

### Programme approval visit report

#### Section one

<b>Programme provider name:</b>	University of Stirling
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	NHS Forth Valley NHS Tayside NHS Dumfries and Galloway NHS Ayrshire and Arran NHS Lothian NHS Borders Private, voluntary and independent health care providers Education and social care providers
<b>Programmes reviewed:</b>	Independent and supplementary nurse prescribing V300 <input checked="" type="checkbox"/> Community practitioner nurse prescribing V150 <input type="checkbox"/> Community practitioner nurse prescribing V100 <input type="checkbox"/>
<b>Title of programme(s):</b>	Prescribing for Health Care Professionals
<b>Academic level:</b>	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input checked="" type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input checked="" type="checkbox"/> Level 11
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11
Community practitioner nurse prescribing V100	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
<b>Date of approval visit:</b>	27 October 2020
<b>Programme start date:</b>	
Independent and supplementary nurse prescribing V300	<input type="text" value="1 February 2021"/>
Community practitioner nurse prescribing V150	<input type="text" value="N/A"/>
Community practitioner nurse prescribing V100	<input type="text" value="N/A"/>
<b>QA visitor:</b>	Registrant Visitor: Neil Thomas

**Section two**

**Summary of review and findings**

The University of Stirling (UoS), faculty of health sciences and sport (the faculty) is an established approved education institution (AEI). The faculty present the independent and supplementary prescribing (V300) programme for approval. The programme is mapped against the NMC Standards for prescribing programmes (SPP) (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers (NMC, 2018).

The V300 is a 40-credit award delivered at the Scottish credit and qualifications framework (SCQF) academic levels nine and 11. It can be undertaken as a standalone programme or as part of the Master of Science (MSc) advanced clinical practice programme. The multi-professional programme can be accessed by allied health professionals (AHPs).

Programme documentation and approval process confirm evidence of effective partnership working between the faculty and key stakeholders. There's evidence of engagement with practice learning partners (PLPs), service users and carers (SUCs) and students in the development of the programme.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended for approval. There's one NMC recommendation and two joint NMC and university recommendations.

The visit is undertaken remotely due to the COVID-19 pandemic.

**Recommended outcome of the approval panel**

<p><b>Recommended outcome to the NMC:</b></p>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
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<p><b>Conditions:</b></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b> None identified.</p> <p><b>Selection, admission and progression:</b> None identified.</p> <p><b>Practice learning:</b> None identified.</p> <p><b>Assessment, fitness for practice and award:</b> None identified.</p> <p><b>Education governance: management and quality assurance:</b> None identified.</p>
<p><b>Date condition(s) to be met:</b></p>	<p>N/A</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: The faculty management team should continue to proactively monitor and review the resources available to support the academic assessor role and to effectively deliver the programme. (SFNME R2.14) (NMC and University recommendation)</p> <p>Recommendation two: Monitor and continue to enhance the SUCs involvement in future development, delivery and assessment of the programme. (SFNME R1.12) (NMC and university recommendation)</p> <p>Recommendation three: Monitor and evaluate the implementation of the SSSA from a prescribing perspective for PLPs, AEI and prescribing students. (SPP R4.2)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>None identified.</p>

<p align="center"><b>Programme is recommended for approval subject to specific conditions being met</b></p>	
<p><b>Commentary post review of evidence against conditions</b> N/A</p>	
<p><b>AEI Observations</b></p>	<p><b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>

<b>Summary of observations made, if applicable</b>	The AEI confirm the accuracy of the report.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	N/A

### Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018)</p> <p><b>Standard 1: The learning culture:</b>            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</p> <p><b>Standard 2: Educational governance and quality:</b></p>

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.**

Documentary evidence and the approval visit confirm there's effective partnership working between key stakeholders and the faculty in the development of the programme. PLPs, students and SUCs tell us they've contributed to the development of the programme. Documentary evidence confirms a commitment to the development of academic roles with clear guidance on the responsibilities of academic staff for programme delivery, management and student support. Senior faculty management team representatives tell us they're committed to ensuring the programme is resourced. The programme team tell us the programme is suitably resourced and they're supported to develop their academic and professional roles.



Academic staff from the faculty and clinicians from clinical practice support the delivery of the programme.

