very satisfied with how they contribute to the development of prescribing programmes and say the programme team listen to their views. SUC are fully aware of programme developments and changes made to meet current standards. SUC indicate specific areas where they contribute to programme development and they say it's evidence of partnership working. This involvement is ongoing over the last year. SUC tell us there are plans in place to establish a larger SUC group in the university and their ongoing engagement in this is already planned. SUC say they're regularly involved in student selection and admission and this will continue. SUC confirm they're timetabled to deliver taught sessions for the next cohorts and this involvement in teaching will continue. SUC say they're involved with a people engagement group set up to evaluate and develop prescribing programmes in the future.

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

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 2: Standards for student supervision and assessment

Met

If not met, state reason
Post Event Review
Identify how the condition is met:
Date condition(s) met: 18 January 2020 **Revised outcome after condition(s) met:** *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 programmesand 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.

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

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

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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

R1.3 is met. All V100, V150 and V300 applicants undergo initial screening using a comprehensive application form. All applicants are jointly screened by PLPs and the AEI. There is strategic oversight of commissioned student numbers and therefore there's agreement these numbers can be appropriately supported prior to students commencing the programme. The application process provides evidence of registration, competence, eligibility and a statement of intent to support students from PLPs. These same arrangements apply to independent sector and self-employed students. Support for such students is offered through the collaborative if required. Where this is not possible, practice supervisors and practice assessors will be suitably prepared by the university for their role. A database is maintained for practice supervisors and practice assessors working in the independent sector by the AEI. A similar NHS database is kept by relevant healthcare trusts.

All applications for stand-alone programmes are verified by the prescribing programme leader against a checklist compliant with selection and admission criteria detailed in the SPP. Programmes with integrated prescribing components are checked by the programme leader for that programme. Applicants are also required to self-certificate, declaring they meet required criteria. The application screening process provides assurance agreements are in place for students to be adequately supported by suitably qualified practice supervisors and practice assessors in practice and before commencement of the programme. The application pack includes declarations from employers confirming current disclosure and barring service (DBS) checks are in place. Employers agree to provide a practice placement, give students protected learning time and support them in practice. Students are encouraged throughout programmes to seek support from the relevant module leader if issues arise with lack of support or allocated learning time. There is a team of link lecturers in place who concentrate on supporting the student experience and providing guidance to PLPs in practice learning settings.

The regional model for achieving NMC Standards involves a nominated person, a nominated practice supervisor and a nominated practice assessor. The nominated person for each practice placement is normally the ward sister/charge or

nurse/team leader/manager. For independent sector practice placements the nominated person is delegated when the learning environment is audited. The name of the nominated person is detailed in audit documentation for all sectors. Appointments to these roles is managed through an appointed PLP practice education team. This team provides oversight of supervision and assessment arrangements for students during the practice components of the programmes.

There's an agreed regional approach to selecting, approving and removing practice learning environments. A practice learning environment educational audit tool is used to confirm practice area capacity and ensure facilities and resources are in place to support prescribing students to meet competencies required for their programme. Audits are completed in partnership between the nominated person, practice education facilitator and AEI. Students are not placed in areas without a successful and in-date audit. Students confirm practice learning environments are subject to educational audit.

If any area is assessed as unsuitable and does not meet requirements students will not undertake their practice learning in that area. Should a practice learning environment fail, an agreed action plan is put in place to meet requirements and can be reviewed for suitability within six months. Removed practice learning environments are only reinstated once a satisfactory audit is achieved. The programme team tell us they discuss any anticipated potential difficulties in relation to practice supervision and assessment, such as staff or student sickness or poor student achievement. There's a flow chart of contingencies for such instances indicating support and processes to manage these.

Student feedback on their practice learning experience is obtained through evaluations and reviewed by the academic lead for practice learning. Separate evaluations are also obtained by the practice education team and any issues and risks are identified. If concerns are identified, practice areas are contacted and audited. The NI practice learning collaborative review common themes and issues arising from student evaluations and a regional approach is taken to resolve these. Ongoing review ensures support, supervision, learning and assessment arrangements comply with the SFNME.

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

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

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

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

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**

The AEI will not be transferring any existing students onto the proposed programmes. Due to timelines, all existing students will have completed current programmes. There are no current students on interrupted studies. Any students undertaking prescribing qualifications integrated into other programmes will have any previous learning considered using recognition of prior learning processes should their studies be interrupted.

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met

Yes

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Outcome
Is the standard met? *Met* **Date:** *14 December 2019*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

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

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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

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

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

R2.3 is met. Documentary evidence confirms the programme is developed to address the NMC SPP (2018) and RPS Standards (2016). Content applies theory to practice and teaches different programmes and academic levels together where appropriate. Programme contents and learning outcomes contain appropriate subject matter regarding professionalism, accountability and evidence-based

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prescribing. Academic staff tell us how UU's learning and teaching strategy is applied to prescribing programmes and how a person-centred approach underpins developing students undertaking prescribing programmes. This person-centred approach reflects the content of the NMC and RPS Standards and aims to equip students with knowledge, skills and attributes to individualise care in line with best practice. This philosophy is included in student-facing documentation for prescribing programmes and students say service users are central to their learning outcomes. Students tell us they learn in the university through lectures, workshops and supervised peer discussion. Evidence of achieving the RPS competencies is recorded using a practice assessment document. Students receive preparation and guidance regarding achieving these competencies. Teaching is based on a blended learning approach and students can access their timetables, preparatory materials, presentations and classroom resources via an online virtual learning platform. Additional resources are available to students through this platform such as pharmacology databases. Students receive support in navigating the virtual learning environment (VLE) and will have formative and summative assessments using this platform. Students tell us they're happy with teaching approaches used and value the use, and flexibility of the VLE.

