

Programme approval visit report

Section one

Programme provider name:	Queen Margaret University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	NHS Lothian NHS Borders NHS Fife Private, voluntary and independent health care providers
Programme(s) reviewed:	
<p>Programme: Independent and Supplementary Nurse Prescribing Title of programme: Non Medical Prescribing Programme start date: 14 September 2020</p> <p>Academic level(s): SCQF: Level 10 Level 11</p>	
Date of approval	11 May 2020
QA visitor(s):	Registrant Visitor: Wendy Wesson

Section two

Summary of review and findings

The Queen Margaret University (QMU) (the university) are an approved education institution (AEI) with a range of Nursing and Midwifery Council (NMC) programmes within the Division of Nursing. The school of health and life sciences (the school) present the independent/supplementary prescribing (V300) preparation programme for NMC approval.

This approval was undertaken via remote means due to the Covid-19 pandemic.

The programme is mapped against the NMC Standards for prescribing programmes (SPP) (NMC, 2018) and Standards of proficiency for nurse and midwife prescribers (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers (NMC, 2018)). The V300 award is delivered at the Scottish credit and qualifications framework (SCQF) academic levels 10 and 11. It's delivered part-time over 26 weeks with a practice requirement of 90 hours undertaken in the practice learning environment. It's offered as a standalone programme and can also be accessed as part of the MSc/postgraduate diploma in person-centred practice at SCQF level 11.

The programme documentation and discussions at the approval visit confirm evidence of effective partnership working between the university and some of their key stakeholders. A wide range of stakeholders were involved during the development process including commissioning managers and non medical prescribing (NMP) programme leads.

The documentation and evidence from the approval visit confirm that arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) and is subject to one condition. Based on the documentation and approval visit, the programme also fails to meet the Standards for student supervision and assessment (SSSA) and is also subject to two conditions.

The programme is recommended for approval subject to four NMC conditions and one university condition.

Updated 15 July 2020:

Evidence was provided to meet the four NMC conditions and one university condition. The SFNME and the SSSA are now met at programme level. The conditions and related standards/requirements are now met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</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>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition two: Demonstrate how students and service users are involved in the design, development, delivery, evaluation and co-production of the programme. (SFNME R1.12)</p> <p>Selection, admission and progression:</p> <p>Condition one: Demonstrate how the programme team will consider recognition of prior learning (RPL) that is capable of being mapped to the RPS competency framework for all prescribers. (SPP R1.5)</p> <p>Practice learning:</p> <p>Condition four: Articulate the implementation plan for preparation of the practice assessor and practice supervisors in relation to the SSSA and specific to the NMC prescribing programmes. (SSSA R5.1, R8.1; SPP R4.2)</p> <p>Assessment, fitness for practice and award:</p> <p>Condition three: Ensure that prescribing students are assigned to a practice assessor who is suitably prepared and aware of the proficiencies and programme outcomes to be assessed. (SSSA R5.1, R5.2; SPP R4.5)</p> <p>Education governance: management and quality assurance:</p> <p>Condition five: Review and update the documentation to ensure accuracy, completeness and consistency in line with discussions at the event, and to address points communicated separately in writing. (University condition)</p>
Date condition(s) to be met:	23 June 2020

<p>Recommendations to enhance the programme delivery:</p>	<p>None identified</p>
<p>Focused areas for future monitoring:</p>	<p>Implementation of the SSSA, in particular the relationship between practice supervisor and practice assessor.</p> <p>Service users and carers (SUC) involvement in programme co-production.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team have provided revised documentation which confirms RPL processes are in place that are capable of mapping evidence to the RPS competency framework for all prescribers.

Condition one is now met.

A plan and further evidence of student and service user involvement in the design, development, delivery, evaluation, and co-production of the prescribing programme have been developed and submitted. The programme team will monitor the effectiveness of this.

Condition two is now met.

Additional documentary evidence has been submitted that provides assurance that prescribing students are assigned to a practice assessor who is suitably prepared and aware of the proficiencies and programme outcomes to be assessed
Condition three is now met.

The programme team have provided documents, including an implementation plan, that outline the specific preparation of the practice assessor and practice supervisors for NMC prescribing programmes in relation to the SSSA requirements.

Condition four is now met.

The programme team have reviewed and updated all documentation where necessary to ensure the accuracy, completeness and consistency of information, in line with panel requirements.

University condition five is now met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	

Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	15 July 2020

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p><u>Standards framework for nursing and midwifery education (NMC, 2018)</u></p>

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders based on QA visitor (s) documentary analysis and discussions at the approval visit, taking into consideration the QA approval criteria

Documentary analysis and the approval visit provide evidence of partnership working with practice learning partners (PLPs) and with other AEIs. PLPs, service users and students at the approval visit confirm that they are involved in the

evaluation of the existing programme. PLPs confirm the value of the programme to their practitioners and their intention to continue to send students onto the programme.

