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

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Programme approval visit report

Section one

Programme provider name:	University of Aberdeen
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	NHS Grampian
Programmes reviewed:	Independent and supplementary nurse prescribing V300 ☒ Community practitioner nurse prescribing V150 ☐ Community practitioner nurse prescribing V100 ☐
Academic level:	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☒ Level 11
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Community practitioner nurse prescribing V100	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

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Title of programme(s):	Independent and supplementary nurse prescribing V300
Date of approval visit:	24 June 2019
Programme start date: Independent and supplementary nurse prescribing V300 Community practitioner nurse prescribing V150 Community practitioner nurse prescribing V100	9 September 2019 N/A N/A
QA visitor:	Eleri Mills

Summary of review and findings
The University of Aberdeen has significant expertise in the field of health and wellbeing, through undergraduate and postgraduate programme in medical science, medicine, dentistry and a suite of postgraduate programmes. Many of these programmes include placements and work experience which are accredited and regulated by organisations such as the General Medical Council (GMC) and General Dental Council (GDC). Several academic staff are closely aligned with healthcare and the NHS, through professional practice in areas such as medicine and pharmacy. Postgraduate programmes have attracted physicians and more recently nurses and allied health professionals.
The University of Aberdeen, institute of education for medical and dental education, school of medicines, medical sciences and nutrition presented an independent/supplementary prescribing preparation programme (V300) for approval. The programme is mapped to the Standards for prescribing programmes (NMC, 2018) and the Standards of proficiency for nurse and midwife prescriber (the Royal Pharmaceutical Society (RPS) competency framework for all prescribers) (NMC 2018). There are two options to undertake the proposed V300 prescribing qualification for nurses. There is a part-time non medical prescribing (V300) programme as part of the MSc in advanced clinical practice and a standalone part-time non medical prescribing (V300) programme over 12 months leading to 30 credits at level 11. In addition, the university seeks approved education institution (AEI) status.
The programme documentation and discussions at the approval visit confirm evidence of effective partnership working between the university and some key stakeholders. A wide range of stakeholders were involved during the development process including commissioning managers and non medical prescribing (NMP) programme leads. There were no service users and carers involved.
The documentation and evidence from the approval visit confirm that arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) and is subject to two conditions. The Standards for student supervision and assessment (SSSA) are subject to one condition.
The programme is recommended to the NMC for approval subject to five conditions. Four recommendations are made.
10 July 2019
Evidence was provided to meet the five conditions. The SFNME and the SSSA are now met at programme level. The conditions and related standards/requirements are now met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐
	Programme is recommended for approval subject to specific conditions being met ☒
	Recommended to refuse approval of the programme ☐
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources** Condition two: To provide a plan of service user and carer involvement in the V300 prescribing programme. (Standards framework for nursing and midwifery education R1.12) **Selection, admission and progression** Condition three: To provide evidence that governance structures are in place to ensure that 90 hours of practice learning time and 12 days of theoretical input are supported by the employer. (Standards for prescribing programmes R1.3) **Practice learning** None identified. **Assessment, fitness for practice and award** Condition one: To provide clear differentiation of preparation of practice supervisors and practice assessors. (Standards for student supervision and assessment R5.1 and R8.1; Standards for prescribing programmes R4.2) Condition four: To populate the course synopsis with the pass marks for pharmacology (80 percent) and numeracy (100 percent). (Standards for prescribing programmes R4.9) **Education governance: management and quality assurance** Condition five: To appoint an appropriately qualified and experienced external examiner to the V300 prescribing programme. (Standards framework for nursing and midwifery education R2.20)
Date condition(s) to be met:	9 July 2019

Recommendations to enhance the programme delivery:	Recommendation one: To expand the numbers of academic assessors available to the V300 prescribing programme. (Standards framework for nursing and midwifery education R2.18)
	Recommendation two: To consider development of a programme handbook for NMP programme. (Standards framework for nursing and midwifery education R3.1)
	Recommendation three: To recommend the study skills support to students undertaking the NMP programme outside of the advanced clinical practice (ACP) programme. (Standards for prescribing programmes R2.3)
	Recommendation four: To monitor the human resources required to deliver the V300 prescribing programme. (Standards for prescribing programmes R4.1)
Focused areas for future monitoring:	To monitor the pass rates for the summative assessments and the effectiveness of formative assessment preparations.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions

The programme team provided revised documentation which confirms clear differentiation of preparation of practice supervisors and practice assessors which reflects the Standards for student supervision and assessment (NMC, 2018). Condition one is now met.

A plan of service user and carer involvement in the prescribing programme has been developed. The programme team will monitor its effectiveness. Condition two is now met.

The programme team have made amendments to documentation which provides evidence that governance structures are in place to ensure that 90 hours of practice learning time and 12 days of theoretical input are supported by the employer. Condition three is now met.

The programme team have made amendments to the course synopsis to include the pass marks for pharmacology (80 percent) and numeracy (100 percent). Condition four is now met.

