

Programme approval visit report

Section one

Programme provider name:	University of Highlands and Islands
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	NHS Highland NHS Western Isles Private, voluntary and independent health care providers Education and social care providers
Programme(s) reviewed:	
<p>Programme: Independent and Supplementary Nurse Prescribing Title of programme: Independent/Supplementary Nursing Prescribing (V300) Programme start date: 24 August 2020</p> <p>Academic level(s): SCQF: Level 11</p>	
Date of approval	10 March 2020
QA visitor(s):	Registrant Visitor: Anne Baileff

Section two

Summary of review and findings	
<p>The University of the Highland and Islands (UHI) is an established approved education institution (AEI); the department of nursing and midwifery present the independent and supplementary prescriber preparation programme (V300) for approval. The visit is at a distance due to the COVID-19 situation.</p>	
<p>The 40 credit multi-professional programme is delivered at the Scottish credit and qualifications framework (SCQF) academic level 11. It's offered as a standalone programme and can be accessed as part of the MSc advanced nurse practitioner or MSc advanced professional practice programmes. 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).</p>	
<p>The programme can be accessed by allied health professionals (AHPs).</p>	
<p>The programme has been co-produced in partnership with practice learning partners (PLPs), service users and carers, and students. There's evidence of ongoing service user and carer, student, and PLP involvement in the delivery, evaluation and enhancement of the programme.</p>	
<p>Arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME). Arrangements at programme level meet the Standards for student supervision and assessment (SSSA).</p>	
<p>The programme is recommended for approval. One university recommendation is made.</p>	

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources: None identified</p> <p>Selection, admission and progression:</p>

<p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>None identified</p>
<p>Date condition(s) to be met:</p>	
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The AEI are advised to monitor the effectiveness of the preparation of practice supervisors and assessors for their role. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Preparation of practice supervisors and assessors</p>

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	
Date condition(s) met:	

Section three

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

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 and the approval visit confirm there's effective partnership working between the AEI and key stakeholders. A range of initiatives at strategic and operational levels ensure robust partnership. The Scottish future nurse and midwife programme board once for Scotland approach ensures there's consultation and partnership working across the Scottish prescribing programme leads network (SPPLeN). Local engagement is led by the AEI non-medical prescribing (NMP) committee with core membership of PLPs, service users and carers and students.

PLPs tell us they're involved in the development, ongoing evaluation and continuous improvement of the programme. PLPs confirm effective working relationships with the AEI, they tell us they're responsive to their feedback and proposed enhancements. They describe a variety of forums ensuring prescribing requirements are supported, they tell us membership of the NMP committee is key to partnership. Students tell us they're involved in the co-production of the programme, there's student representation on the curriculum development group and the NMP committee.

Documentary evidence and the approval visit confirm service users and carers contribute to the programme. The programme team tell us service users and carers are involved in the development and ongoing delivery and evaluation of the programme. There's service user and carer involvement in the practice learning environment; they complete feedback in the NMP portfolio of evidence. Service users and carers support teaching and learning activities including interactive inter-professional face to face personal experience discussions. They tell us they've contributed to the co-production of the programme through the development of a service user and carer handbook and inter-professional web-based podcasts. They confirm they're members of the NMP committee.

There's documentary evidence of sound governance policies and procedures to ensure applications to the programme are managed in partnership and in accordance with equality, diversity and inclusivity requirements. Service users and carers and PLPs tell us they're involved in the recruitment and selection process and confirm the equality and diversity process is adhered to.

Service users and carers tell us their involvement with the programme team and students is positive, they describe their role in the programme as valuable. There's documentary evidence of a robust quality management and enhancement governance framework ensuring there's a process for programme quality and monitoring. Stakeholders confirm the effectiveness of the NMP committee in the management of prescribing practice. This approach further supports educational audit to ensure quality assurance of the practice learning environment. PLPs confirm practice learning environments are supported by practice education facilitators (PEFs). Documentary evidence and PEF representatives confirm they work in partnership with the programme team. PEFs support students if concerns are raised in the practice learning environment and respond to student concerns. There's a flow chart which clearly details how student concerns are reported and addressed.

PLPs tell us practice learning and the preparation of the practice assessor, practice supervisor and academic assessor roles is managed in accordance with NHS education for Scotland's (NES) national framework. This supports the national approach to the implementation of the SSSA.

