

**Programme approval visit report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>University of Dundee</p>
<p><b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>NHS Tayside Abbotsford Care Limited NHS Fife Balhousie HC-One Limited Privately Owned Barchester Healthcare Ltd Renaissance Care Four Seasons Health Care Danshell Adult Healthcare Kingdom Homes Limited Kennedy Care Group Bughties Limited Forebank Ltd Caring Homes NHS Forth Valley Enhance Healthcare Ltd Living Ambitions Thistle healthcare Brookesbay Care Group Priority Care Group Bryden Foods (Perth) Limited Larchwood Care Woodroyd Care Carewise Homes Ltd Hudson Healthcare Children's Hospice Association Scotland NHS Highland Avondale Care (Scotland) Ltd Central Scotland Healthcare (St Andrews) Ltd Scottish Council of Independent Schools Abbeyfield Charitable Organisation</p>
<p><b>Programme(s) reviewed:</b></p> <p>Programme: Independent and Supplementary Nurse Prescribing Title of programme: Non Medical Prescribing Programme start date: 14 September 2020</p>	

<p>Academic level(s): SCQF: Level 9 Level 11</p> <p>Programme: Community practitioner nurse prescribing V150 Title of programme: V150 Nurse or Midwife Prescriber Programme start date: 1 September 2020</p> <p>Academic level(s): SCQF: Level 9</p>	
<b>Date of approval</b>	27 November 2019
<b>QA visitor(s):</b>	Registrant Visitor: Kevin Gormley

**Section two**

**Summary of review and findings**

University of Dundee (UoD), is seeking to deliver the independent and supplementary nurse and midwifery preparation programme (V300) and community practitioner nurse prescriber (V150) against the NMC (2018) Standards for prescribing programmes with adoption of the Royal Pharmaceutical Society (RPS 2016) Competence framework for all prescribers. The V300 programme will be delivered at academic levels nine and eleven and the V150 will be delivered at level nine. There is evidence of partnership between UoD and practice learning partners (PLPs) at an operational and strategic level. There is evidence of satisfactory communication processes between the school and PLPs which ensure that supportive governance arrangements are in place to support the delivery of the programme. There is evidence of service users and carer (SUC) engagement. The Standards for prescribing programmes (NMC, 2018) and the RPS competency framework for all prescribers are clearly detailed in the documentation and mapped to the programme.

The Standards Framework for Nursing and Midwifery Education (SFNME) is not met at programme level. The Standards for student supervision and assessment are met at programme level.

The programme is recommended to the NMC for approval subject to one NMC condition and three university conditions. One NMC recommendation is made.

Updated 20 January 2020

The NMC condition is now met. The university has confirmed university conditions are met. The programme is recommended for approval to the NMC.

**Recommended outcome of the approval panel**

<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b> None identified</p> <p><b>Selection, admission and progression:</b></p>

<p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i> <i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Condition one: At the approval event there was no evidence of any guidance or documentary evidence to support either existing or temporarily withdrawn students who may require to transfer to the new prescribing programmes: this must be addressed. (SFNME R3.2)</p> <p>Condition three: Ensure programme handbooks reflect University requirements. (University condition)</p> <p><b>Practice learning:</b></p> <p>Condition two: Amend documentation to reflect agreed practice hours: 90 hours as opposed to 75 hours. (University condition)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition four: Clarify the precise role of the reflective account and the consequence for students that are absent from teaching sessions. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>18 December 2019</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: the profile of SUCs in the delivery of non-medical prescribing programmes should be enhanced. (SFNME R1.12)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>The contribution of the external examiner through stakeholder meetings to support the continued development of the programmes</p>

Programme is recommended for approval subject to specific conditions being met	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>UoD has provided documentary evidence to support existing and temporarily withdrawn students who may require a transfer to the new prescribing programmes. Condition one is now met. The university confirmed the university conditions are met.</p>	
<b>AEI Observations</b>	<p><b>Observations have been made by the education institution</b></p> <p>No</p>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	20 December 2019

### Section three

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

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 process confirm there is satisfactory partnership working between UoD and key stakeholders including PLPs, students, SUC in the development and proposed delivery and evaluation of the programmes. UoD teaching team and other representative stakeholders at the approval visit told us that the curriculum design and proposed delivery of the V300 and V150 programmes meets the Standards for prescribing programmes (NMC, 2018) and the Competency framework for all prescribers (RPS 2016). We found good examples of positive and effective partnership working between UoD and stakeholders. We were told that high-level strategic meetings take place regularly between UoD and PLPs to address significant issues potentially impacting on the practice learning environment and that planned operational meetings address emerging issues and promote shared ownership of the programmed(s). We found good evidence of partnership working between UoD and PLPs for the preparation to supervise and assess students to meet the NMC Standards for student supervision and assessment. Roles and responsibilities for practice supervisors, practice assessors and academic assessors were well outlined in the documentation. According to the documentation there is a planned approach to support practice learning whereby the academic assessor will meet with practice assessors to discuss and provide feedback on student progress towards achieving RPS (2016) competencies. The teaching team has a multi-professional background including nurses from different fields of practice, a pharmacist and midwifery expertise.