Students are assessed in practice using the RPS competencies which are mapped in practice assessment documentation. Students reflect on their practice in the practice assessment document and use service user feedback to develop their prescribing practice. Students feel the programme is invaluable to their professional development. Students from all three programmes tell us they're offered timely and appropriate support in practice and from the AEI.

The V100 and V150 programmes are 200 hours in length (72 hours directed study, 128 hours independent study) over two semesters. The V100 is integrated into a specialist practice programme. This means students spend ten days in university and at least ten days protected learning time in practice to fulfil the practical competencies.

The V300 programme is designed to be studied over one academic year. The programme consists of four modules and is 696 hours in length. Component requirements of the V300 programme are spread across these modules and completion of these leads to the award of the prescribing qualification. Three modules are taught over the first semester with two continuing into semester two. The fourth module is a practice-based module where students complete the RPS competencies. Face-to-face learning components are delivered over two semesters of study (35 weeks in total). There are 120 hours of theoretical learning and 486 hours independent study. A minimum of 90 hours clinical practice learning is undertaken across the year. The programme leads to an academic award and completion of the independent and supplementary nurse prescribing (V300) qualification.

All programmes and module specifications are mapped to the RPS proficiencies in the theoretical and the practical components of the programmes.

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

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

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)

N/A

The programme is only delivered in NI.

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

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met

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Yes
Outcome
Is the standard met? *Met* **Date:** *14 December 2019*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

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 <u>Standards for student supervision and assessment</u> 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 <u>Standards for student supervision and assessment</u>

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

R3.1 is met. Documentary evidence and discussion at the approval visit confirm suitable and effective processes are in place to ensure effective governance in practice for all students. This is an integrated process and happens from the point of application. All applications are considered in regional meetings. All relevant PLPs are represented as are both AEIs in NI. All applicants are jointly screened between PLPs and the AEI. There is strategic oversight of commissioned student numbers and therefore agreement these numbers can be supervised. This is for all prescribing programmes and ensures students who complete programmes are capable of meeting service needs. PLPs confirm resources to support student learning for the prescribing programmes from application to programme completion. There's a timeline of transition ensuring enough nominated practice supervisors and practice assessors are available prior to the start of these programmes. All programmes of preparation make specific mention of private, voluntary and independent sectors and self-employed applicants.

There is evidence that the programme complies with the NMC Standards for student supervision and assessment (R3.2)

Yes

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

R3.3 is met. A range of digital technologies are used effectively and proportionately to support learning and provide formative feedback to prepare students for assessments. In programme taught components students access the university's VLE, Blackboard, for programme and module resources. Students receive an induction to the VLE and are directed to support, available from the university's information services department. All students are allocated an email address on registration and this is the primary form of communication. Following registration, students have access to a wide range of resources from the student portal. Written work is submitted online. There are online patient decision aids, case studies based on service user stories, online quizzes and links to an electronic version of the British national formulary and short e-learning courses available from medicinesNI.com, a multidisciplinary medicines resource. Library services can be accessed online to improve digital literacy and provide help with academic writing. Students tell us they value these resources and they enhance classroom delivery. In practice, students use the NI electronic care record system to access patient records.

The programmes use simulation-based learning and role-play so students can practice case-based scenarios in a safe environment, prior to conducting these in real-life clinical settings. Students tell us this approach allows them to rehearse different cases, gather meaning from them and receive feedback on their development.

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

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met

Yes

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Outcome
Is the standard met? *Met* **Date:** *14 December 2019*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

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 <u>Standards framework for nursing and midwifery education</u> 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 <u>Standards framework for nursing and midwifery education</u>. 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

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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%).

Evidence provides assurance that the following QA approval criteria are 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

R4.1 is met. Programme mapping documentation complies with the SFNME. Documentary evidence confirms student progression in practice is supported by a practice supervisor and practice assessor in all three prescribing programmes. Minimum hour requirements for protected learning time are stipulated for each