	The programme team have appointed an appropriately qualified and experienced external examiner to the V300 programme. Condition five is now met.
AEI Observations	**Observations have been made by the education institution YES ☒ NO ☐**
Summary of observations made, if applicable	The university has confirmed the accuracy of the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	10 July 2019

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders R2.4 comply with NMC *Standards for student supervision and assessment* R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of

communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary analysis and findings at the approval visit confirm evidence of effective partnership working between the University of Aberdeen and some key stakeholders.

A range of commissioning managers and NMP leads were involved during the development of the programme. As this is the first NMP programme at the University of Aberdeen there are no current students to contribute to its development. Several practice learning partners (PLPs) have previously studied

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the prescribing programme as independent prescribers (V300) at an AEI and were able to share their experiences. Throughout the process of developing the V300 programme, the university collaborated with colleagues at AEIs who have experience of providing the V300 programme. There are regular on-going meetings and future plans to continue these meetings. The programme team attend the Scottish NMP AEI leads meetings with a 'Once for all in 2020' approach to the V300 programme. Examples of evidence of stakeholders influencing programme development include how the modules are planned in terms of hours and assessment strategies for V300 programmes. This includes increasing the practice hours from 78 hours to 90 hours.

In designing the programme, the programme team have benefited from their own experience in developing and delivering medical and dental education programmes.

The university has a long-standing practice of working in partnership with relevant stakeholders such as patients and carers and students on the medical and dental programmes. Examples include co-teaching with service users and carers in the delivery and assessment of medical and dental programmes of education and the Masters in physician associate programme.

There was no documentary evidence of meetings held with service user and carer groups to discuss the proposed prescribing programme. Service users and carers at the approval event confirm their involvement with the medical students practice assessment in the simulation ward at the university. The programme team confirm that service users and carers will be involved in future V300 programme team meetings with the PLPs. Service user and carer feedback is an integral element of the V300 prescribing programme portfolio. Service users and carers will be involved in the delivery and evaluation of the programme in the future. The programme team confirm that the aim of the Scottish working group is to involve service user and carer feedback. Service users and carers confirmed their willingness to participate in the ongoing development, delivery and evaluation of students undertaking the V300 programme.

Partnership working is evidenced by the university and PLPs working closely to support the implementation of the Standards for supervision and assessment of students (NMC, 2018). PLPs confirmed that they have a clear process to ensure that the practice supervisor and practice assessor meet the standards (NMC 2018). The criteria for practice supervisors and practice assessors is detailed in the V300 application form. This process requires confirmation by the supporting PLP organisation and signatories supporting supervision and assessment availability in the practice learning environment. This process is also evidenced for non-NHS and self- employed practitioners. PLPs confirmed their commitment to releasing practitioners to be prepared to undertake the role of practice supervisor and assessor.

PLPs value the period of supervised practice and agree to students spending time with an experienced nurse prescriber practice supervisor, practice assessors and medical practitioners to enable effective team working. The programme team and PLPs confirm there is an increase in demand for the V300 modules as part of the

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MSc advanced clinical practice (ACP) programme. They also confirm demand for the V300 prescribing programme being delivered as a standalone module in the future.

The programme team are required to develop a plan for service user and carer involvement in the V300 prescribing programme. Currently the Standards framework for nursing and midwifery education (SFNME, R1.12) is not met and requires addressing. (Condition two, 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 ☐   NOT MET ☒

Documentary analysis and discussion at the approval event confirms that there has been no service user and carer involvement in the development of the proposed prescribing programme. This does not meet the Standards framework for nursing and midwifery education (NMC, 2018) and requires addressing. (Condition two, SFNME R1.12)

Gateway 2: *Standards for student supervision and assessment*

MET ☒   NOT MET ☐

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

The prescribing (V300) programme has not been developed in partnership with service users and carers. This does not meet the Standards framework for nursing and midwifery education (NMC, 2018) and requires addressing. Documentation needs to be reviewed and amended to include a plan for service user and carer involvement in the prescribing programme. (Condition two)

Condition two: To provide a plan of service user and carer involvement in the prescribing programme. (Standards framework for nursing and midwifery education R1.12)

Post event review

Identify how the condition(s) is met

Condition two: The programme team have developed an action plan to demonstrate how service user and carer involvement will be embedded into the V300 programme. Condition two is now met.

Evidence:

Meeting for learning and service user plans 2019 - 2020

University of Aberdeen non medical prescribing: service user involvement action plan 2019 - 2020

Date condition(s) met: 10 July 2019

Revised outcome after condition(s) met	**MET** ☒	**NOT MET** ☐

Condition two is now met.

Assurance is provided that the SFNME 1.12 is now 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

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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.

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 not met. Documentary evidence and the approval visit does not confirm necessary governance structures are in place between the university and PLPs for the prescribing (V300) programme. The programme team and PLPs confirmed the V300 programme application governance process. The university generic application form is supplemented with a NMP application form. The NMP application form confirms the nominated signatories within the supporting organisation who confirms the applicant's suitability for the programme. This is supported with a declaration of practice assessor support and funding confirmation by the applicant and line manager. The programme team presented a presentation on the application process at the approval event.

