

## Programme Major Modification report

### Section one

<b>Programme provider name:</b>	Glasgow Caledonian University
<b>Programmes reviewed:</b> <i>This is the NMC programme title(s)</i>	Independent and supplementary nurse prescribing V300 <input checked="" type="checkbox"/>  Community practitioner nurse prescribing V150 <input type="checkbox"/>  Community practitioner nurse prescribing V100 <input type="checkbox"/>
<b>AEI programme title(s):</b>	
<b>Current AEI programme title(s):</b> <i>Please include all currently approved programme titles</i>	Non-medical prescribing
<b>Modified AEI programme title(s) if applicable:</b> <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	Prescribing for Healthcare Practitioners
<b>Additional AEI programme title(s) if applicable:</b> <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i>	N/A
<b>Academic level of current programme:</b>	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input checked="" type="checkbox"/> Level 9 <input checked="" type="checkbox"/> Level 10  <input checked="" type="checkbox"/> Level 11

	<input type="checkbox"/> N/A
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Community practitioner nurse prescribing V100	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
<b>Academic levels of modified/additional programme(s)/route(s):</b>	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input checked="" type="checkbox"/> Level 9 <input checked="" type="checkbox"/> Level 10  <input checked="" type="checkbox"/> Level 11  <input type="checkbox"/> N/A
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A

Community practitioner nurse prescribing V100	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
<b>Programme approval dates:</b>	
<b>Date of NMC approval of the programme being modified:</b> <i>This is the approval date under the most recent NMC standards.</i>	7 February 2020
<b>Date(s) of NMC approval of any modifications since last approval:</b>	N/A
<b>Programme start dates:</b>	
<b>Current modification programme start date:</b> Independent and supplementary nurse prescribing V300 Community practitioner nurse prescribing V150 Community practitioner nurse prescribing V100	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">18 September 2023</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">N/A</div> <div style="border: 1px solid black; padding: 2px;">N/A</div>
<b>Date of modification:</b>	31 July 2023
<b>Type of modification:</b>	Visit
<b>QA visitor:</b>	Registrant Visitor: Neil Thomas

## Section two

### **Summary of review and findings**

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

The programme is mapped against the NMC Standards for prescribing programmes (SPP) (NMC, 2023) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2021)) competency framework for all prescribers (NMC, 2023).

The V300 award is delivered at the Scottish credit and qualifications framework (SCQF) academic levels nine, 10 and 11. It's delivered twice in each academic year; there's 26 theory days with a practice requirement of 90 hours undertaken in the practice learning environment. It's offered as a standalone programme and can be accessed as part of the following awards: a BSc (Hons) professional studies in nursing at SCQF levels nine and 10 and a postgraduate diploma or MSc nursing advancing professional practice programme at SCQF level 11.

The programme can be accessed by allied health professionals (AHPs). Midwives are not admitted to the programme; a local AEI supports midwifery prescribing preparation.

The school present a modification to the approved V300 programme. The purpose of this modification is to move from a blended learning delivery of the prescribing module to 100 percent theory online 'live' synchronous sessions. There are no proposed changes to the learning outcomes or the assessment strategy.

The rationale for the proposed modification stems from the feedback the GCU have received from stakeholders indicating that more online learning is the preferred delivery mode. This is requested as most students are NHS clinicians and prefer the flexibility of online learning and have less requirement to be on campus for classes.

GCU is committed to providing a culture and environment inclusive of all sections of society and individuals. They do this by promoting equality, valuing diversity and communicating the importance of dignity at work and study. Governance of equality and diversity is overseen by the people committee, a standing committee of GCU's governing body to consider, develop and report on five key points with point three being performance indicators in respect of staffing and equality metrics for staff and students. Key equality diversity and inclusion (EDI) attainment data is being pulled from the analytics database – DASH. GCU's annual self-report

reflecting data for the academic year 2021/22 confirms that differential attainment is monitored and actioned at programme level. In addition, GCU's quality department is developing an EDI toolkit for all staff.

This modification visit is undertaken via remote means.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018, updated 2023) are met at programme level.

The modification is recommended to the NMC for approval. One NMC recommendation is made.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b> None identified.</p> <p><b>Selection, admission and progression:</b> None identified.</p> <p><b>Practice learning:</b> None identified.</p> <p><b>Assessment, fitness for practice and award:</b> None identified.</p> <p><b>Education governance: management and quality assurance:</b> None identified.</p>

<b>Date condition(s) to be met:</b>	N/A
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: To monitor and continue to enhance the people who use services and carers (PUSCs) involvement in future development, delivery and evaluation of the programme. (SFNME R1.12)
<b>Focused areas for future monitoring:</b>	None identified.