Documentary evidence demonstrates a commitment to proactively monitor equality and to support people to achieve their potential through inclusive practices. The Head of School via teleconference confirmed support for the programme in terms of resources, the value of partnership and the contribution of PLPs and also confirmed that university processes regularly monitor all programmes to identify and resolve issues of imbalance in terms of gender, ethnicity or cultural background. UoD teaching team told us that student feedback is reviewed and reported through the university programme monitoring processes and that actions



are implemented and reviewed as appropriate. Two students joined the meeting by teleconference. They told us that they believed they have a partnership role in their programme's continued delivery and review. They confirmed their participation in programme evaluations, which they believed to be meaningful, and were acted upon. According to the students, the level of communication between UoD staff and PLPs was excellent and all matters of concern that periodically arose were resolved to their satisfaction. Students also commented positively on the quality of teaching resources and the general rigour of the programme. UoD told us that the appointed external examiner would meet with stakeholders and provide an objective contribution for the continued development of the programmes.

We met with two SU&C representatives who told us about the support and encouragement offered to them in preparing them for their role in contributing to the prescribing programmes and suggested they might valuably contribute through their personal experiences in enhancing student awareness around matters such as medication adherence and safe administration. (Recommendation one) (SFNME R1.12)

**Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 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:** 27 November 2019

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

**Met**

### Student journey through the programme

#### Standard 1 Selection, admission and progression

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

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

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

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

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

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

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

R1.6.1 Clinical/health assessment

R1.6.2 Diagnostics/care management

R1.6.3 Planning and evaluation of care

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

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

*Evidence provides assurance that the following QA approval criteria are met*

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

**Yes**

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

**Yes**

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

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

**Met**

R1.3 is met. The programme team and the PLPs reported on the process for selection of students onto the programme. Protecting Vulnerable Groups (PVG) requirements are in place within the application process, which the students and PLPs confirmed. According to the documentation, applicants are required to submit the details of their nominated practice supervisor and practice assessor at the time of application. Line managers confirm applicants and ensure all NMC requirements are met and applicants are capable of safe and effective practice at a level appropriate to the applicant's area of future prescribing practice. Self-funding students are required to submit an additional declaration that explores the governance structures in more detail to confirm that they have appropriate access to clinical support. UoD programme lead will ask sponsored or commissioned applicants that are undertaking their practice learning outside their usual employer to complete this as well. Should queries remain, the teaching team will use the interview process to support information gathering to determine compliance with the entry criteria. The programme team monitor the protected learning time through student feedback on study days. PLPs and the teaching team told us that where protected learning time becomes a matter for concern, a meeting would be arranged with the student's line manager, academic assessor, practice assessor and/or supervisor and the student. We were told that if the issue is due to unforeseen circumstances such as staff issues within a health care service, the university has a process to enable the student to have more time to complete their practice hours.

**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**

At the approval event there was no evidence of any guidance or documentary evidence to support either existing or temporarily withdrawn students who may require to transfer to the new prescribing programmes: this must be addressed. (Condition one) (SFNME R3.2)

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

**No**

At the approval event there was no evidence of any guidance or documentary evidence to support either existing or temporarily withdrawn students who may require transfer to the new prescribing programmes: this must be addressed. (Condition one) (SFNME R3.2)

**Outcome**

**Is the standard met?**

**Not Met**

At the approval event there was no evidence of any guidance or documentary evidence to support either existing or temporarily withdrawn students who may

require transfer to the new prescribing programmes: this must be addressed.  
(Condition one) (SFNME R3.2)

**Date: 27 November 2019**

### Post Event Review

#### Identify how the condition is met:

Condition one: UoD have provided documentary evidence to support existing and temporarily withdrawn students who may require a transfer to the new prescribing programmes. Condition one is now met.