The programme leader is a member of Scottish prescribing programme leaders' network (SPPLeN). This collaborative network supports a national profile approach to partnership working in ensuring that prescribing programmes meet requirements in line with NHS education for Scotland (NES). Programme documentation, the senior faculty management team and PLPs confirm governance processes associated with prescribing and the practice learning environment are assured.

The senior faculty management team describe how the AEI work in partnership at strategic levels across Scotland to ensure a robust approach to the implementation of the SSSA. PLPs are engaged and committed to supporting the SSSA and tell us they support nurses and AHPs undertaking the role of practice assessors and practice supervisors. The programme team describe how operational collaboration with the prescribing leads forum and curriculum development group include student and SUC contribution. Documentary evidence and PLPs confirm they've contributed to the implementation of the SSSA. They tell us they're fully engaged in the consultation and development of the programme. PLPs tell us about the effective communication and positive working relationship they have with the faculty.

Students tell us the programme supports the development and expansion of their clinical roles. They confirm they're satisfied with the delivery and organisation of the programme. Documentary evidence and the approval visit confirms student feedback influences the development of the programme. The student voice is captured through programme evaluations, students are represented at staff and student meetings. Documentary evidence and students confirm that they undertake evaluation of the programme. Students describe a positive experience of the programme and that they can provide both verbal and written feedback. The prescribing practice assessment document (PAD) facilitates ongoing evaluation through reflection and reviews across the duration of the programme. Students tell us they're supported to share their views and issues are dealt with promptly by practice assessors, practice supervisors or the programme team. Online access to the virtual learning environment (VLE) Canvas, ensures learning is supported with access to additional academic support. Student, practice assessor and practice supervisor facing documentation clearly detail the process for raising concerns in the faculty and in practice learning environments. Students confirm they know how to raise concerns. They tell us the programme team are supportive and proactive in responding to their questions or concerns. They tell us learning in practice is protected; if they have issues, they're confident to report these to practice assessors, academic assessors or the programme leader.

The programme team and PLPs have processes ensuring reasonable adjustments are in place in the practice learning environment to support students with specific health challenges or disabilities. Student facing documentation describes how, if



students have occupational health requirements, they can access specific organisational occupational health service support.

Students commend the programme team for the level of support they provide. Students tell us the level of communication between the programme team and PLPs is positive, they confirm that any areas of concern that arise are consistently resolved to their satisfaction.

Documentary evidence and the approval process confirms SUC involvement in the development and delivery of the programme. The faculty SUC involving people and communities implementation plan confirms a commitment to ensure SUCs contribute to NMC programmes. The inclusion of SUCs in the development of the programme is evident in minutes of curriculum development group meetings. SUC representatives are complimentary in their views of the programme, they confirm involvement in its development. Programme documentation demonstrates a commitment to increase the involvement of SUCs in the delivery of the programme. SUC representatives describe how they're involved in the application and selection process. The application form includes a SUC specific question developed by them. Applicants response to the question is reviewed by SUCs and the programme team. The programme team, in partnership with SUCs develop problem-based scenarios used in the delivery of the programme. Students reflect on SUC feedback in the practice learning environment and record this in the PAD.

SUCs confirm they receive support and training for their role within the faculty. SUCs tell us they welcome the opportunity of further involvement in the programme acknowledging the importance of the non-medical prescribing role. The programme team are advised to consider how SUCs can be further involved in the design, development, delivery and evaluation of the programme.  
(Recommendation two)

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**

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**  **NOT MET**

**Post event review**

**Identify how the condition(s) is met**

N/A

**Date condition(s) met:**

N/A

Revised outcome after condition(s) met N/A	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
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Student journey through the programme
Standard 1: Selection, admission and progression
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>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</p> <p>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</p> <p>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</p> <p>R1.4 consider recognition of prior learning that is capable of being mapped to the <a href="#">RPS Competency Framework for all Prescribers</a></p> <p>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</p> <p>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:</p> <p>R1.6.1 Clinical/health assessment</p> <p>R1.6.2 Diagnostics/care management</p> <p>R1.6.3 Planning and evaluation of care</p> <p>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</p> <p><b>Note:</b> Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the <a href="#">Standards for</a></p>

*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.

**Proposed transfer of current students to the programme under review**  
Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for pre-registration midwifery programmes* (NMC, 2019).

**Proposed transfer of current students to the Standards for student supervision and assessment** (NMC, 2018).

Demonstrate a robust process to transfer current students onto the Standards for student supervision and assessment (NMC, 2018).