programme. These hours are logged in the practice assessment document. Initial, mid-point and final meetings between student and practice assessor are logged in this. Mid-way assessment provides opportunity to formatively assess student achievement and revise learning contracts, guiding students towards completing all programme outcomes and proficiencies. There's reference in programme handbooks and practice assessment documentation to dealing with concerns in practice and escalating these. When there are concerns or episodes where practice placements break down, students are directed to contact the nominated person, link lecturer, practice education team and/or programme leader. A flow chart directing practice learning staff and students on how to deal with such circumstances is included in practice assessment documentation. This process applies to self-employed students. Successful completion of programme outcomes and proficiencies in the portfolio is signed off by the student's practice assessor, manager and academic assessor. Students tell us their employers are supportive and ensure they get identified time to learn. Students feel academic teaching staff support their needs in practice by liaising with PLPs and visit them in practice. Achievement and progress in prescribing is communicated and managed by scheduled meetings between practice assessors and students during the practice element of the programme. Flow charts detailing when these meetings should take place are included in all practice assessment documentation. A minimum of three meetings are included for all programmes. These take place on commencement, at approximately half-way and at the end of the practical component of each programme. Records of discussions between students and assessors are included in all practice assessment documentation for all programmes. Students tell us they are expected to reflect on the outcomes of these meetings and give feedback on their development. The practice assessor for integrated programmes (DNSPQ or SCPHN) is the same individual who acts as the practice assessor for the prescribing element. The academic assessor for each prescribing programme is a suitably prepared and eligible member of the prescribing programme academic team and is allocated at programme commencement.

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

R4.2 is met. Documentary evidence and discussion at the approval event confirm arrangements for identifying and preparing practice assessors and practice supervisors. The programme team say preparation arrangements for practice supervisors, practice assessors and academic assessors are delivered by the AEI. Practice supervisors and practice assessors cannot commence their role without attending this programme of preparation. This applies to those nominated to support students who are self-employed. Preparation programmes are delivered either fully online or online and face-to-face. This gives greater opportunities for staff to access preparation content. There's a delivery timetable for preparation

programmes. Information on practice assessor, practice supervisor and academic assessor roles and supporting materials remains available online following completion of training for reference purposes. Link lecturers are available to meet with practice assessors and practice supervisors in practice to provide curriculum update information as required. While there is a core preparation programme to meet requirements across programmes, there is specific curriculum update for each programme and orientation to programme specific practice assessment documentation. This ensures those supervising and assessing students are suitably prepared and have programme specific information. Only suitably prepared practice assessors can make decisions regarding student progression. Practice supervisor and practice assessor handbooks outline role expectations and responsibilities in line with the SSSA. Documentation confirms students are provided with a nominated person to support them in practice.

The programme leader is identified as the academic assessor and is appropriately qualified to undertake this role. The academic assessor signs the final competency statement to confirm student eligibility for recording the prescribing qualification.

Practice learning environments are audited every two years in line with established process supporting practice learning and give assurance of capacity, facilities and resources to deliver safe and effective learning opportunities.

Acknowledgement is given to exceptional circumstances where the same person may fulfil the role of practice supervisor and practice assessor for prescribing programmes. These situations will be monitored by the programme lead, the practice learning team and the nominated person and student support frameworks referred to if necessary.

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

Yes

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

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

R4.5 is met. Documentary analysis and narrative evidence confirm processes are in place for assigning a practice assessor. This commences at the point of application with the application form requiring the name of the proposed practice assessor. The AEI checks practice assessor qualifications ensuring they are a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking. The AEI confirms practice assessor role preparation by checking their register. Where supervisory arrangements are not established, students cannot undertake the programme until support from appropriately qualified healthcare professionals are in place. Exceptional circumstances where the role of practice assessor and practice supervisor are the same person are outlined in the programme handbook and the guidance for practice assessors document. In such instances, the student, practice supervisor/assessor and the AEI must identify why it is necessary for the practice supervisor and practice assessor role to be carried out by the same person. There are processes to manage and monitor this situation where this is unavoidable.

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

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

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

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

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met Please provide narrative for any exceptions

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to supervision and assessment are met Please provide narrative for any exceptions

Yes

Outcome

Is the standard met?

Met

Date: *14 December 2019*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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 asa 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

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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

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

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

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

Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met

Yes

Outcome
Is the standard met?   *Met*   **Date:** *14 December 2019*
Post Event Review
Identify how the condition is met:
Date condition(s) met:

N/A
Revised outcome after condition(s) met:
N/A

Section four

Source 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	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Practice placement handbook	Yes
PAD linked to competence outcomes, and mapped against RPS A Competency Framework for all Prescribers	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the programme meets the Standards for prescribing programmes and RPS Standards of proficiency for prescribers (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions	Yes
List additional documentation: Guide for line managers on routes to higher education academy fellowship, December 2019 UU whistleblowing policy, December 2019 Anticipated difficulties in relation practice supervision and assessment and contingencies, December 2019 Management of practice learning incidents, December 2019	

Post visit documentation:
Report of the academic policy and standards officer, December 2019
If you stated no above, please provide the reason and mitigation
Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Four students from January 2019 V300 prescribing cohort One student from January 2019 V150 One student from the V100 attended, but mistakenly joined the PLP panel and therefore did not answers questions in the context of their student role.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings: Sample education audits reviewed.	
If you stated no above, please provide the reason and mitigation Visits to these areas/facilities not required as UU is an established AEI.	
Additional comments:	

Issue record			
Final Report			
Author	Mark Lovatt	Date	17 December 2019
Checked by	Monica Murphy	Date	23 January 2020
Submitted by	Lucy Percival	Date	30 January 2020
Approved by	Leeann Greer	Date	4 February 2020