#### Evidence:

UoD response to conditions, 18 January 2020

UoD (2019) Transition of existing students algorithm, undated

UoD (2019) correspondence with students, 17 January 2020

**Date condition(s) met:** 20 December 2019

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

**Met**

Condition one is met. SFNME R3.2 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. The V300 and V150 programmes utilise adult education theories that provide an over-arching approach towards student learning. The NMP programme is delivered using a blended learning approach. This involves the combination of

digital technology and face-to-face teaching, along with clinical practice. Teaching methods include; lectures, workshops, small group work, problem-based learning, alongside these strategies simulated practice provides additional opportunities for students to engage with individuals with specific needs. The use of simulated teaching strategies encourages active learning and include for example: drama and role play for legal teaching and the use of chair debates for discussing influences on prescribing. These learning and teaching strategies together support the achievement of the RPS Competency framework for all prescribers. According to the documentation, this approach has continued to develop as learning technologies improve and staff and students are comfortable learning across online and on-site environments. Students attend class-based learning, one day per week for nine weeks and three days of directed or self-directed study. Students are provided with learning resources online, include the lecture slides, formative online quizzes to support knowledge development. The use of learning technology enables students to further develop their digital literacy skills. The teaching team includes an experienced qualified pharmacist; experienced lecturers who are also nurse prescribers and a number of clinical colleagues with prescribing expertise (consultant psychiatrist, anti-microbial nurse specialist, lead pharmacists). The other members of the wider network for the NMP Programme delivery include the Lead Midwife for Education, staff within the students' practice areas, other Allied Health Professionals and additional members of the prescribing network.

**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: *27 November 2019*

### Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

### Standard 3 Practice learning

#### Approved education institutions must:

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

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

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

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

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

*Evidence provides assurance that the following QA approval criteria are met*

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

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

#### **Met**

R3.1 is met. Documentary evidence and discussions with UoD and PLPs at the approval visit confirm that suitable and effective arrangements and governance for practice learning are in place for all applicants. This is assured by effective partnership working between the teaching team and PLPs. At the visit, the prescribing lead reported on the selection of candidates for the programme and confirmed that practice supervisors and assessors will be identified at the

application stage and will be prepared by UoD for their role. The programme leader is a registered nurse and prescriber who with other members of the team will undertake the role of the academic assessor for students. UoD teaching team and PLPs demonstrate good partnership working to deliver a suitable and effective practice-learning environment. UoD provide additional supportive arrangements that will be in place to support individual students accessing the programme from the independent health care sector. According to the documentation, applicants are required to submit the details of their nominated practice supervisor and practice assessor at the time of application. Line managers are provided with information about the requirements for student support and protected time for learning during the programme and agree to facilitate this for prospective students. The UoD teaching team told us that for self-employed applicants, a member of the programme team verifies support for learning and governance structures.

**There is evidence that the programme complies with the NMC Standards for student supervision and assessment (R3.2)**

**Yes**

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

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

**Met**

R3.3 is met. All teaching and learning resources will be available throughout the programme for students to access and download to support learning and assessment preparation. Students told us that online learning resources are clearly signposted and accessible. They described the resources as helpful and supportive of flexible learning strategies. According to the student and UoD teaching strategies been extended to include the use of simulated practice and other digital technological opportunities for students to engage with service users to consider the needs of individuals with specific needs and for the purposes of assessment.

**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: 27 November 2019

**Post Event Review**

Identify how the condition is met:

Date condition(s) met:

*N/A*

Revised outcome after condition(s) met:

*N/A*

**Standard 4 Supervision and assessment**

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

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

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

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

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

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

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

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

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

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

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

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

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

*Evidence provides assurance that the following QA approval criteria are met*

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

***Met***

R4.1 is met. According to the documentation including the programme specification and handbook there is good evidence to demonstrate that the prescribing programme comply with all elements of the NMC SFNME relating to support, supervision, learning and assessment. UoD told us that they complete educational audits to ensure that appropriate and effective systems and processes are in place in practice learning environments to support students' learning. Practice learning is evaluated regularly and there is effective communication between the practice assessor and the university through the programme leader and academic assessors to identify areas of improvement. According to the documentation and the students, who told us that they are advised about, and have access to, the procedure for raising a concern both within the practice and university learning environments. Students, practice supervisors and practice assessors, receive induction information in the form of programme handbooks and module handbooks that contain references and guidance about escalating concerns. SU&C contribute to the assessment of students through the learning in practice hours, and through the provision of feedback to students and participation in formative and summative objective structured clinical examinations (OSCEs). The programme assessments are clearly designed and appropriately mapped to support students to demonstrate the programme proficiencies, competence and confidence to prescribe. The portfolio requires that students are assessed by their practice assessor through a range of methods, such as observation, workplace-based assessment and professional discussions. The assessments are mapped to the learning outcomes and the RPS Competency Framework for all Prescribers to ensure appropriate monitoring of student progression. According to the documentation there is a planned approach to support practice learning whereby the academic assessor will meet with practice assessors to discuss and provide feedback on student progress.

