Nursing & Midwifery Council

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Programme approval visit report

Section one

Programme provider name:	Robert Gordon University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	NHS Highland NHS Grampian NHS Orkney NHS Shetland NHS Tayside NHS Western Isles Isle of Wight NHS Trust Private, independent and voluntary health care providers
Programme(s) reviewed: Programme: Independent and Supplementary Nurse Prescribing Title of programme: Prescribing for Health Care Professionals Programme start date: 7 September 2020 Academic level(s): SCQF: Level 9 Level 11 Programme: Community Practitioner Nurse Prescribing V100 Title of programme: MSc Advancing Practice (District Nursing); MSc Advancing Practice (Health Visiting); MSc Advancing Practice (School Nursing) Programme start date: 25 January 2021 Academic level(s): SCQF: Level 11	
Date of approval	20 May 2020
QA visitor(s):	Registrant Visitor: Bernadette Martin

Summary of review and findings
Robert Gordon University (RGU), school of nursing and midwifery (the school) has an established record of delivering prescribing programmes. The school present the independent and supplementary prescribing (V300) and the community practitioner nurse prescribing (V100) preparation programmes for approval. There's a title change for the V300 programme in response to feedback from stakeholders including students. Prescribing for healthcare professionals is the agreed title in line with the continued expansion of health professionals who can prescribe. This reflects the inter-professional programme which is accessed by allied health professionals (AHPs).

The programmes are 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 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 an option in the postgraduate diploma and Master of Science (MSc) advancing practice programmes at SCQF academic level 11. The programme is proposed as an integrated element of the postgraduate diploma and MSc advancing practice specialist practitioner qualification district nursing (SPQ DN) programme. The V100 is an option award in the postgraduate diploma and MSc advancing practice specialist community public health nursing (SCPHN) health visiting (HV) and school nursing (SN) programmes. It's delivered at SCQF academic level 11 and is integrated in the HV and SN specialist practice modules.

Partnership between RGU and practice learning partners (PLPs) is robust, with evidence of effective engagement at operational and strategic levels. There's evidence of effective communication networks between the programme teams and PLPs to ensure consistency and comparability of student experience across a range of remote practice learning environments. There's evidence of effective engagement with PLPs, students and service users and carers (SUCs) in the co-production of the programmes.

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

The programmes are recommended for approval to the NMC. Two NMC recommendations are made. There's four university recommendations.

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The visit is undertaken remotely during the COVID-19 pandemic.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** None identified
Date condition(s) to be met:	
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are asked to consider working in partnership with the occupational health service of the NHS health board who employ students if occupational health requirements are to be considered. (SFNME R2.5, R3.11, R5.9) Recommendation two: The programme team are asked to consider further strengthening the involvement of SUCs in all aspects of the programme. (SFNME R1.12, R2.7, R3.3, R5.14) Recommendation three: Review the course documentation to strengthen the leadership ethos within the programme and how it is embedded and integrated across the programme. (University

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recommendation)

Recommendation four: Revisit the teaching and learning philosophy to reflect the strengths as articulated during the discussions at the event. (University recommendation)

Recommendation five: Continue to ensure that resourcing of the programme remains sufficient to support the programme as it develops, and student numbers grow. (University recommendation)

Recommendation six: Consider introducing additional online mechanisms to empower students to engage with each other as cohesive cohorts. (University recommendation)

Focused areas for future monitoring:	None identified

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

Section three

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

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC Standards for student supervision and assessment
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
R3.18 have opportunities throughout their programme to give feedback on the

quality of all aspects of their support and supervision in both theory and practice

