

Programme approval visit report

Section one

Programme provider name:	Edinburgh Napier University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	NHS Lothian NHS Borders NHS Forth Valley NHS Tayside NHS Fife NHS Scotland Private, voluntary and independent health care providers Education and social care providers
Programme(s) reviewed:	
<p>Programme: Independent and Supplementary Nurse Prescribing Title of programme: Independent and Supplementary Prescribing for Healthcare Professionals (V300) Programme start date: 7 September 2020</p> <p>Academic level(s): SCQF: Level 11</p>	
Date of approval	21 April 2020
QA visitor(s):	Registrant Visitor: Suzanne Everett

Section two

Summary of review and findings

Edinburgh Napier university (ENU), school of health and social care (the school) present the independent and supplementary prescribing (V300) preparation programme for NMC approval. The programme is mapped against the Standards for prescribing programmes (SPP) (NMC, 2018) and the Standards of proficiency for nurse and midwife prescribers (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers) (NMC, 2018).

The V300 is a 40-credit award delivered at the Scottish credit and qualifications framework (SCQF) academic level 11. It's undertaken as a standalone module or as part of the MSc advanced clinical practice. It's delivered three times in each academic year, part-time over 26 weeks with 90 hours of verified practice learning.

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

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

Arrangements at programme level don't meet the Standards for nursing and midwifery education (SFNME).

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

The programme is recommended for approval subject to three NMC conditions. Two university conditions are made. Two NMC recommendations are made.

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

Updated 2 June 2020:

Evidence is provided to meet the three NMC conditions. The university confirm the two university conditions are met. The conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>Condition two: Ensure students are assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications. (SSSA R7.4; SPP R1.3, R4.5)</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>Non identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: Provide an implementation plan for the preparation of practice assessors and practice supervisors for the NMC independent and supplementary prescribing programme. (SFNME R2.4; SSSA R5.1; R8.1; SPP R4.1, R4.2)</p> <p>Condition three: Ensure that the process and period of registration to qualify as a prescriber is made available in the programme handbook. (SFNME R3.2; SPP R5.3)</p> <p>Condition four: To make revisions to student facing programme documentation to ensure compliance with university expectations. (University condition)</p> <p>Condition five: To ensure that the exemption to the academic regulations is submitted to the quality and standards committee with the expectation that these are approved prior to students commencing on the programme. (University condition)</p>

<p>Date condition(s) to be met:</p>	<p>2 June 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider strengthening the involvement of service users in the programme design, development, delivery and evaluation. (SFNME R1.12)</p> <p>Recommendation two: Consider developing a record of support and updates for practice supervisors and practice assessors between university and practice area. (SSSA R5.1, R8.2; SPP R4.1)</p>
<p>Focused areas for future monitoring:</p>	<p>Monitor the preparation of practice supervisors, practice assessors and academic assessors.</p>

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.

An implementation plan details the preparation of practice assessors and practice supervisors.

Condition one is met.

Revised programme documentation details the process for ensuring students are assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications.

Condition two is met.

The revised programme handbook provides information for students that they must record their award with the NMC within five years.

Condition three is met.

The programme is recommended for approval.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	2 June 2020

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

Documentary evidence and the approval visit confirm there's effective partnership working between key stakeholders and the school in the development of the programme. PLPs, students, service users and carers tell us they've contributed to the development of the programme.

There's evidence of partnership working at strategic and operational levels. Programme development has been informed by the strategic Scottish prescribing programme leaders network (SPPLeN). The programme leader is a member of SPPLeN which supports the national profile approach to partnership working in ensuring the programme meets the requirements in line with NHS Education for Scotland (NES). The programme team and PLPs describe how operational collaboration with the prescribing leads forum (LPLF) and curriculum development group has included students, and service users and carers. Documentary

evidence and PLPs confirm they've contributed to the implementation of the SSSA. They tell us they're fully engaged in the consultation and co-production of the programme. PLPs tell us there's effective communication with the school.

Students tell us the programme supports the development and expansion of their clinical role. They confirm they're satisfied with the delivery and organisation of the programme. Documentary evidence confirms student feedback has influenced the development of the programme. Students tell us a review of, and implementation of the assessment strategy is in response to their feedback on the challenges of extensive academic workloads. Students tell us their experience of the programme is positive. They confirm they understand the process for raising concerns with the school and the practice learning environment. They're supported by designated prescribing practitioners (DPPs) who are clearly identified as practice assessors, practice supervisors and the prescribing team. Practice assessors and practice supervisors confirm they understand the process to raise concerns, their point of contact is the programme leader.