**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 documentation outlines policies and frameworks to support student supervision, learning and assessment. The educational audit process identifies the availability of a nominated person who will actively support students

and address their concerns. The practice learning environment suitability for this programme is confirmed during admission, through the site visits using the educational audit in a partnership approach with PLPs. The practice supervisor and practice assessor declaration used during admission confirm that the proposed practice learning support will be provided according to the relevant standards for supervision and assessment. Training and support will be provided to workplace-based supervisors and assessors. UoD and PLPs confirm that a collaborative strategy will be used for the preparation of academic assessors, practice assessors and practice supervisors. UoD explained that a national approach is being used across Scotland, set out in the 'Framework for Practice Supervisors, Practice Assessors and Academic Assessors in Scotland' (NHS Education for Scotland, 2019). The Framework specifies the roles and responsibilities of practice supervisors, practice assessors and academic assessors, along with the mechanism to transfer staff to new roles and prepare staff that have not undertaken preparation programmes previously. According to the UoD and PLPs, to support AEs and practice partners, a national slide set has been produced to assist with information dissemination. The school and practice partners are using the criteria and processes outlined in the Framework to select, prepare and support practice supervisors, practice assessors and academic assessors. A timeline has been developed to ensure that academic assessors, practice assessors and practice supervisors are prepared to support students for the commencement of the new programme in September 2020. The effectiveness of the support will be evaluated through student evaluations, practice supervisor and practice assessor feedback and university quality assurance processes. The outcome of the monitoring and quality assurance processes is reported to the post qualifying programme board and school's learning and teaching, quality and academic standards committee which has overall responsibility for the quality of the education programmes in the school.

**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. There is documentary evidence of guidelines and processes in place to assign each student to a practice assessor who is both a registered health care professional and an experienced prescriber. As part of the admissions process, applicants must submit a declaration from their proposed practice supervisor and practice assessor, which detail how they meet the NMC criteria. The practice assessor is identified during the admission process and processes are in place to check prescriber qualifications and appropriate experience as a prescriber to support the student. This detail is contained in the admission form and is checked by the programme leader. We were told that in exceptional circumstances, the same person might fulfill the role of practice supervisor and practice assessor. In these circumstances a plan will be put in place between the student, practice assessor and academic assessor through the completion of a learning agreement at the start of the programme and monitored throughout the programme.

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

***Yes***

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

***Yes***

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

***Yes***

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



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

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

Yes

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

Yes

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

Yes

#### Outcome

Is the standard met?

*Met*

Date: *27 November 2019*

#### Post Event Review

Identify how the condition is met:

Date condition(s) met:

*N/A*

Revised outcome after condition(s) met:

*N/A*

**Standard 5 Qualification to be awarded**

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

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

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

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

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

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

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

*Evidence provides assurance that the following QA approval criteria are met*

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

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

**Yes**

**Evidence to ensure that successful participation in and completion of an NMC approved prescribing programme leads to accreditation at a level**

equivalent to a bachelor's degree as a minimum award (R5.2)

Yes

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

Yes

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

Yes

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

Yes

**Outcome**

**Is the standard met?**

*Met*

**Date: 27 November 2019**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

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

*N/A*

## Section four

### Source of evidence

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

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:	
<p>Health Care Improvement Scotland Announced Inspection report Safety and Cleanliness of Hospitals Campbeltown Town, Cowan Community and Mid Argyle Community Hospital and Integrated Car, 2018</p> <p>UoD Self-Assessment Report, 2018</p> <p>Health Care Improvement Scotland Unannounced Inspection Report: Independent Healthcare Service: Highland Hospice, Inverness, 2018</p> <p>Health Care Improvement Scotland Unannounced Inspection Report Invasive devices - urinary catheter care: Ninewells Hospital Perth Royal Infirmary and Stracathro Hospital, 2017</p> <p>Health Care Improvement Scotland Unannounced Inspection Report – Care of Older People in Acute Hospitals, Raigmore Hospital NHS Highland, 2018</p> <p>General Pharmaceutical Council GPhC accreditation criteria, learning outcomes and indicative content for pharmacist independent prescribing programmes, 2018</p>	

Post event documentation to support NMC conditions: UoD response to conditions, 18 January 2020 UoD Transition of existing students algorithm, undated UoD correspondence with students, 17 January 2020
If you stated no above, please provide the reason and mitigation
Additional comments:

<b>During the visit the visitor(s) met the following groups</b>	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study:	
Two x V300 students	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation	
UoD is an established AEI delivering NMC programmes.	
Additional comments:	

**Mott MacDonald Group Disclaimer**

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

**Issue record**

**Final Report**

Author	Kevin Gormley	Date	5 December 2019
Checked by	Pamela Page	Date	27 January 2020
Submitted by	Lucy Percival	Date	27 January 2020
Approved by	Leeann Greer	Date	30 January 2020