Programme is recommended for approval subject to specific conditions being met	
<b>Commentary post review of evidence against conditions</b>	
N/A	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	N/A

### Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><a href="#">Standards for prescribing programmes</a> (NMC 2018, updated 2023)</p> <p><a href="#">Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers)</a> (NMC, 2021)</p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023)</p> <p><a href="#">Standards for student supervision and assessment</a> (NMC 2018, updated 2023)</p> <p><a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)</p>

### NMC Programme standards

[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)  
[QA Handbook](#) (NMC, 2022)

### Partnerships

The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023)

**Standard 1: The learning culture:**

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services 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 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme
- 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 people who use services 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 people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

**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 users of service, 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, people who use services, students and any other stakeholders.**

Programme documentation and the modification visit confirm evidence of effective partnership working between the school and key stakeholders. There's evidence of engagement with practice learning partners (PLPs) with the prescribing leads reporting that they have been consulted on the proposed changes at a local level and at national prescribing leads group meetings. PLPs are supportive of these developments, to maximise the opportunities for their staff to become prescribers. The designated prescribing practitioners (DPPs) are very supportive of the change to online learning and confirm that this will not negatively impact on the student prescribers learning but in fact enhance it. The PLPs also tell us how supportive the programme team are and communicate any changes in a timely manner.

There's evidence of engagement with PUSCs and students in the development of the programme modification including planning and delivery of the programme. Currently the PUSCs involved with the prescribing programme are engaged and interested to be involved with the programme but are in low numbers and so further recruitment and input would be useful. (Recommendation one)

Students are positive and supportive of the modified format of the programme. They tell us of positive experiences using the online learning components of the blended learning format in terms of the easy-to-use information technology (IT) learning platforms and extensive support from the programme team. Students state this ensures a positive and more flexible learning experience for them.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

**MET**  **NOT MET**

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

**MET**  **NOT MET**

**Post event review**

**Identify how the condition(s) is met**

N/A

**Date condition(s) met:**

N/A

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

**MET**  **NOT MET**

N/A

**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.

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

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for prescribing programmes](#) (NMC 2018, updated 2023).

**Proposed transfer of current students to the [Standards for student supervision and assessment](#)** (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

**Findings against the standard and requirements**

**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  NO

- 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  NO

**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  NOT MET

R1.3 is met. Unchanged through this modification.

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

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

YES  NO

- 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  NO

- 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  NO

- 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  NO  N/A

**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.***

Documentary analysis and the programme team confirm that existing students will not be transferred to the modified programme.

**Proposed transfer of current students to the [Standards for student supervision and assessment \(SSSA\) \(NMC, 2018\)](#).**

**From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.**

Documentary analysis and discussion at the visit confirms that the SSSA is already implemented in the current programme.

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

YES  NO

**Outcome**

Is the standard met? MET  NOT MET

Date: 31 July 2023

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: MET  NOT MET

N/A

**Standard 2: Curriculum**

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

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

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

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

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

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

- R2.4.2 stating the prescribing specific content necessary to meet the programme outcomes
- R2.4.3 confirming that the programme outcomes can be applied to all parts of the NMC register: the four fields of nursing practice (adult, mental health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing
- R2.5 ensure that the curriculum provides a balance of theory and practice learning, using a range of learning and teaching strategies
- R2.6 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, and
- R2.7 ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language

### Findings against the standard and requirements

#### 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  NO
- 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  NO

#### 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  NOT MET

R2.3 is met. Documentary evidence and discussion with the programme team at the visit confirm a robust learning and teaching strategy which is modelled on the previous programme and includes all the same pedagogical strategies including a range of learning methods such as role play, group work and lectures, for which the learning platform Blackboard collaborate has been developed to incorporate lots of different delivery and learning methods.

The timetable is well developed and contains mainly synchronous study days, which are all recorded for revision purposes. Students confirm the learning and teaching strategy is positive and they enjoy the online elements.

Documentary evidence confirms there's no change to the learning outcomes for the module.

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

- 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  NO

- The programme structure demonstrates a balance of theory and practice learning. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptor with theory / practice balance detailed. There are appropriate module aims, descriptors and outcomes specified. (R2.5)

YES  NO

**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 and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment. (R2.6)

MET  NOT MET

R2.6 is met. Through documentary evidence and discussion with the programme team at the visit - technology and simulation opportunities are fully capitalised both in the university and clinical practice settings. The programme team discussed how low fidelity simulation is used during the online study days around roleplay and history taking. Simulation is especially encouraged in the clinical setting to develop physical examination skills.

During the visit the programme team confirm the various methods of IT used in programme delivery including the virtual learning environment (VLE) called GCU Learn. Students confirm use of the VLE which they find to be informative and user

friendly. Students who have undertaken the programme in a blended learning format with mainly online learning components state that their learning is enhanced by the effective use of the IT systems.

**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. (R2.7)

YES  NO  N/A

The programme is delivered in Scotland only.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to curricula and assessment are met

YES  NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to curricula are met

YES  NO

**Outcome**

Is the standard met?