Documentary evidence and the approval process confirms service user and carer involvement in the development and delivery of the programme. The school service user and carer strategy confirms a commitment to the role and involvement in programmes. The inclusion of service users and carers in the development of the programme is clearly evident in minutes of the curriculum development group meetings. Service user and carer representatives tell us they're involved in programme development, delivery and assessment. They tell us they contribute to the recruitment process; they review questions completed by applicants. They've contributed to the development of online video teaching materials related to service user and carer experiences of prescribing. Service users and carers provide feedback on student performance in the practice learning environment. The assessment of practice is informed by service user and carer feedback in the practice portfolio. They tell us their contribution is valued by the school, they would welcome further involvement in the programme. The programme team should consider how service users and carers can be further involved in the design, development, delivery and evaluation of the programme. (Recommendation one)

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. Documentary evidence and the approval process confirms there's an effective partnership approach to the application process.

There must be signed employer support to undertake the programme. The application process ensures there's confirmation that clinical support and protected learning time throughout the programme is assured. Students and PLPs confirm the application process includes confirmation by line managers that applicants meet the requirements to access the programme. Prescribing must be identified as essential to the applicant's role. Line managers must confirm applicants have the required clinical competence and experience to undertake the programme. They must confirm there's the opportunity to prescribe on successful completion of the programme. The suitability of practice learning environments is assured through the educational audit quality standards practice placement for practice learning environment (QSPP). All applicants must meet the requirement of the NES numeracy standard. A protection of vulnerable groups (PVG) disclosure check must be complete and satisfactory. Practice assessors are identified and complete a section of the application form to confirm they're an experienced prescriber with suitable equivalent qualifications to support and assess the student. The programme team tell us they check and verify all practice assessor professional registrations at the point of application. Whilst the application form confirms practice assessors are registered healthcare professionals and experienced prescribers with suitable equivalent qualifications the process to ensure practice assessors meet the requirements to support and assess students isn't explicit across the programme documentation. (Condition two)

Self-employed and non-NHS employed applicants must meet all entry requirements and be supported by a practice assessor who meets the requirements of the role. They complete a supplementary application to confirm they work and will learn in a practice learning environment which is suitably registered with the systems regulator Health Improvement Scotland (HIS). The practice learning environment must have a satisfactory educational audit and a PVG disclosure check must be provided. There must be evidence of specialist indemnity insurance, regular business audit and review of clinical services. Applications are fully scrutinised by the programme leader.

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 current prescribing programme is approved and mapped against the RPS competency framework for all prescribers. Students on the existing programme meet the RPS and will not transfer to the new programme.

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

The process to ensure practice assessor suitability to support and assess students isn't explicit across the programme documentation.

Condition two: Ensure students are assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications. (SSSA R7.4; SPP R1.3, R4.5)

Date: 21 April 2020

Post Event Review

Identify how the condition is met:

An implementation plan confirms the process of ensuring practice assessors and practice supervisors are appropriately qualified to undertake the supervision and assessment roles. The revised DPP handbook clearly details the experience required of the practice assessor to assess students on the programme.

Evidence:

Implementation of DPP preparation (including SSSA) for independent and supplementary prescribing for healthcare professionals, V300, 27 May 2020
Revised, DPP handbook, undated

Condition two is met.

Date condition(s) met: 2 June 2020

Revised outcome after condition(s) met:

Met

Condition two is 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. Documentary evidence and the approval process confirm teaching and learning strategies support achievement of the RPS competences. A blended learning approach includes classroom teaching and online guided and independent learning supported by the school virtual learning environment (VLE). Direct learning comprises of lectures, group discussion, seminars and tutorials which encourage problem solving and reflective practice. Practice learning and progression towards achievement of the RPS competencies is supported by practice assessors and practice supervisors. Programme outcomes are mapped against the RPS competency framework; students are assessed against these. Achievement of the competencies is verified by the practice assessor in agreement with the academic assessor.

Students tell us the VLE resources are available and accessible and support learning. They tell us the learning and teaching strategies prepare them effectively for prescribing practice. Students confirm they receive support from the programme team who, communicate effectively with PLPs, practice assessors and practice supervisors.

There's evidence of service user and carer involvement in programme delivery and assessment, this is confirmed by students. Service users and carers confirm they're involved in the production of personal experiences video which are accessed through the VLE. Feedback from service users and carers on student's

consultation skills in the practice learning environment is evidenced in the practice portfolio. Students are encouraged to reflect on service user and carer feedback.