Documentary evidence and the students confirm there's formal and informal opportunities for them to receive and provide feedback. Students tell us they receive prompt and supportive feedback on evaluations of learning in theory and the practice learning environment. They confirm their feedback is acted on appropriately. Students confirm they are well supported by the programme team, they tell us the programme delivers an in-depth quality learning experience.

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:

N/A

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1 Selection, admission and progression

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

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

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

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

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

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

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

area of prescribing practice in the following areas:

R1.6.1 Clinical/health assessment

R1.6.2 Diagnostics/care management

R1.6.3 Planning and evaluation of care

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

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

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

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. Documentary evidence and the approval visit confirm there's governance structures in place to ensure protected learning time and support for students. The application process requires line manager verification that 84 hours academic learning including eight compulsory days in the classroom and 90 hours practice learning is protected. Access to a practice assessor and practice supervisor must be agreed at application. The practice assessor must verify that they have the knowledge, skills, protected time and support to fulfil the role.

All practice learning environments must meet educational audit requirements. Self-employed and non-NHS applicants must meet all entry requirements including confirmation of protected learning time, protection of vulnerable groups (PVG) disclosure check and a suitability prepared practice assessor and practice supervisor. They must provide evidence the practice learning environment is appropriately registered with Health Improvement Scotland (HIS). The programme leader is responsible for scrutinising self-employed and non-NHS applications and for undertaking an educational audit if required.

The programme team and PLPs tell us they work together to ensure students are appropriately supported in practice and have access to protected learning time. They tell us they're confident the NMP committee ensures effective governance of the programme. Students confirm practice learning time is protected and tell us if required the programme team and PEFs respond to practice issues effectively and appropriately.

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

No students will transfer to the proposed programme. If there's an unexpected interruption this will be reviewed by the programme leader. Students on the existing programme are assessed using the RPS competency framework for all prescribers therefore it is expected if required they will transfer to the new programme using existing evidence of learning.

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

Yes

Outcome

Is the standard met?

Met

Date: 10 March 2020

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

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. There's evidence of a range of learning and teaching methods which reflect the AEI 12 value learning and teaching strategy. Programme and student facing documentation clearly describe face-to-face activities including lectures and group work. A range of interactive web-based resources enable the delivery of blended learning. Service users and carers contribute to a podcast encouraging students to reflect on the prescribing journey. Students use the virtual learning environment (VLE) Brightspace to reflect on the service user and carer story. The learning and teaching activities encourage reflective practice and self-directed learning and are mapped to the programme learning outcomes and the RPS competencies. Practice learning is evidenced in the NMP portfolio of evidence; students map progression towards achievement of the RPS competencies

confirmed by the practice assessor and agreed by the academic assessor.

Students tell us their experience of the range of learning and teaching activities is positive. They confirm they're particularly satisfied with VLE online discussion boards and service user and carer podcasts.

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 Scotland.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 10 March 2020

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 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

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 the approval visit confirm there's robust governance arrangements for practice learning for all applicants. This is assured by comprehensive and effective partnership working of the NMP committee. There are effective processes to assure practice learning governance.

A comprehensive application process for all applicants includes components which must be completed by line managers and practice assessors.

There's an additional application form tailored specifically for self-employed and non-NHS employed applicants. Employers and practice assessors verify the necessary governance structures are in place to enable students to fulfil protected practice learning requirements. The programme team tell us self-employed and non-NHS applications require the programme leader to contact the practice learning environment and discuss the arrangements for the programme. If there's no educational audit in place the programme leader undertakes this. Evidence of indemnity insurance and PVG disclosure checking must be submitted.

Educational audit quality assures practice learning environments. There's robust documentary evidence to confirm requirements for safe and supportive practice learning. The programme team and PLPs describe examples of the processes they've developed in partnership to ensure robust practice learning governance.

There's evidence of a process for raising concerns in the practice learning

environment; it's clearly detailed in the student practice learning handbook; PLPs confirm the process, they tell us PEFs work across AEI and practice learning environments and support student who report practice learning concerns. PEFs work in partnership with practice assessors and practice supervisors, academic assessors and the programme team. They support the preparation of practice assessors and practice supervisors for their roles.

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 interactive web-based resources support the delivery of a blended learning approach. Podcast case studies informed by service user and carer experiences enable students to critically analyse prescribing experiences and develop value-based questions for discussion with service users and carers in the classroom. Inter-professional learning with AHP students undertaking the programme encourages engagement in journal clubs to discuss relevant prescribing research articles and undertake case-based discussions. Students use web-based library resources and undertake learning activities through the Brightspace VLE. The NMP portfolio of evidence requires students to develop consultation and prescription writing skills.