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

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

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

There's effective partnership working between RGU and key stakeholders. Documentary evidence and the approval process confirms there's extensive consultation with students, SUCs and PLPs. Senior school team representatives tell us they're committed to ensuring programmes are resourced. Programme teams tell us programmes are suitably resourced and they're supported to develop their academic and professional roles. Documentary evidence confirms a commitment to the development of academic roles with clear guidance on the responsibilities of academic staff for programme delivery, management and student support. Academic staff from the school of pharmacy and life sciences support delivery of both programmes. PLPs tell us they engage at strategic and operational levels in partnership with RGU to ensure programmes meet Scottish national policy for the provision of safe and effective advanced care close to the point of need for people in Scotland. The development of the programmes has been informed by the Scottish non-medical prescribing network. V100 prescribing as an option in the SCPHN programmes remains a requirement for one PLP organisation who confirm a local need for the qualification. The proposal to integrate V300 in the SPQ DN programme is in response to national policy that requires district nurses in Scotland to deliver an advanced level of practice. The requirement for them to prescribe independently from the V300 formulary supports service need. PLPs tell us this is a vital qualification across remote areas of the country. PLP representatives describe their strategic roles including national and local prescribing networks influencing the development of the programme. Programme teams are members of regional prescribing groups and work collaboratively at national level through involvement with NHS education for Scotland (NES) prescribing development. There's robust evidence that programme developments are influenced at strategic and local levels. Programme documentation and PLPs confirm governance processes associated with prescribing and the practice learning environment are assured. PLPs tell us there's commitment across NHS health boards to ensure prescribers are fully prepared for advanced practice and the importance of the qualification in meeting service requirements. The 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 for prescribing. The senior school team describe how RGU work in partnership at a strategic level across Scotland to ensure a robust approach to

the implementation of the SSSA. PLPs are engaged in supporting the SSSA; they tell us they're strategically involved in the preparation of practice assessors (PA), practice supervisors (PS) and academic assessors (AA). They tell us there's effective partnerships with programme teams; they work with them both strategically at health board level and operationally at RGU. PLPs commend the programme teams for their commitment to the delivery of programmes that are fit for purpose. Documentary evidence and the approval visit confirms the student voice is captured through programme evaluations. Students are represented at staff student liaison committee meetings. On completion of programmes students complete an evaluation. Each programme includes a student feedback outcome indicator, you said we did or you said we didn't relates to responses to student feedback including the reasons for specific outcomes. Prescribing practice assessment documents (PADs) facilitate ongoing evaluation through reflection and reviews across the duration of the programmes. Students tell us they're supported to share their views and issues are dealt with promptly by PAs, PSs or the programme teams. Online access to the virtual learning environment (VLE) CampusMoodle, ensures learning is supported with access to additional academic support. Student, PA and PS facing documentation clearly detail the process for raising concerns in the school and in practice learning environments. Students confirm they know how to raise concerns. They tell us programme teams are supportive and proactive in responding to their questions or concerns. They tell us learning in practice is protected; if they have issues they're confident to report these to their PA or programme leaders. 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. The programme teams and PLPs have processes ensuring reasonable adjustments are in place in the practice learning environment to support students with specific health challenges or disabilities. Student facing documentation describes how, if students have occupational health requirements, they can access specific organisational occupational health service support. PLPs confirm, as employee's, student's access their NHS health board occupational health service. To support the partnership approach with PLPs, the programme teams are asked to consider reviewing the information and directing students to their employing NHS health board occupational health services. (Recommendation one)

A previous V300 student representative who's a district nurse tells us they fully support the inclusion of V300 in the SPQ DN programme. They describe how on completion of the SPQ DN programme with integrated V100 they returned to study the V300 award. They tell us the inclusion of V300 is a fundamental requirement to address advanced district nursing practice. Current SPQ DN students undertaking the V100 award acknowledge the inclusion of V300 is challenging however support its proposed inclusion. They tell us they recognise on completion of the SPQ DN programme they'll be required to undertake the V300 award. All student representatives tell us online learning is effective and they're supported to achieve. They recognise the need for online programme delivery due to the remote areas they work and learn in. They commend the programme teams for the level of support they provide. Documentary evidence and the approval process confirm a

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commitment by the school to ensure SUCs contribute to NMC programmes through the involving people and communities (IPC) strategy. Programme documentation demonstrates a plan to increase the involvement of SUCs in the programmes. SUC representatives describe how they're involved across the advancing practice programmes. They develop problem-based scenarios and critical incidents and act as patient volunteers in assessment skills learning. Students reflect on SUC feedback in the practice learning environment; they record this in the PAD. SUCs confirm they receive training including diversity and inclusion, confidentiality and health and safety. They tell us they've contributed to the development of the prescribing programme; planned SUC consultation was postponed due to COVID 19. They confirm they provided feedback on programme development by email. SUC involvement includes consultation workshops which are filmed and used as an online resource. They tell us they welcome the opportunity to be further involved in the programmes. They're supported by programme teams, they confirm they receive guidance and feedback. SUCs tell us programme teams are supportive. Students confirm SUCs contribute to the programmes and prescribing practice assessment feedback. SUC involvement is evident in the development and delivery of the programmes. The programme team should continue to consider how they can be further involved across the programmes. (Recommendation two)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: Standards framework for nursing and midwifery education