Formative assessment supports preparation for summative assessments. Students receive ongoing feedback on their progress by the programme team. Summative assessments include numeracy and pharmacology examinations. The practice portfolio records progression towards achievement of the RPS competencies. Reflective accounts and a written assignment are related to clinical prescribing scenarios.

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: 21 April 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3 Practice learning

Approved education institutions must:

R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all applicants including arrangements specifically tailored

to those applicants who are self-employed

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

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

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

Met

R3.1 is met. Documentary evidence confirms suitable and effective arrangements and are in place to assure practice learning governance for students including self-employed and non-NHS students. Application screening confirms QSPP educational audits are in place across NHS health boards for practice learning environments.

Prescribing lead representatives tell us membership of the SPPLeN supports partnership working with the programme team. The programme meets the NES national agreement of 90 hours practice learning. One prescribing lead representative tells us their organisation and ENU work in partnership within a strategic alliance group whose role is to ensure support for the enhancement of the student experience.

Student facing documentation ensures students understand the process for reporting concerns if practice learning is compromised. Students tell us they know how to raise issues about practice learning. They confirm the programme leader supports them through the school process for raising concerns. Programme

documentation details how the application process ensures practice learning is protected. Students tell us managers confirm practice learning time is protected and support is in place. Self-employed and non-NHS employed applicants are screened at application to ensure suitable HIS reporting is in place. The supplementary application form enables the programme team to assess the suitability of the practice area and if there's appropriate support by practice assessors. Programme documentation confirms this process, the programme team tell us each self-employed and non-NHS employed application is assessed and verified 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. Service users and carers and the programme team tell us they've worked in partnership to develop video resources to support student online learning via the VLE. The practice portfolio includes evidence of how service users and carers provide feedback on student performance following completion of a prescribing consultation. Students tell us learning resources are available and accessible on the VLE including numeracy support which they tell us prepares them for the numeracy examination.

The practice portfolio requires students to undertake and record 90 hours practice learning with practice assessors and practice supervisors. They develop prescribing and consultation skills through simulated learning. Prescribing specific assessment skills are simulated in the practice learning environment in preparation for a consultation assessment by their practice assessor. Learning experiences are documented in the practice portfolio and are mapped against the RPS competency framework. Students must submit simulated prescriptions and yellow card reports in the practice portfolio. Practice learning, assessment and practice hours are verified by the practice assessor.

Students tell us simulation-based learning resources support the development and assessment of the clinical skills required to ensure safe and effective future

prescribing 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: 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: 21 April 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4 Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Not Met

R4.1 is not met. The programme team are established, experienced and appropriately qualified V300 prescribers and NMC teachers. The programme is supported by a pharmacist prescriber, a teacher of biochemistry and a midwifery teacher.

The DPP handbook clearly details the roles of practice assessors, practice supervisors and academic assessors. Programme documentation confirms there are opportunities for students to reflect on learning. A learning contract enables self-assessment of learning needs which are agreed with practice assessors and practice supervisors. This is reviewed at initial, interim and final review meetings. These meetings support student reflection on their development through the programme. Practice assessors are responsible for the assessment of practice and must verify the RPS competencies have been achieved.

Documentary evidence and the approval process confirms academic assessors work in partnership with practice assessors and practice supervisors to support practice learning. Academic assessors review student progression towards achievement. There's evidence of effective communication with practice assessors and the process for agreement of achievement of the RPS competencies. The programme team describe the preparation of practice assessors and practice supervisors however there's no documentary evidence to assure how preparation will be implemented. (Condition one)

There's no recording mechanism for programme updates for practice assessors and practice supervisors. The programme team should consider how to implement this to further support communication with PLPs. (Recommendation two)

There is evidence of how the Standards for student supervision and

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

Not Met

R4.2 is not met. Documentary evidence and the approval process confirms practice assessors and practice supervisors are identified at the point of application to the programme.

PLPs describe the strategic and standardised approach adopted by NES to the implementation of the SSSA across all NMC programmes in Scotland. The NES national framework for the SSSA is operationalised locally to prepare prescribing practice assessors and practice supervisors for the roles in prescribing programmes. The programme team tell us the preparation for the roles of practice assessors and practice supervisors to support and assess students is delivered through attendance at roadshows and workshops. There's an online community learning space to further support practice assessors and practice supervisors. They're provided with a DPP handbook.

