

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	Glasgow Caledonian University
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Greater Glasgow and Clyde
<b>Programme(s) reviewed:</b>	
<p>Programme: Independent and Supplementary Nurse Prescribing          Title of programme: Non medical prescribing          Programme start date: 1 September 2020</p> <p>Academic level(s):          SCQF:          Level 9          Level 10          Level 11</p>	
<b>Date of approval</b>	5 November 2019
<b>QA visitor(s):</b>	Registrant Visitor: Bernadette Martin

**Section two**

**Summary of review and findings**

Glasgow Caledonian University (GCU) is an established approved education institution (AEI); the school of health and life sciences (the school) present the independent/supplementary prescribing (V300) preparation programme for NMC approval.

The programme is mapped against the NMC Standards for prescribing programmes (SPP) (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016)) competency framework for all prescribers (NMC, 2018). The V300 award is delivered at the Scottish credit and qualifications framework (SCQF) academic levels nine, 10 and 11. It's delivered twice in each academic year; there's 26 theory days with a practice requirement of 90 hours undertaken in the practice learning environment. It's offered as a standalone programme and can be accessed as part of the following awards; a BSc (Hons) professional studies in nursing at SCQF levels nine and 10 and a postgraduate diploma or MSc nursing advancing professional practice programme at SCQF level 11.

The programme can be accessed by allied health professionals (AHPs).

The partnership between GCU and practice learning partners (PLPs) is robust, with evidence of active and effective engagement at an operational and strategic level. There's evidence of effective communication networks between the programme team and PLPs to ensure consistency and comparability of students experience across a range of practice learning environments. There's evidence of sound engagement with PLPs, students and service users and carers in the development of the programme.

Midwives are not admitted to the programme; a local AEI supports midwifery prescribing preparation. GCU confirm that there's no intention to admit midwives.

The Standards framework for nursing and midwifery education (SFNME) are met at programme level.

Arrangements at programme level don't meet the Standards for student supervision and assessment (SSSA) as conditions apply.

The programme is recommended for approval subject to two conditions. One recommendation is made.

Updated 3 December 2019

Evidence is provided to meet the two conditions. The conditions and related

standards are now met.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<p><b>Conditions:</b></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><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>Condition one: The application form must be revised to ensure confirmation that the practice assessor must be an experienced prescriber who can support practice-based learning and assessment that is relevant to the students' field of prescribing practice. (SSSA R7.4; SPP R1.3, R4.5)</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition two: The programme team must provide definitive practice documentation which evidences progression towards and achievement of the RPS competences and programme outcomes. This must be confirmed by the practice assessor in agreement with the academic assessor. (SSSA R7.5, R7.11, R9.2; SPP R4.7)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified</p>
<b>Date condition(s) to be met:</b>	3 December 2019
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: The programme team should consider further involvement of the service users and carers in the programme and associated training. (SFNME R2.7)

<b>Focused areas for future monitoring:</b>	
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**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

Revised copies of the programme documentation provide evidence that the conditions are met.

The revised application form requires the practice assessor to confirm that they are an experienced prescriber who can support practice-based learning and assessment that is relevant to the students' field of prescribing practice. Condition one is now met.

The revised practice portfolio includes a clear process which evidences progression towards and achievement of the RPS competences and programme outcomes. This includes how confirmation by the practice assessor in agreement with the academic assessor is recorded. Condition two is now met.

Assurance is provided the SSSA is now met.

The SPP are now met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b>  No
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	3 December 2019

**Section three**

**NMC Programme standards**

Please refer to NMC standards reference points

Standards for prescribing programmes (NMC, 2018)

Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers) (NMC, 2018)

Standards framework for nursing and midwifery education (NMC, 2018)

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses and midwives (NMC, 2015)

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook (October 2018)

## 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*

There's effective and robust partnership working between GCU and key stakeholders. The programme team and representative stakeholders at the approval visit tell us the design and proposed delivery of the programme meets the SPP and the Standards of proficiency for nurse and midwife prescriber (adoption of the RPS competency framework for all prescribers).

There's extensive documentary evidence of consultation with students, service user and carers and PLPs. This is confirmed at the approval visit; PLPs tell us they've engaged at strategic and local levels in partnership with GCU to ensure the programme meets the complex needs of people in the west of Scotland.