Met

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

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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 programmesand Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency Framework for all Prescribers). If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

Evidence provides assurance that the following QA approval criteria are met

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

 Yes

Evidence of selection process that demonstrates opportunities that enable all nurse (level 1), midwife or SCPHN registrants (including NHS, self-employed or non-NHS employed registrants) to apply for entry onto an NMC approved prescribing programme. Evidence of this statement in documentation such as: programme specification; module descriptor, marketing material. Evidence of this statement on university web pages (R1.2)

 Yes

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. Programme documentation and the approval process confirms there's an effective and collaborative approach to the application process for both programmes. Applicants complete a comprehensive nationally adopted application process. They must have employer support; line managers sign to confirm governance arrangements are in place to support protected practice learning time and prescribing practice. The V300 application form ensures applicants fully meet NMC entry requirements. PAs and PSs must be identified and meet the requirements of the SSSA. They must sign to confirm their suitability to supervise and assess students and that they prescribe in the same field of prescribing practice as the applicant. The professional registrations of applicants, PAs and PSs are checked by the programme team. Organisational prescribing leads sign to confirm they support the application. PLPs and students tell us the national application process is used to provide information about suitability to undertake the programme. PLPs including prescribing leads tell us applicants must have employer support; clinical managers sign to confirm clinical competence and that practice learning will be protected. They describe robust governance processes undertaken to support applicants from their employing NHS health board. Applicants undertake 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 a strategic approach to ensure prescribing is effectively managed and practice learning is protected.

Applicants to the SCPHN programme are interviewed by employer organisations. The selection process involves employers, the SCPHN programme team and SUCs. V100 prescribing must be identified as a requirement by the employer. They must confirm the applicant meets the entry requirements for V100 prescribing and evidence necessary governance structures are in place. The programme team tell us if a student's SCPHN PA doesn't prescribe they're supported and assessed by a prescribing PA who provides prescribing learning experiences appropriate to HV or SN community practitioner nurse prescribing. One employer PLP tells us V100 prescribing remains an identified HV and SN service need in their organisation.

The suitability of all practice learning environments is assured through the Scottish approach to the management of educational audit. The quality management of practice learning environments (QMPLE) database is the mechanism for ensuring they meet the requirements of the SSSA and the SFNME. Practice learning environments are audited by practice education facilitators (PEFs).

Self-employed and non-NHS employed V300 applicants must meet all entry requirements. They must work and learn in a practice learning environment which

is suitably registered with the systems regulator Health Improvement Scotland (HIS) and have a satisfactory educational audit. As for all applicants they must have a suitable protection of vulnerable groups (PVG) disclosure check. An academic and professional reference must be provided. Documentary evidence and the programme team confirm non-NHS employed, or self-employed applications are fully scrutinised by the programme lead. PEFs or a member of the programme team audit and support practice learning environments identified as appropriate to support learning. The programme team confirm if applicants don't meet the entry requirements and the practice learning environment is not suitable they won't be offered a place on the V300 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

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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**

Current students will complete the existing programmes; they're assessed using the RPS competency framework for all prescribers therefore this won't be an issue in terms of demonstrating competence.

Students will transfer to the SSSA. Current students and PAs tell us they're aware of the transfer to the SSSA. PAs confirm there's programme specific preparation workshops planned.

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

Yes

Outcome
Is the standard met?   *Met*   **Date:** *20 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 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. A range of learning and teaching strategies are utilised to support the achievement of the RPS competencies. Learning contracts and prescribing logs enable reflection on the development of progression towards achievement of the RPS competencies in an online PAD. The PAD requires PAs to record confirmation of achievement of the RPS competencies; AAs record agreement. If there's a different V100 PA this be must recorded in the PAD. Programme documentation details clear communication processes between PAs, PSs and AAs.

The V300 PAD has been developed nationally to ensure consistency of practice learning across Scotland. V100 students evidence progression towards achievement of the RPS competencies with final sign off in the respective HV and SN PADs.