### 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. Programme documentation and the approval process confirms there's an effective and collaborative approach to the application process. Applicants complete a comprehensive nationally adopted application process. They must have employer support; line managers sign to confirm governance arrangements are in place to support protected practice learning time. and prescribing practice. The application form ensures applicants fully meet NMC entry requirements. Practice assessors and practice supervisors must be identified and meet the requirements of the SSSA. They must sign to confirm their suitability to supervise and assess students and that they prescribe in the same field of prescribing practice as the applicant. The professional registrations of applicants, practice assessors and practice supervisors are checked by the programme team. Organisational prescribing leads sign to confirm they support the application.

Prescribing must be identified as essential to the applicant's role and there must be the intention to prescribe. There's a strategic approach to ensure prescribing is effectively managed and practice learning is protected. The suitability of all practice learning environments is assured through the Scottish approach to the management of educational audit. The quality management of practice learning environments (QMPLE) database is the mechanism for ensuring they meet the requirements of the SSSA and the SFNME. Practice learning environments are audited by practice education facilitators (PEFs).

Self-employed and non-NHS employed V300 applicants must meet all entry requirements. They must work and learn in a practice learning environment which is suitably registered with the systems regulator Health Improvement Scotland (HIS) and have a satisfactory educational audit. As for all applicants they must have a suitable protection of vulnerable groups (PVG) disclosure check. An academic and professional reference must be provided. Documentary evidence and the programme team confirm non-NHS employed, or self-employed applications are fully scrutinised by the programme leader and managed on an individual basis. Academic assessors monitor practice learning to ensure learning is protected.

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

- Processes are in place to consider recognition of prior learning that is capable of being mapped to the RPS *Competency Framework for all Prescribers* (R1.4)

YES  NO

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

YES  NO

- Processes are in place to confirm that the applicant is capable of safe and effective practice at a level of proficiency appropriate to the programme to be undertaken and their intended area of prescribing practice in the following areas (R1.6):
  - Clinical/health assessment
  - Diagnostics/care management
  - Planning and evaluation

YES  NO

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

YES  NO

**Proposed transfer of current students to the programme under review**

*From your documentary analysis and your meeting with students, provide an **evaluative summary** to confirm how the [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 programme leader confirms there's no transfer of current students to the proposed programme. It's anticipated that current students will have completed the programme. Students who interrupt will complete the current programme.

**Proposed transfer of current students to the [Standards for student supervision and assessment \(SSSA\)](#) (NMC, 2018).**

**From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.**

The programme leader confirms there's no transfer of current students to the SSSA. Current students will complete the current 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:** 27 October 2020



<b>Post event review</b>		
<b>Identify how the condition(s) is met:</b> N/A		
<b>Date condition(s) met:</b> N/A		
<b>Revised outcome after condition(s) met:</b> N/A	<b>MET</b> <input type="checkbox"/>	<b>NOT MET</b> <input type="checkbox"/>

**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 and the approval process confirm teaching and learning strategies support achievement of the RPS competences. A blended learning approach includes classroom teaching and online guided and independent learning supported by the VLE. Students undertake 10 contact days on campus, with 12 days delivered via online learning through the VLE Canvas site. Direct learning comprises of lectures, group discussion, seminars and tutorials which encourage problem solving and reflective practice.

Practice learning and progression towards achievement of the RPS competencies is supported by practice assessors and practice supervisors. Programme outcomes are mapped against the RPS competency framework for all prescribers. Achievement of the RPS competencies is verified by the practice assessor in agreement with the academic assessor. The programme is co-taught with healthcare professionals, students are from a variety of healthcare backgrounds supporting inter-professional learning.

The PAD requires practice assessors to record confirmation of achievement of the RPS competencies; academic assessors record agreement. Programme documentation details clear communication processes between practice assessors, practice supervisors and academic assessors. The PAD has been developed nationally to ensure consistency of practice learning across Scotland.

Students tell us teaching and online resources support their learning and that there's effective support from the programme team. They confirm learning and teaching strategies prepare them for prescribing practice. Students confirm there's effective communication between PLPs, the programme team and practice assessors.