The development of the programme has been informed by the Scottish prescribing programme leads network (SPPLeN). PLP representatives describe their strategic roles including national and local prescribing networks which have influenced the development of the programme. The programme leader is a member of a regional multi-professional prescribing governance group; which supports inter-professional



partnership working. There's robust evidence that the programme development has been influenced both strategically and at a local level. The governance processes associated with prescribing learning and the practice learning environment are sound as evidenced by stakeholders who are working in partnership with the 14 NHS health boards across Scotland.

Documentary evidence and the approval visit confirm further key stakeholder involvement in the programme consultation through attendance at the programme development board. Representation at the board includes a service user and carer, PLPs, students and practice assessors. PLPs tell us about the commitment across the west of Scotland health boards to ensure V300 prescribers are fully prepared for advanced practice and the importance of this qualification in meeting service requirements. The NHS nurse education Scotland framework (NES) requirements for a nursing workforce who are fit for purpose and who can deliver care at an advanced practice level further supports the requirement of V300. The programme team tell us demand for the programme has continually increased in recent academic years.

The senior school team also describe how GCU work in partnership at a strategic level across the west of Scotland to ensure a robust approach to the implementation of the SSSA across Scotland.

PLPs are engaged in supporting the SSSA (NMC, 2018); they tell us about their strategic involvement in the preparation of practice assessors, supervisors and academic assessors. They tell us about the effective partnership with the programme team; they work with them both strategically at health board level and locally at GCU.

Documentary evidence and the approval visit confirms the student voice is captured through programme evaluation. The prescribing practice portfolio facilitates ongoing evaluation; students tell us they're supported to share their views and that issues are dealt with promptly. They tell us about the online student zone GCUlearn which provides information at programme and university level. They describe how this supports learning and access to additional academic support. They confirm the programme team are supportive and proactive in responding to their questions or concerns.

Students who are undertaking the programme as an integrated component of the postgraduate diploma advancing district nursing practice with specialist practitioner qualification (SPQ DN) programme acknowledge the challenges of studying both programmes. They tell us learning in practice is protected and if they have issues they are confident to report this to their practice assessor or the programme leader. Formal student evaluation is undertaken, the outcome of any actions is reported through the university quality assurance process where actions required are implemented and reviewed.

There's documentary evidence of the involvement of service users and carers in

the development and delivery of the programme. The service user and carer representatives confirm inclusion at the programme development boards; they tell us about their contribution to programme development which includes reviewing the service user and carer feedback form that is completed in the practice learning environment. They tell us they're aware of the SSSA and how students are assessed in the practice learning environment. One is exclusively involved in the V300 programme and shares their experiences of their involvement in the programme. Another service user and carer representative tells us they are new to the role; they are looking forward to sharing their experiences in the proposed programme. They confirm the intention to be more involved in the delivery of the programme and welcome this. They confirm they are supported by the programme team and receive guidance and feedback. They tell us they are willing to be further involved in the programme; they don't receive equality and diversity training but confirm they're not involved in interviewing or assessing students.

Service user and carer involvement is evident in the practice learning environment; they provide feedback in the prescribing practice portfolio. The programme team should consider how they can be further involved in the programme and how they can be supported through training for the role. (Recommendation one) (SFNME R2.7)

**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)**

***Not Met***

R1.3 is not met. There's an effective collaborative approach to the application process. PLPs and students describe how a national application process is used to provide information about the suitability of registrants to undertake the programme. PLPs tell us applicants must have employer support; clinical managers sign to confirm clinical competence and that practice learning will be protected. One non-medical prescribing (NMP) lead we met describes the robust governance process undertaken when supporting applicants from their employing health board. This includes all potential applicants from the organisation undertaking the NES medicines management online module which includes drug calculation testing. Prescribing must be identified as essential to the applicant's role and there must be an intention to prescribe. There's an effective strategic approach to ensuring that NMP is soundly managed, the approach to ensure practice learning is protected is firmly established and PLPs tell us about how any issues associated with this are managed effectively.

At application there must be confirmation that a practice assessor is identified and that they meet the requirements of SSSA including that they are prescribing in the same field of prescribing as the student. Whilst the programme documentation and the approval visit identify the need for the practice assessor to prescribe within the same field of practice as the student this isn't identified as part of the application process. (Condition one) (SSSA R7.4; SPP R1.3, R4.5)

The suitability of the practice learning environment is assured through the educational audit process. This is the mechanism that confirms learning environments meet SSSA and SFNME. Practice learning areas without a satisfactory audit aren't used.