MET  NOT MET

Date: 31 July 2023

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET  NOT 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 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](#)



Findings against the standard and requirements	
<p><b>Provide an <u>evaluative summary</u> 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</b></p> <ul style="list-style-type: none"> <li>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).</li> </ul> <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>R3.1 is met. Unchanged through this modification.</p>	
<p><b>Evidence provides assurance that the following QA approval criteria are met:</b></p> <ul style="list-style-type: none"> <li>There is evidence that the programme complies with the NMC standards for student supervision and assessment (R3.2)</li> </ul> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p><b>Evidence provides assurance that the following QA approval criteria are met:</b></p> <ul style="list-style-type: none"> <li>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 <i>Standards for student supervision and assessment</i> (R3.3)</li> </ul> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to practice learning are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to practice learning are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 31 July 2023	
Post event review	
Identify how the condition(s) is met: N/A	

**Date condition(s) met:**

N/A

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

N/A

**MET**

**NOT MET**

**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 constructive 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 percent), 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 percent)

### Findings against the standards and requirements

**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**

- 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  NOT MET

R4.1 is met. Documentary evidence and discussion with the programme team at the visit confirm that all students are allocated an academic assessor and personal tutor who regularly contacts the student. The practice assessor and practice supervisor have scheduled meeting points clearly documented. Discussion with students also confirms this and they note that the support is excellent.

It's confirmed during the visit that all staff are familiar with the delivery of online learning as they've been developing this method of learning and teaching over the past few years.

- 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  NOT MET

R4.2 is met. Unchanged through this modification.

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

- Evidence of programme leader being a registered healthcare professional with appropriate knowledge, skills and experience in accordance with the requirements of the *Standards framework for nursing and midwifery education*. (R4.3)

YES  NO

- 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  NO  N/A

The GCU doesn't admit midwives to the programme – support is provided by another local AEI.

**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. Processes are in place to ensure that in exceptional circumstances only, 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 (R4.5)

**MET**  **NOT MET**

R4.5 is met. Unchanged throughout this modification.

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

- 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**  **NO**

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

**YES**  **NO**

- 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**  **NO**

- 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**  **NO**

Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to supervision and assessment are met		
	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to supervision and assessment are met		
	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 31 July 2023		
<b>Post event review</b>		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

<b>Standard 5: Qualification to be awarded</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>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:</p> <p>R5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or</p> <p>R5.1.2 a nurse or midwife independent/supplementary prescriber (V300)</p> <p>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</p> <p>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</p> <p>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</p>
<b>Findings against the standards and requirements</b>
<b>Evidence provides assurance that the following QA approval criteria are met:</b>

<ul style="list-style-type: none"> <li>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:               <ul style="list-style-type: none"> <li>- a community practitioner nurse (or midwife) prescriber (V100/V150), or</li> <li>- a nurse or midwife independent/supplementary prescriber (V300) (R5.1)</li> </ul> </li> </ul> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<ul style="list-style-type: none"> <li>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)</li> </ul> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<ul style="list-style-type: none"> <li>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)</li> </ul> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<ul style="list-style-type: none"> <li>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)</li> </ul> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
Assurance is provided that the <a href="#">Standards framework for nursing and midwifery education</a> relevant to the qualification to be awarded are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 31 Jul 2023	
<b>Post event review</b>	
Identify how the condition(s) is met:	N/A
Date condition(s) met:	N/A
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against RPS <i>A Competency Framework for all Prescribers</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the programme meets the <i>Standards for prescribing programmes</i> and RPS <i>Standards of proficiency for prescribers</i> (NMC 2018, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation:		
None identified.		

Additional comments: None identified.
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**During the event the visitor(s) met the following groups:**

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Four students from February 2023 cohort and one student from September 2022 cohort.		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

**The visitor(s) viewed the following areas/facilities during the event:**

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Health Improvement Scotland (HIS) – Queen Elizabeth Hospital – inspection report – ionising radiation, October 2022		



HIS – Queen Elizabeth Hospital – action plan, October 2022  
 HIS – Queen Elizabeth Hospital – inspection report, acute hospital safe delivery of care, March 2022  
 HIS – Queen Elizabeth Hospital – inspection report, June 2022  
 HIS – Queen Elizabeth Hospital – improvement action plan, June 2022  
 HIS – Forth Valley Royal Hospital – acute hospital safe delivery of care inspection, April 2022  
 HIS – Forth Valley Royal Hospital – acute hospital safe delivery of care follow up inspection, September 2022  
 HIS – Forth Valley Royal Hospital – improvement action plan, February 2023

If you stated no above, please provide the reason and mitigation:  
 GCU is an established AEI provider. A resource check isn't required.

Additional comments:  
 None identified.

**Mott MacDonald Group Disclaimer**

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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(s):	Neil Thomas	Date:	31 Jul 2023
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Submitted by:	Mubaraq Sanusi	Date:	21 August 2023
Approved by:	Natasha Thompson	Date:	21 August 2023