Students tell us their experience of digital learning is positive, specifically the quality of the service user and carer podcasts. They describe the off-site accessibility of VLE discussion boards and real and simulated case studies as supportive as flexible learning approaches.

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

Outcome

Is the standard met?

Met

Date: 10 March 2020

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 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 aprescribing programme may be any registered healthcare professional with appropriate knowledge, skills and experience

R4.4 ensure the programme leader works in conjunction with the lead midwife for education (LME) and the practice assessor to ensure adequate support for any midwives undertaking prescribing programmes

R4.5 ensure the student is assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking

R4.5.1 In exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for that part of the programme where the prescribing student is undergoing training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and assessor roles to be carried out by the same person

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

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

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

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

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

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

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. There's documentary evidence of a sound programme governance framework which monitors and assures the quality of student support, supervision, learning and assessment in theory and practice.

The programme team are suitably qualified, curricula vitae confirm a range of staff with multi-professional backgrounds who support the delivery of the programme. Senior academic staff and the programme team confirm there's support to maintain currency in both teaching and subject expertise.

Documentary evidence and the approval visit confirm there's a focussed partnership working approach to ensure the programme consistently meets the once for Scotland implementation of the SFNME.

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 the approval visit confirms the SSSA is applied to the programme. The programme team, PLPs and PEFs tell us there's sufficient practice assessors, practice supervisors and academic assessors to assess and supervise students. Preparation for the roles is in line with the once for Scotland methodology. A prescribing specific roadshow approach to raise awareness of the SSSA implementation supports preparation for the new roles and an introduction to the NMP portfolio of evidence. PEF representatives confirm they work with the AEI to develop practice assessor and practice supervisor preparation training. They tell us some PEF colleagues are part of the development of learning resources which support the NES national framework for practice supervisors, practice assessors, and academic assessors in Scotland.

PLPs tell us they maintain a database of clinical staff who meet the requirements for supervision and assessment roles. The database includes details of relevant experience, prescribing practice, and previous mentorship training and updating. Practice assessors and practice supervisors must complete a NES self-evaluation tool and discuss this with their line manager who is responsible for ensuring they

have access to resources to enable them to meet practice assessor and practice supervisor requirements.

The programme team tell us academic assessors meet the requirement of the NES national framework for academic assessors in Scotland. The programme leader is responsible for the preparation of further academic assessors. Senior academic staff tell us there's a commitment to ensure staff who deliver the programme maintain contemporary prescribing theory and practice experience in order to ensure students experience high quality teaching and support.

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. The application form requires identification of a practice assessor who verifies they meet assessor requirements. Practice assessors must have the support of their employing organisation to undertake the role and protected time to supervise and assess students. They must confirm they're a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking. The programme leader reviews the suitability of practice assessors and checks their registration status. The programme team confirm if there's an occasion when the role of practice assessor and practice supervisor are undertaken by the same person the programme leader reviews the situation and agrees how this will be managed and monitored.

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: Standards framework for nursing and midwifery education relevant to supervision and assessment are met Please provide narrative for any exceptions

Yes

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

Yes
Outcome
<p>Is the standard met?</p> <p><i>Met</i></p> <p>Date: 10 March 2020</p>
Post Event Review
Identify how the condition is met:
<p>Date condition(s) met:</p> <p><i>N/A</i></p> <p>Revised outcome after condition(s) met:</p> <p><i>N/A</i></p>

Standard 5 Qualification to be awarded
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:</p> <p>R5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or</p> <p>R5.1.2 a nurse or midwife independent/supplementary prescriber (V300)</p> <p>R5.2 ensure that participation in and successful completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award</p>

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

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 Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met

Date: 10 March 2020

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: UHI, department of nursing and midwifery, volunteer handbook, undated UHI, department of nursing and midwifery, public engagement and patient and public involvement strategy, August 2017 NMC, AEI and PLPs, annual self-assessment report, 2018 - 2019 HIS, report, Highland hospice, 1 May 2019 HIS, report, care of older people in acute hospitals, Raigmore hospital, 17 April 2018 Programme team presentation, 10 March 2020	
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: 2018 cohort x two 2019 cohort x two	
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	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation	
Review of facilities not required for this visit.	
Additional comments:	

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Issue record

Final Report

Author	Anne Baileff	Date	19 March 2020
Checked by	Bernadette Martin	Date	22 April 2020
Submitted by	Lucy Percival	Date	27 April 2020
Approved by	Leeann Greer	Date	29 April 2020