Programme documentation demonstrates mapping of programme learning outcomes to the assessments; the programme is mapped to the RPS competency framework for all prescribers. Formative assessment supports preparation for summative assessments. Students receive ongoing feedback on their progress by the programme team. Summative assessments include numeracy and pharmacology examinations. The PAD records progression towards achievement of the RPS competencies. Reflective accounts and a written assignment are related to clinical prescribing scenarios.

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

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

YES  NO

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point. There are appropriate module aims, descriptors and outcomes specified. (R2.5)

YES  NO

**If relevant to the review**

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

YES  NO  N/A

The programme is delivered in Scotland.

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: 27 October 2020

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET

NOT 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 [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

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 are in place to assure practice learning governance for students including self-employed and non-NHS students. Application screening confirms QMPLE educational audits are in place across NHS health boards for practice learning environments.

There's evidence of how programme teams work collaboratively with prescribing specific professional groups who ensure governance frameworks are in place and are effective in ensuring sound practice learning for students. Students tell us they're supported by their employers to ensure practice learning is protected. They confirm confidence in their employers to support them in their prescribing roles and are aware of the strategic importance of prescribing. Documentary evidence and

students confirm if they disclose issues associated with protected practice learning time the faculty practice learning support protocol procedure is initiated.

Self-employed and non-NHS employed applicants are screened at application to ensure suitable HIS reporting is in place this is confirmed by the programme team and the faculty senior management team. The additional tailored section of the application form enables the programme team to assess the suitability of the practice area and if there's appropriate support by practice assessors. Programme documentation confirms this process, the programme team tell us self-employed and non-NHS employed applications are assessed and verified by the programme leader. Protected learning time must be agreed at application and is monitored by academic assessors.

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

- 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. The programme team and SUCs tell us they work in partnership to develop video resources to support student online learning via the VLE. Students tell us learning resources are available and accessible on the VLE. They confirm online learning is effective and a positive experience that supports their development in a flexible way.

The PAD requires students to undertake and record 90 hours practice learning with practice assessors and practice supervisors. They develop prescribing and consultation skills through simulated learning. Prescribing specific assessment skills are simulated in the practice learning environment in preparation for a consultation assessment by their practice assessor. Learning experiences are documented in the PAD and are mapped against the RPS competency framework for all prescribers. The PAD includes evidence of how SUCs provide feedback on student performance following completion of a prescribing consultation. Students practice prescribing assessment skills in the faculty and in practice in preparation for the prescribing decision-making assessment in the practice learning environment.

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

- 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: 27 October 2020

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: MET  NOT 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 [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 percent), 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 percent)

### Findings against the standards and requirements

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

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

**MET**  **NOT MET**

R4.1 is met. The programme team are established, experienced and appropriately qualified V300, V150 prescribers and NMC teachers. The programme is supported by pharmacist prescribers and lecturer practitioners from the practice setting. The learning in practice handbook clearly details the roles of practice assessors, practice supervisors and academic assessors. Programme documentation confirms there's opportunities for students to reflect on learning. A learning contract enables self-assessment of learning needs which are agreed with practice assessors and practice supervisors. This is reviewed at initial, interim and final review meetings. These meetings support student reflection on their development through the programme. Practice assessors are responsible for the assessment of



practice and must verify the RPS competencies have been achieved. Documentary evidence and the approval process confirms academic assessors work in partnership with practice assessors and practice supervisors to support practice learning. Academic assessors review student progression towards achievement. There's evidence of effective communication with practice assessors and the process for agreement of achievement of the RPS competencies.

Educational audit ensures appropriate and effective systems and processes are in place to support student learning. Practice learning is evaluated, students provide formal and informal feedback. There's evidence of effective communication between practice assessors, practice supervisors and academic assessors to identify and address issues related to student progression. Documentary evidence and students confirm they've access to the procedure for raising concerns in the university and the practice learning environment. PLPs confirm processes are in place to support students raising concerns; this is identified as part of the educational audit. They describe effective communication with the programme teams through continued partnership working ensuring support in the practice learning environment is maintained.

- 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 met. Documentary evidence and the approval process confirms practice assessors and practice supervisors are identified at the point of application to the programme.

The senior faculty team and PLPs confirm there's a strategic and standardised approach adopted by NES to the implementation of the SSSA across all NMC programmes. The national framework for the preparation for all practice assessors, practice supervisors and academic assessors in Scotland is operationalised locally to specifically prepare for the role in prescribing programmes. NHS health board governance frameworks support prescribing and assure learning is supported.