Both programmes are delivered using a blended learning approach with online and campus-based content. V300 students undertake eight contact days on campus; four days specifically focus on pharmacology related content and are delivered by academic staff in the school of pharmacy and life sciences. V100 students undertake two contact days on campus which include pharmacology and relevant prescribing content. Online learning materials to support learning are delivered through the VLE CampusMoodle. Programme documentation details how induction activities ensure students have access to information technology (IT) development and support to ensure the online delivery of the programmes is supported. Collaborative discussion boards enable students to have direct access to academic and peer support. Students tell us teaching and online resources support their learning. Some student representatives tell us they support each other through for example WhatsApp group communication. They tell us this enhances student peer support. One student tells us they'd experienced a challenge accessing books from the campus library however this was resolved effectively using the library ordering service.

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Students tell us there's effective support from programme teams. They tell us learning and teaching strategies prepare them for prescribing practice. Students confirm there's communication between PLPs, the programme teams and PAs.

PLPs tell us flexible learning approaches support remote organisational education needs. PLPs commend the school for the flexibility of the programmes and innovative work-based approaches to learning.

Programme documentation demonstrates mapping of programme learning outcomes to the assessments; the programmes are 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: <u>Standards framework for nursing and midwifery education</u> relevant to curricula and assessment are met

Yes

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

Yes

Outcome	
Is the standard met? *Met* **Date:** *20 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

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learning are in place for all applicants including arrangements specifically tailored to those applicants who are self-employed

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

R3.2 ensure that practice learning complies with the NMC <u>Standards for student supervision and assessment</u>

R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment

R3.4 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC <u>Standards for student supervision and assessment</u>

Evidence provides assurance that the following QA approval criteria are met

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

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

Met

R3.1 is met. Documentary evidence and the approval process confirm there's effective checking and monitoring processes to ensure governance arrangements for practice learning are in place for all applicants. This is assured by effective partnership working between PLPs and programme teams. PLPs confirm they work strategically across NHS health boards, locally with the programme teams and organisational prescribing and educational leads. They describe a governance process that's robust in ensuring appropriate applicants are supported to undertake the programmes. There's evidence of how programme teams work collaboratively with prescribing specific professional groups who ensure governance frameworks are in place and are effective in ensuring sound practice learning for students.

Students tell us they're supported by their employers to ensure practice learning is protected. They confirm confidence in their employers to support them in their prescribing roles and are aware of the strategic importance of prescribing. Documentary evidence and programme teams confirm if students disclose issues associated with protected practice learning time the school practice learning

support protocol procedure is initiated.

For self-employed or non-NHS employed applicants there's further enhanced scrutiny in respect of the governance arrangements at practice level. They complete an additional specifically tailored application form. They're required to include and evidence additional criteria including the requirement for a suitable systems regulator report. HIS report on the assurance that practice learning environments have business and indemnity insurance. Educational audit requires assurance there's appropriate policies and processes in place to evidence suitable and effective governance of practice learning arrangements. Protected learning time must be agreed at application. Evidence submitted is reviewed and assessed by the programme leader. The academic assessor monitors student progress and support at review meetings required in the PAD.

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. Technology enhanced learning is central to the delivery of learning and assessment. All teaching resources and assessment preparation support are accessible on the VLE. Students tell us online learning supports learning in remote locations; they acknowledge the flexibility of learning supports their development. Simulated prescription writing scenarios are used across both programmes. The V300 PAD requires students to evidence supplementary prescribing learning by the development of a clinical management plan. V300 students practice prescribing assessment skills in preparation for undertaking an assessed prescribing decision making assessment in the practice learning environment.

V100 students undertake simulation-based learning in the theory contact days. They submit a formative prescription and undertake a mock examination. Learning is further developed for both programmes in a virtual community; online real life scenarios enable students to problem solve and reflect on prescribing best practice.

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: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

Yes

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

Yes

Outcome

Is the standard met?