Throughout the process of developing the independent and supplementary prescribing programme, the university has collaborated with colleagues at other AEIs. There are regular on-going meetings with other Scottish AEIs and future plans to continue to hold these meetings. QMU is a member of the Scottish Prescribing Programme Leads Network (SPPLN). From these forums, a 'Once for Scotland' approach to the independent and supplementary prescribing programme has been adopted.

There is no documentary evidence of meetings held with service users or students to discuss the proposed prescribing programme. However, service users at the approval event confirm their involvement in the delivery and assessment of students of the current independent and supplementary prescribing programme at the university. SUC feedback is an integral element of the prescribing programme portfolio. The programme team confirm that service users and students will be involved in the design, development, delivery and evaluation of the proposed programme in the future. Service users confirmed their willingness to participate in the ongoing development, delivery and evaluation of students undertaking the prescribing programmes. (Condition 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

Not Met

Documentary analysis and discussion at the approval event confirms that there has been no student or service user involvement in the development of the proposed prescribing programme. This does not meet the SFNME (NMC, 2018) and requires addressing. (Condition two) (SFNME R1.12)

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

Whilst there is significant evidence of service user involvement in the delivery of the prescribing programme, there is no evidence of service user or student involvement in the design or development of the proposed programme.

Condition two: Demonstrate how students and service users are involved in the design, development, delivery, evaluation and co-production of the programme. (SFNME R1.12)

Post Event Review

Identify how the condition is met:

Condition two: The programme team have outlined a number of committees and fora which demonstrate how service user and student involvement is captured and will be embedded into the V300 programme. Condition two is now met.

Evidence:

Narrative document for responses to conditions for the prescribing programme, June 2020

QMU SUC strategy, 2017

CARE measure tool within the prescribing portfolio, 2020

Date condition(s) met: 15 July 2020

Revised outcome after condition(s) met:

Met

Condition two is now met.

Assurance is provided that SFNME R1.12 is now 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. The documentation confirms the requirement for clinical support and protected learning time for all students undertaking the programme.

The programme team and PLPs confirm that all necessary governance structures are in place.

The AEI has worked closely with Scottish AEIs and PLPs to develop prescribing application forms to enable applications from NHS, non-NHS and private health services. Students and stakeholders at the visit welcomed the collaborative approach to aid consistency in application processes. PLPs at the visit confirm a clear process for staff development and internal selection and support for applicants from their organisations. All applications are subject to scrutiny by the programme lead to assure entry criteria is met and this includes confirmation of professional registration, time release and appropriate manager support. An application checklist is in use to ensure that all requirements for admission to the programme 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

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)

No

R1.5 is not met. Documentary evidence and the programme team and PLPs at the approval visit confirm that necessary governance structures are in place between the university and PLPs to ensure that the applicants have the required competence and experience to undertake the programme. The programme documents and discussion at the event do not provide clear structures for RPL for the prescribing (V300) programme. The student completes the university generic application form as well as a NMP application pack. The NMP application pack confirms the nominated signatories within the supporting organisation who confirm the applicant's suitability for the programme. There is also a declaration of practice assessor (identified as the designated prescribing practitioner (DPP)) support and funding confirmation by the line manager. The pack asks whether the student has previously undertaken a V300/V150 prescribing programme. There is no information regarding a process for RPL as part of the application process. (Condition one)

Processes are in place to confirm that the applicant is capable of safe and effective practice at a level of proficiency appropriate to the programme to be undertaken and their intended area of prescribing practice in the following areas (R1.6):

- Clinical/health assessment
- Diagnostics/care management
- Planning and evaluation

Yes

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

Yes

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency Framework for all Prescribers) will be met through the transfer of existing students onto the proposed programme

The documentary analysis suggests that students will not be required to transition onto the proposed programme from their existing programme, as they will have completed their studies prior to commencement of the proposed programme.

The programme team and PLPs at the approval visit confirm that all current students will have completed the existing programme prior to the proposed programme commencing.

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?

Not Met

There is no evidence of clear structures for RPL that is capable of being mapped to the RPS competency framework for all prescribers for the prescribing (V300) programme. There is no information regarding a process for RPL as part of the application process. (Condition one)

Condition one: Demonstrate how the programme team will consider RPL that is capable of being mapped to the RPS competency framework for all prescribers. (SPP R1.5)

Date: 11 May 2020

Post Event Review

Identify how the condition is met:

The programme team have provided a narrative and documentation which

confirms RPL processes are in place that are capable of mapping evidence to the RPS competency framework for all prescribers.

Condition one is now met.

Evidence to support the condition:

Narrative for responses to conditions for the prescribing programme, June 2020
QMU Recognition or accreditation of prior learning guidance, May 2018

Date condition(s) met: 15 July 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.