Self-employed and non-NHS employed registrant applicants must meet all entry requirements. They must be working and learning in a practice learning environment which is suitably registered with the systems regulator Health Improvement Scotland (HIS) and have a satisfactory educational audit. As for all applicants they must have a protection of vulnerable groups (PVG) disclosure check and two independent and professional references. Documentary evidence confirms that any non-NHS employed, or self-employed applications will be fully scrutinised by the programme lead who confirms if they don't meet the entry requirements, they won't be offered a place on the programme.

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

**Yes**

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

Yes

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

**-Clinical/health assessment**

**-Diagnostics/care management**

**-Planning and evaluation**

Yes

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

Yes

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

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

The programme team confirm no students will transfer to the proposed programme. Students on the existing programme are assessed using the RPS competency framework for all prescribers therefore this won't be an issue in terms of demonstrating competence. Students will maintain the designated medical practitioner (DMP) who will continue as the practice assessor.



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**

SPP R1.3 is not met.

There's no evidence on the application form that the practice assessor is experienced to prescribe in the same field of prescribing practice as the student. (Condition one)

Condition one: The application form must be revised to ensure confirmation that the practice assessor must be an experienced prescriber who can support practice-based learning and assessment that is relevant to the students' field of prescribing practice. (SSSA R7.4; SPP R1.3, R4.5)

**Date: 5 November 2019**

**Post Event Review**

**Identify how the condition is met:**

Condition one: The programme team provided revised application documentation which clearly evidences that the practice assessor must confirm they are an experienced prescriber who can support practice-based learning and assessment that is relevant to the students' field of prescribing practice.

Condition one is now met.

Evidence:

Revised, application form, independent/supplementary NMP (V300), undated  
Revised, definitive document, undated

**Date condition(s) met: 3 December 2019**



**Revised outcome after condition(s) met:**

***Met***

Condition one is now met.

Assurance is provided that the SSSA R7.4 and SPP R1.3 are R4.5 are 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. Students apply continued professional development across practice learning; they're required to reflect on this in an online prescribing practice portfolio. The portfolio has been developed nationally to ensure consistency of practice learning across Scotland.

Teaching and learning methods include lectures, seminars, self-directed learning and tutorials. The virtual learning environment (VLE) has an online student zone GCUlearn which supports a blended learning approach. The programme team tell us about how GCUlearn is used to support collaborative video conferencing which enables for example preparation for assessments. Students can access direct academic and peer support through this forum. Students confirm teaching and online resources support their learning. They tell us about the effective support they receive from the programme team; they tell us the support from academic staff is effective and they commend the level of support they receive. They tell us the learning and teaching strategies prepares them effectively for prescribing practice and that there is clear communication between PLPs, the programme team and the practice assessor which further supports a sound learning experience.

There's extensive mapping of the programme learning outcomes to the

assessments; the programme is mapped to the RPS competency framework for all prescribers.

**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: 5 November 2019**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

**Revised outcome after condition(s) met:**

*N/A*

**Standard 3 Practice learning**

**Approved education institutions must:**

R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all applicants including arrangements specifically tailored to those applicants who are self-employed

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

R3.2 ensure that practice learning complies with the NMC 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 discussions at the approval visit confirm robust and effective governance arrangements for practice learning are in place for all applicants. This is assured by comprehensive and effective partnership working between the programme team and PLPs. Documentary evidence and the approval visit confirms PLPs work strategically across all 14 Scottish NHS health boards, in the west of Scotland and locally with the programme team and PLP NMP leads. They confirm a process that's robust and it's clear they're fully engaged in ensuring only the most appropriate applicants are supported to undertake the programme. There are clear and effective processes in place to assure governance. They tell us how prescribing governance groups link to prescribing specific professional groups who ensure governance frameworks are in place and are effective in ensuring sound practice learning for the applicants they support to undertake the programme.

Students tell us they're supported by their employers to ensure practice learning is protected. One student we met describes the challenge of undertaking the programme and working in a busy environment; they tell us they'd experienced an issue with protected learning time however this was resolved when it was brought to the attention of their manager. Past students tell us being prescribers has made a significant contribution to their roles and the impact on access to medicines for the people in their care. They confirm confidence in their employers to support them in their prescribing roles and are aware of the strategic importance of NMP.

For applicants who are self-employed or non-NHS employed registrants there's further enhanced scrutiny in respect of the governance arrangements at practice

level. They complete the application form and they're required to include and evidence additional criteria. These criteria include the requirement for a suitable systems regulator report and an educational audit undertaken by the programme team in their practice learning environment. They must complete a nationally agreed HIS independent healthcare guidance medicines governance audit tool and map their existing assessment and diagnostic skills. This is reviewed and assessed by the programme leader. Evidence of indemnity insurance must be provided, and the practice supervisor and practice assessor must undertake preparation before they can support and assess the student. Protected learning time is actively monitored by the programme leader.