Met
Date: *20 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

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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Standard 4 Supervision and assessment

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <u>Standards framework for nursing and midwifery education</u>

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment

R4.3 appoint a programme leader in accordance with the requirements of the NMC <u>Standards framework for nursing and midwifery education</u>. The programme leader of aprescribing programme may be any registered healthcare professional with appropriate knowledge, skills and experience

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

R4.5 ensure the student is assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for theprogramme 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 teams have multi-professional backgrounds which support the inter-professional V300 programme. They're NMC teachers with specialist qualifications, including V100 and V300 prescribing, SCPHN and SPQ DN. Pharmacists teach pharmacological content and the lead midwife for education (LME) supports midwife students.

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

There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared for their roles. (R4.2)

Met

R4.2 is met. The senior school team and PLPs confirm there's a strategic and standardised approach adopted by NES to the implementation of the SSSA across all NMC programmes. The national framework for the preparation for all PAs, PSs and AAs in Scotland is operationalised locally to specifically prepare for the role in prescribing programmes. NHS health board governance frameworks support prescribing and assure learning is supported.

Documentary evidence and the approval visit confirm the application and educational audit processes ensure PAs, PSs and AAs are prepared for their roles. PAs and PSs must be identified and confirm their suitability and agreement to support students at the point of application.

Programme documentation explicitly detail prescribing specific roles, responsibilities and preparation of PAs, PSs and AA. V100 and V300 PAs and PSs attend a preparation workshop delivered by the programme teams. Programme teams tell us AAs contact all PAs and PSs who can't attend. They facilitate online or face-to-face preparation in the practice learning environment. PA and PS handbooks provide detailed role and responsibilities information; they have access to a dedicated practice area on CampusMoodle. SCPHN PAs attend two update days in each academic year. Programme preparation for supervision and assessment across the programme is reviewed including V100 support. AAs are identified members of the programme teams. Development of the role is supported through the school employee performance review process. Preparation activities include understanding programme specific standards, the SSSA and fitness to practise processes.

PLPs confirm a commitment to support the programme teams to ensure PAs and PSs are prepared for their roles. Past student representatives tell us they're aware of the SSSA and confirm they'll be undertaking the PA and PS roles. They acknowledge the importance of preparation. Students tell us they're aware of the SSSA through their involvement in the development of the programmes.

Practice education lecturers (PELs) provide additional support for students, PAs, PSs and AAs. The role provides local and national practice education networks to support inclusive and safe learning environments.

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

Yes

Evidence of the programme leader working in conjunction with the LME and the practice assessor to ensure adequate support for any midwives undertaking prescribing programmes (R4.4)

Yes

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

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

Met

R4.5 is met. Documentary evidence confirms there's guidelines and processes in place to assign each student to a PA who's a registered prescribing healthcare professional. They must be an experienced prescriber who prescribes in the same field of practice as the student. If the SCPHN PA doesn't prescribe, students are supervised and assessed by practising community prescribing PAs and PSs. They provide prescribing learning experiences appropriate to HV and SN community practitioner nurse prescribing. PLPs and students tell us PA and PS suitability is confirmed at application.

The application documentation states PSs and PAs shouldn't be the same person. Evidence for the need for any exception to this must be submitted by students, PSs and PAs at application. If there's a situation where this can't be avoided AAs monitor student support.

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

Yes

Processes are in place to provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes (R4.7)

Yes

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

Yes

Processes are in place to ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies (R4.9). This includes:

- **successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80%), and**

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

Yes

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

Yes

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

Yes

Outcome
Is the standard met? *Met* Date: *20 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 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

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Evidence provides assurance that the following QA approval criteria are met

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

- a community practitioner nurse (or midwife) prescriber (V100/V150), or

- a nurse or midwife independent/supplementary prescriber (V300) (R5.1)

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Outcome	
Is the standard met? *Met* **Date:** *20 May 2020*	
Post Event Review	
Identify how the condition is met:	
Date condition(s) met: *N/A*	
Revised outcome after condition(s) met:	

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: Presentation by the programme team, 20 May 2020 NMC, AEI and PLP annual self report, 2019, 17 January 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: V100 September 2018 x three V300 September 2019 x four	
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 Not necessary as an established AEI.	
Additional comments:	

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Issue record			
Final Report			
Author	Bernadette Martin	Date	1 June 2020
Checked by	Ian Felstead-Watts	Date	10 June 2020
Submitted by	Lucy Percival	Date	22 June 2020

| Approved by | Leeann Greer | Date | 24 June 2020 |