The programme team undertake the role of academic assessors. They are an established programme team with extensive prescribing experience. Preparation for the role is supported through identified staff development and is linked to NMC revalidation.

Practice assessors and practice supervisors confirm they're supported in their roles by the programme team though face to face meetings and by email communication. It's clear practice assessors and practice supervisors will be prepared to supervise and assess students. However, there's no documentary evidence to assure how preparation will be implemented. (Condition one)

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. The application process confirms practice assessors verify they're an experienced prescriber with suitable equivalent qualifications to support and assess students. They must complete and sign the application form and confirm their professional registration. The programme team tell us they check and verify all practice assessor professional registrations at the point of application. Whilst the application form ensures practice assessors meet the requirements to support and assess students this isn't explicit across programme documentation.
(Condition two)

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

Yes

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

Yes

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

Yes

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

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

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

Yes

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

No

Whilst it's clear practice assessors and practice supervisors will be prepared to supervise and assess students, there's no documentary evidence to confirm how this will be operationalised.

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

Whilst it's clear practice assessors and practice supervisors will be prepared to supervise and assess students, there's no documentary evidence to confirm how this will be operationalised.

The process to ensure practice assessor suitability to support and assess students isn't explicit across the programme documentation.

Outcome

Is the standard met?

Not Met

Whilst it's clear practice assessors and practice supervisors will be prepared to supervise and assess students, there's no documentary evidence to confirm how this will be operationalised.

Condition one: Provide an implementation plan for the preparation of practice assessors and practice supervisors for the NMC independent and supplementary prescribing programme. (SFNME R2.4; SSSA R5.1; R8.1; SPP R4.1, R4.2)

The process to ensure practice assessor suitability to support and assess students isn't explicit across the programme documentation.

Condition two: Ensure students are assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications. (SSSA R7.4; SPP R1.3, R4.5)

Date: 21 April 2020

Post Event Review

Identify how the condition is met:

An implementation plan details the preparation of practice assessors and practice supervisors. The revised DPP handbook details how practice assessors and practice supervisors are prepared. It provides detailed programme information to support supervision and assessment of students.

Evidence:

Implementation of DPP preparation including SSSA for independent and supplementary prescribing for healthcare professionals, V300, 27 May 2020
Revised, DPP handbook, undated

Condition one is met.

An implementation plan confirms the process of ensuring practice assessors and practice supervisors are appropriately qualified to undertake the supervision and assessment roles. The revised DPP handbook clearly details the experience required of the practice assessor to assess students on the programme.

Evidence:

Implementation of DPP preparation including SSSA for independent and supplementary prescribing for healthcare professionals, V300, 27 May 2020
Revised, DPP handbook, undated

Condition two is met.

Date condition(s) met: 2 June 2020

Revised outcome after condition(s) met:

Met

Condition one and two are met.

Standard 5 Qualification to be awarded

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

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

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

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

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

- a community practitioner nurse (or midwife) prescriber (V100/V150), or
- a nurse or midwife independent/supplementary prescriber (V300) (R5.1)

Yes

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

Yes

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

No

R5.3 is not met. Documentary evidence and the programme team confirm the approved process is followed. The programme handbook doesn't inform students of the process if their award is not registered with the NMC within five years. (Condition three)

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

No

The process students must follow to register their award with the NMC within five years isn't detailed in the student programme handbook.

Outcome

Is the standard met?

Not Met

The process students must follow to register their award with the NMC within five years isn't detailed in the student programme handbook.

Condition three: Ensure the process and period of registration to qualify as a prescriber is made available in the programme handbook. (SFNME R3.2; SPP R5.3)

Date: 21 April 2020

Post Event Review

Identify how the condition is met:

The revised programme handbook confirms the process and period of registration to qualify as a prescriber.

Evidence.

Revised programme handbook, 2020-2021, undated

Condition three is met.

Date condition(s) met: 2 June 2020

Revised outcome after condition(s) met:

Met

Condition three is 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, 21 April 2020	
Post visit documentation: Implementation of DPP preparation including SSSA for independent and supplementary prescribing for healthcare professionals, V300, 27 May 2020 Revised, DPP handbook, undated Revised, programme handbook, 2020-2021, undated Revised, portfolio document, undated Revised, programme specification, undated	
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:	
2019/2020 cohort x two	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation	
Not necessary, as an established AEI.	
Additional comments:	

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Issue record

Final Report

Author	Suzanne Everett	Date	23 April 2020
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Submitted by	Lucy Percival	Date	11 June 2020
Approved by	Leeann Greer	Date	11 June 2020