**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. All learning and teaching resources are available on GCUlearn for students to access and download to support learning and assessment preparation. Students tell us online learning resources are signposted and accessible. They describe the resources as excellent and supportive; they can access resources which promote flexible learning. They can access online tutorials and peer discussions.

The prescribing practice portfolio requires students to undertake prescribing specific assessment skills which they simulate in the practice learning environment in preparation for a consultation assessment by their practice assessor. They develop prescription writing skills and supplementary prescribing learning is evidenced by the development of clinical management plans.

Service user and carer feedback is an essential element of evidence within the portfolio. The programme leader tells us how service user and carer feedback is collected in practice. The service user and carer representatives confirm there's a focus on service user and carer feedback in the programme and that they've contributed to a review of the feedback form used in the practice portfolio.

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: 5 November 2019*

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

**Revised outcome after condition(s) met:**

*N/A*

**Standard 4 Supervision and assessment**



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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC 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. The programme team have multi-professional backgrounds which supports the inter-professional V300 programme. The senior school team tell us how resources to support the programme are continually reviewed as evidenced in the programme documentation. They confirm that sustainability is vital and considered in the recruitment of academic staff. They tell us existing academic staff who have appropriate prescribing skills support the programme when required.

Educational audits are completed to ensure appropriate systems and processes are in place to support student learning in practice. On application to the programme a practice placement audit must be in place; if it's for non-NHS employed or self-employed applicants GCU will undertake this. Practice learning is evaluated; students confirm they provide formal and informal feedback on practice learning. There's evidence of communication between the practice assessor and academic assessor to identify and address any issues related to student progression or the practice learning environment. Students confirm they've access to the procedure for raising a concern in the university and in the practice learning environment; this is accessed through the GCUlearn website. PLPs confirm processes are in place to support students in raising a concern; this is identified as part of the educational audit. They describe effective communication with the programme team through continued sound partnership working ensuring support in the practice learning environment is maintained.

Programme documentation and the approval visit confirms practice supervisors and practice assessors meet at a preparation day at the start of the programme. Students confirm their practice assessors appear well supported and are confident to support and assess them. The roles of the practice supervisor, assessor and academic assessor are stated in the programme documentation; student facing documents clearly describe these.

**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. The senior school team and PLPs confirm the strategic and standardised approach adopted by NHS Education for Scotland to the operationalisation of the SSSA across all NMC programmes in Scotland. The national framework for the preparation for all practice supervisors, practice assessors and academic assessors in Scotland (NHS Education for Scotland) will be operationalised locally to specifically prepare registrants for the role in prescribing programmes. NHS Health board governance frameworks which support prescribing assure learning is supported.

Documentary evidence within the application and educational audit processes and discussion at the approval visit confirms sound processes are in place to identify how all practice supervisors and practice assessors and academic assessors including those who are not NMC registrants will be prepared for their roles. The practice supervisor and assessor must be identified and confirm their agreement to support the student at the point of application to the programme.

The senior school team tell us how the development and allocation of the academic assessor role will be supported and aligned to the personal tutor role. Preparation for this will be supported through identified staff development and will be linked to NMC revalidation. They confirm there will be ongoing support for the role through appraisal and this will be reviewed through the revalidation process.

PLPs confirm a commitment to support the programme team in ensuring practice assessors and supervisors are prepared for their roles. The programme team confirm preparation for the roles will be supported through attendance at preparation days, all practice assessors and supervisors are provided with a practice assessor and supervisor programme handbook.

The DMP representative tells us that they're well prepared for the assessor role and that they're aware of the new NMC requirements for practice supervision and assessment. They confirm they're willing to support non-medical prescribers who undertake the role in the proposed programme. They tell us how the communication channels with the programme team are consistent and appropriate.

Some PLPs confirm that they'll be undertaking the practice supervisor and practice assessor roles for future students on the proposed programme; they acknowledge the importance of preparation.

Students tell us they're fully aware of the SSSA through their involvement in the development of the programme. Attendance at NMP lead forums in the practice learning environment has ensured that they understand the implications of SSSA

for them as NMC registrants.