Documentary evidence and the approval visit confirm the application and educational audit processes ensure practice assessors and practice supervisors are prepared for their roles. Programme documentation explicitly details prescribing specific roles, responsibilities and the preparation of practice assessors, practice supervisors and academic assessors. Practice assessors and practice supervisors attend preparation workshops delivered by the programme team to complement NES educational online preparation units. The programme team facilitate online or face-to-face preparation in the practice learning environment. Practice assessor and practice supervisor handbooks provide detailed roles and responsibilities information. The programme team describe the

preparation of practice assessors, practice supervisors and academic assessors. This is supported by documentary evidence in an implementation plan for practice assessor, practice supervisor and academic assessor preparation.

Academic assessors are identified members of the programme team. Documentary evidence details a training plan to support academic assessor roles. Development of the role is supported through the faculty workload model process. Senior faculty management representatives confirm support and the intention to provide adequate resources to support the role. The programme team confirm they're supported and adequately prepared to undertake the role. In order to ensure appropriate succession planning and development of academic assessors the faculty management team should continue to proactively monitor and review the resources available to support the role and effectively deliver the programme. (Recommendation one)

PLPs confirm a commitment to support the programme team to ensure practice assessors and practice supervisors are prepared for the respective roles. Past student representatives tell us they're aware of the SSSA and confirm they'll be undertaking practice assessor and practice supervisor roles in the future. They acknowledge the importance of preparation. Students tell us they're aware of the SSSA through their involvement in the development of the programmes. To further enhance the application of the SSSA the programme team should monitor and evaluate the implementation of prescribing specific preparation. (Recommendation three)

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

- Evidence of programme leader being a registered healthcare professional with appropriate knowledge, skills and experience (R4.3)  
YES  NO
- Evidence of the programme leader working in conjunction with the LME and the practice assessor to ensure adequate support for any midwives undertaking prescribing programmes (R4.4)  
YES  NO

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

- Processes are in place to ensure the student is assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking (R4.5)  
MET  NOT MET

R4.5 is met. Documentary evidence confirms there's guidelines and processes in place to assign each student to a practice assessor who's a registered prescribing healthcare professional. They must be an experienced prescriber who prescribes in the same field of practice as the student. The application documentation confirms practice assessors and practice supervisors shouldn't be the same person. Evidence for the need for any exception to this must be submitted by students, practice assessors and practice supervisors at application. If there's a situation where this can't be avoided academic assessors monitor student support in the practice learning environment.

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

- Processes are in place to ensure the student is assigned to an academic assessor who is a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking (R4.6)

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

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

YES  NO
- Processes are in place to ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies (R4.9). This includes:

  - successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80%), and
  - successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%).

YES  NO

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to supervision and assessment are met

YES  NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to supervision and assessment are met

YES  NO

<b>Outcome</b>		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 27 October 2020		
<b>Post event review</b>		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

<b>Standard 5: Qualification to be awarded</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R5.1 following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:  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</p>
<b>Findings against the standards and requirements</b>
<p><b>Evidence provides assurance that the following QA approval criteria are met:</b></p> <ul style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>- a community practitioner nurse (or midwife) prescriber (V100/V150), or</li> <li>- a nurse or midwife independent/supplementary prescriber (V300) (R5.1)</li> </ul> </li> </ul>

	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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)</li> </ul>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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)</li> </ul>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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)</li> </ul>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that the <a href="#">Standards framework for nursing and midwifery education</a> relevant to the qualification to be awarded are met		
	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 27 October 2020		
<b>Post event review</b>		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against RPS <i>A Competency Framework for all Prescribers</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the programme meets the <i>Standards for prescribing programmes</i> and RPS <i>Standards of proficiency for prescribers</i> (NMC, 2018) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
List additional documentation: Approval minutes, 24 November 2020		
Additional comments: None identified.		



**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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: V300, 2020, x four V300, 2019, x one V300, 2018, x three V300, 2017, x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
Additional comments None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings		
If you stated no above, please provide the reason and mitigation: This is an existing AEI, therefore not required.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

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

**Issue record**

**Final Report**

Author(s):	Neil Thomas	Date:	2 November 2020
Checked by:	Bernadette Martin	Date:	6 November 2020
Approved by:	Lucy Percival	Date:	18 December 2020
Submitted by:	Leeann Greer	Date:	21 December 2020