Assurance is provided that SPP R1.5 is now met.

Standard 2 Curriculum

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

R2.1 ensure programmes comply with the NMC Standards framework for nursing and midwifery education

R2.2 ensure that all prescribing programmes are designed to fully deliver the competencies set out in the RPS A Competency Framework for all Prescribers, as necessary for safe and effective prescribing practice

R2.3 state the learning and teaching strategies that will be used to support achievement of those competencies

R2.4 develop programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice:

R2.4.1 stating the general and professional content necessary to meet the programme outcomes

R2.4.2 stating the prescribing specific content necessary to meet the programme outcomes

R2.4.3 confirming that the programme outcomes can be applied to all parts of the

NMC register: the four fields of nursing practice (adult, mental health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing

R2.5 ensure that the curriculum provides a balance of theory and practice learning, using a range of learning and teaching strategies

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

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. The learning and teaching strategies within the programme adopt a range of approaches closely aligned to the school's person-centred practice approach to learning. These strategies are detailed within the documentation submitted. The approaches employed support achievement of the competencies.

Practice assessors and PLPs confirm their understanding of the range of learning and teaching strategies and how they effectively prepare students for achieving competencies.

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 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: 11 May 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 tailored directly towards practice assessors enables QMU to confirm with PLPs that all requisite arrangements are in place, regardless of the student's employment status, that is, whether or not they are self-employed, with specific reference to students with self-employed status.

An independent applicant checklist is in place for the applicant and the AEI to be assured that all required support and governance structures are in place at commencement and throughout the programme.

At the visit, the programme team and PLPs confirm that all arrangements are in place and that the applicant checklist for self-employed students is always completed confirming these arrangements before the student commences the programme.

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. Documentary evidence suggests that a range of learning opportunities are made available to students, including technology enhanced

learning, simulation-based learning alongside face-to-face teaching. Students, the programme team and PLPs at the approval visit confirm the quality and range of learning opportunities that the programme provides. Service users confirm that their feedback is sought to contribute to learning, which students are required to reflect upon to develop their skills and expertise.

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: 11 May 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 a prescribing programme may be any registered healthcare professional with appropriate knowledge, skills and experience

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

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

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

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

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

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

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

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

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

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. QMU provided documentary evidence, as well as discussion at the visit of the robust governance framework that is in place to oversee and assure the quality of student support, supervision, learning and assessment.

There is documentary evidence from staff profiles within their curricula vitae that a range of suitably qualified staff are responsible for the delivery of the programmes. The programme team confirm that they engage in a range of continuing professional development activities to ensure that they remain current in both prescribing and higher education practice. The academic team confirm that they have a percentage of their time attributed to engagement in clinical practice relevant to the programmes that they are involved in delivering at the university. This directly enhances the quality and contemporary nature of the curricula.

The prescribing programme team also confirm their roles as academic assessors for the V300 programme and the V100 award.

The PLPs confirm that they work in partnership with the university team to ensure that the support, supervision, learning and assessment provided for students meets NMC 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)

Not Met

R4.2 is not met. Documentary evidence confirms that plans are in place to roll out SSSA preparation. Details of this preparation are outlined in the documentation. The prescribing lead attending for NHS Lothian confirms that processes are in place to identify the learning needs of practice assessors and supervisors, including gaps in knowledge related to SSSA. The prescribing lead at the visit also confirms that there is an urgent need to develop the practice supervisor and assessor roles, particularly for district nurse (DN) practice supervisors and assessors in time for the commencement of the programme in September. Practice supervisor and assessor training is still being rolled out to identify and prepare individuals for these roles. (Condition four)

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)

Not Met

R4.5 is not met. Documentary evidence submitted by QMU and discussion at the approval visit confirms that processes are in place to ensure that appropriately registered and experienced healthcare professionals with prescribing qualifications are recruited to support the student. These healthcare professionals are also required to have suitable equivalent qualifications to those that the student is undertaking. The roll out of preparation is ongoing and a clear plan for assigning practice assessors to students is not available. (Condition three)

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

No

SSSA R5.1 and R8.1 are not met. Documentary evidence confirms that plans are in place to roll out SSSA preparation. Details of this preparation are outlined in the

documentation. Practice supervisor and assessor training is still being rolled out to identify and prepare individuals for these roles. An implementation plan is required to ensure that practice assessors and practice supervisors are suitably prepared for the role in time for commencement of the programme. (Condition four)

Outcome

Is the standard met?

Not Met

Documentary evidence confirms that plans are in place to roll out SSSA preparation. Details of this preparation are outlined in the documentation. One prescribing lead attending confirms that processes are in place to identify the learning needs of practice assessors and supervisors, including gaps in knowledge related to SSSA. They also confirmed that there is an urgent need to develop the practice supervisor and assessor roles, particularly for practice supervisors and assessors in time for the commencement of the programme in September. Practice supervisor and assessor training is still being rolled out to identify and prepare individuals for these roles.