**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. Some documentary evidence confirms there's guidelines and processes in place to assign each student to a practice assessor who is both a registered healthcare professional and an experienced prescriber in the same field of practice as the applicant. The PLPs and programme team tell us this is confirmed at application. However, there's no evidence of this requirement on the application form. (Condition one) (SSSA R7.4; SPP R1.3, R4.5)

There's a clear plan for the management in exceptional circumstances if the same person fulfils the role of practice supervisor and practice assessor. The programme team tell us this is identified at the point of application and closely monitored by the academic assessor.

**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)**

**No**

R4.7 is not met. The programme team tell us how practice learning is evidenced in the online prescribing practice portfolio which is used to record progression towards achievement of the RPS competency framework for all prescribers and the programme outcomes. The academic assessor has access to the portfolio and can review progress online to ensure it's being used effectively to support learning and progression in the practice learning environment. The portfolio doesn't however clearly evidence how students' progress towards meeting and achieving the RPS competencies and the programme outcomes. There's no evidence in the portfolio of communication between the practice assessor and the academic assessor in order to monitor progression or to confirm agreement that the student meets the RPS competency framework for all prescribers and the programme outcomes. (Condition two) (SSSA R7.5, R7.11, R9.2; SPP R4.7)

**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 R7.4 details the practice assessor responsibilities. We found no evidence at application to the programme that an experienced prescriber who prescribes in the same area of practice as the student was identified. (Condition one) (SSSA R7.4; SPP R1.3, R4.5)

SSSA R7.5, R7.11, R9.2 details the practice assessor and academic assessor responsibilities. We found no evidence in the portfolio of agreement between the practice and academic assessors on progression towards achievement of the RPS competencies and programme outcomes is recorded. (Condition two) (SSSA R7.5, R7.11, R9.2; SPP R4.7)

**Outcome**

**Is the standard met?**

**Not Met**

SPP R4.5 is not met.

There's no evidence on the application form that the practice assessor is experienced to prescribe in the same field of prescribing practice as the student. (Condition one)

Condition one: The application form must be revised to ensure confirmation that the practice assessor must be an experienced prescriber who can support practice-based learning and assessment that is relevant to the students' field of prescribing practice. (SSSA R7.4; SPP R1.3, R4.5)

SPP R4.7 is not met.

There's no evidence of how progression to achievement of the RPS competencies and programme outcomes is recorded, agreed and confirmed by the practice and academic assessors. (Condition two)

Condition two: The programme team must provide definitive practice documentation which evidences progression towards and achievement of the RPS competencies and programme outcomes. This must be confirmed by the practice



assessor in agreement with the academic assessor. (SSSA R7.5, R7.11, R9.2; SPP R4.7)

**Date: 5 November 2019**

**Post Event Review**

**Identify how the condition is met:**

Condition one: The programme team provided revised application documentation which clearly evidences that the practice assessor must confirm they are an experienced prescriber who can support practice-based learning and assessment that is relevant to the students' field of prescribing practice.

Condition one is now met.

Evidence:

Revised, application form, independent/supplementary NMP (V300), undated  
Revised, definitive document, undated

Condition two: The programme team have revised the practice portfolio which provides evidence of a clear process of progression towards and achievement of the RPS competences and programme outcomes. There's evidence of recorded agreement between the practice assessor and academic assessor in the practice portfolio.

Condition two is now met.

Evidence:

Revised, practice portfolio, undated  
Revised, definitive document, undated

**Date condition(s) met:** 3 December 2019

**Revised outcome after condition(s) met:**

***Met***

Condition one is now met.

Assurance is provided that the SSSA R7.4 and SPP R1.3 and R4.5 are now met.

Condition two is now met.

Assurance is provided that the SSSA R7.5, R7.11 and R9.2 and SPP R4.7 are



now 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: 5 November 2019**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

**Revised outcome after condition(s) met:**

*N/A*

**Section four**

**Source of evidence**

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

<b>Key documentation</b>	<b>Yes/No</b>
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:	
Presentation by the programme team, 5 November 2019 NMC, AEI and PLPs annual self-assessment report, 2018-2019	
Post visit documentation: Revised, application form, independent/supplementary NMP (V300), undated Revised, definitive document, undated Revised, practice portfolio, undated	
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>During the visit the visitor(s) met the following groups</b>	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:  2019/20 cohort 2019/19 cohort	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:  Midwives are not admitted to the programme; a local AEI supports midwifery prescribing preparation. GCU confirm that there's no intention to admit midwives.	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	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	
Not necessary, as an established AEI.	
Additional comments:	

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**Issue record**

**Final Report**

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