Condition four: Articulate the implementation plan for preparation of the practice assessor and practice supervisors in relation to the SSSA and specific to the NMC prescribing programmes. (SSSA R5.1, R8.1; SPP R4.2)

Documentary evidence submitted by QMU and discussion at the approval visit confirms that processes are in place to ensure that appropriately registered and experienced healthcare professionals with prescribing qualifications are recruited to support the student. These healthcare professionals are also required to have suitable equivalent qualifications to those that the student is undertaking. The roll out of preparation is ongoing and a clear plan for assigning practice assessors to students is not available.

Condition three: Ensure that prescribing students are assigned to a practice assessor who is suitably prepared and aware of the proficiencies and programme outcomes to be assessed. (SSSA R5.1, R5.2; SPP R4.5)

Date: 11 May 2020

Post Event Review

Identify how the condition is met:

Condition four: The implementation plan to prepare practice assessors and practice supervisors in relation to SSSA and specific to the prescribing programmes is clearly articulated within additional narrative and documentary

evidence provided. (SSSA R5.1, R8.1; SPP R4.2)

Condition four is now met.

Evidence to support the conditions:

Narrative for responses to conditions for the prescribing programme, June 2020
Implementation of DPP preparation (including SSSA for independent and
supplementary prescribing for healthcare professionals (V300)), 27 May 2020

Condition three: A narrative response from the programme team provides
assurance of the preparation and awareness of practice assessors, including a
clear outline of the process of assigning prescribing students to their practice
assessor. Additional documents provide clear guidance for students and practice
assessors. (SSSA R5.1, R5.2; SPP R4.5)

Condition three is now met.

Evidence to support the conditions:

Narrative for responses to conditions for the prescribing programme, June 2020
DPP preparation, undated
DPP information sheet, undated
DPP handbook, undated, but prepared for September 2020
V300 prescribing portfolio, 2020
Application process for NHS employees for independent and supplementary
prescribing for health care professionals programme at QMU, June 2020

Date condition(s) met: 15 July 2020

Revised outcome after condition(s) met:

Met

The Standard is met. Assurance is provided that conditions three and four are now met.

SSSA R5.1, R5.2 and R8.1 are met.
SPP R4.2 and R4.5 are met.

Standard 5 Qualification to be awarded

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

R5.1 following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:

R5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or

R5.1.2 a nurse or midwife independent/supplementary prescriber (V300)

R5.2 ensure that participation in and successful completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award

R5.3 inform the student that the award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber

R5.4 inform the student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice

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: 11 May 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: Application completion checklist, undated Application form, undated Independent applicant additional checklist, undated Job description - Strategic lead for practice learning, June 2019 Notes from local prescribing leads forum, 30 January 2020 SPPLN terms of reference, 26 April 2019 PA-PS information sheet for DPP and prescribing leads, undated Local independent prescribing leads network meeting, 30 January 2020 RPL guidance, January 2020 Experiential learning of patient assessment document, undated Competence in nursing numeracy screenshot, undated DN pathway validation document, April 2020 NES QMPLE update, 2020 Future nurse and midwife programme board: Terms of reference, June 2018	

PLE escalation flowchart, February 2020
Nursing division: performance enhancement review (PER) template, May 2019
Index form V300. NHS education for Scotland, undated

Post approval visit documentary evidence to meet conditions:
Narrative document for responses to conditions for the prescribing programme, June 2020
QMU SUC strategy, 2017
CARE measure tool within the prescribing portfolio, 2020
QMU Recognition or accreditation of prior learning guidance, May 2018
DPP preparation, undated
DPP information sheet, undated
DPP handbook, undated, but prepared for September 2020
V300 prescribing portfolio, 2020
Implementation of DPP preparation (including SSSA) for independent and supplementary prescribing for healthcare professionals (V300), 27 May 2020
Application process for NHS employees for independent and supplementary prescribing for health care professionals programme at QMU, June 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: One Sept 2019 specialist practice qualification district nurse (SPQ DN) with V100 prescribing programme student, full-time One Sept 2019 SPQ DN with V100/V300 prescribing programme student, full-time. Four March 2019 SPQ DN students, due to commence V100/V300 prescribing in September 2020, part time One January 2020 SPQ DN student, due to commence V100/V300 prescribing in January 2021, part time One graduate from the existing SPQ DN with V100/V300 prescribing programme	
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	
This was a remote approval event, in response to Covid-19 requirements and restrictions. Resources and practice visits not required.	
Additional comments:	

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Issue record

Final Report

Author	Wendy Wesson	Date	20 May 2020
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