The programme team confirm involvement with the PLPs when the first cohort of prescribing students commence their studies. This will involve monitoring and reporting on any student support issues in practice. Students confirmed that academic and clinical support is available to them on the advanced clinical

practice programme and this will continue on the prescribing modules in the second year of the programme. They confirm that they are able to provide feedback to the university and action is taken in response to their feedback. There is a class student representative who attends staff student liaison committee meetings who represents the programme. There is confirmation of a robust clinical governance framework within PLP organisations for the V300 programme.

For self-employed and non-NHS employed registrants, entry information is required on the NMP application form for the V300 programme. This includes confirmation that the premises are registered with Health improvement Scotland. One academic and one professional reference is required, and confirmation of the necessary governance structures are in place. Applicants must identify arrangements for appropriate supervised practice whilst undertaking the programme.

Practice learning areas are audited jointly by the university and PLP, normally every two years using an agreed quality management of the practice learning environment work placement audit (QMPLE). This is an online audit tool used to monitor NMC practice learning areas and is accessible across Scotland. Practice placement information will be recorded on a database and will be a live document updated as changes occur to any aspects of practice learning areas. This will include any changes to student allocation, practice supervisors, practice assessors, with student evaluation of placement immediately accessible. The programme team confirm the forthcoming development of a practice learning and development meeting with local AEI NMP providers.

The programme team and PLPs confirm the importance of protected learning time and that students will be allocated a practice supervisor, practice assessor and academic assessor for the duration of the programme. Discussion at the approval event with the programme team and PLPs confirm that it has been agreed at a recent AEI Scottish working group NMP leads meeting that practice learning time is increased from 78 hours to 90 hours as part of the Scottish 'Once for all in 2020' for NMP programmes. The programme team confirmed that the theoretical input was 12 days.

The programme team are advised to review and amend the programme documentation to reflect the changes to ensure that 90 hours of practice learning time and 12 days theoretical input are supported by the employer. (Condition three)

- 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** ☐

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- 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** ☐

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 <u>Standards for prescribing programmes </u>and <u>Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency Framework for all Prescribers) </u>will be met through the transfer of existing students onto the proposed programme.

There are no existing students on a prescribing programme as this is a new AEI provider.

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

YES ☒ **NO** ☐

Outcome

Is the standard met? **MET** ☐ **NOT MET** ☒

The programme team and PLPs presented the V300 programme with 78 hours practice learning time. Following discussions with the programme team and PLPs this has been increased to 90 hours for the V300 programme in Scotland. This does not meet the Standards for prescribing programmes, R1.3 (NMC, 2018) and requires addressing. Documentation needs to be reviewed and amended to ensure governance structures include the 90 hours of practice learning time and 12 days of theoretical input. (Condition three)

Condition three: To provide evidence that governance structures are in place to ensure that 90 hours of practice learning time and 12 days of theoretical input are supported by the employer. (Standards for prescribing programmes R1.3)

Date: 25 June 2019

Post event review

Identify how the condition(s) is met:

Condition three: The programme team provided evidence of the new learning agreement proforma for the V300 programme, together with updated programme and student facing documentation to show consistency of 90 hours of practice learning time and 12 days of theoretical input.

Condition three is now met.

Evidence to support the condition:

New learning agreement University of Aberdeen NMP courses application form, version six, undated

Postgraduate Diploma (PgDip) ACP handbook, version eight, 2019

PgDip NMP practice assessor and supervisor handbook, version eight, 2019

V300 portfolio, version five, 2019

ME5905 course synopsis, version five, 2019

Date condition(s) met: 10 July 2019

Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐

Condition three is now met.

The standards and requirements for selection, admission and progression (R1.3) against the Standards prescribing programmes are met.

Standard 2: Curriculum

Approved educations 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

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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

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 confirms a range of learning and teaching strategies. The programme learning and teaching strategy is managed through the university virtual learning platform My Aberdeen. The programme adopts a blended learning strategy.

The programme is delivered with 12 days of face to face theoretical input supported by the virtual learning environment (VLE). All taught sessions are recorded and uploaded onto the VLE for students to refer to if absent or to recap on the session content. Learning is through a variety of teaching methods such as seminars and small group works, providing an overview of topics and a foundation for students to engage further with independent study and reflection. Students and the programme team confirm the use of My Aberdeen to support theoretical

learning. The programme team confirm that there are a range of teaching staff that include pharmacists, physiologists, medical doctors and nurses who contribute to the delivery of the programme. They confirm that a member of the teaching team teaches therapeutic pharmacology at a local AEI and has experience in the challenges that this brings for prescribing students.

The programme team, students and discussion at the approval visit confirm students' challenges in being able to study at level 11 after a gap in accessing educational programmes. Students' confirm the value of the zero credit study skills for life course. This course provides support for students' who are returning to academic study providing opportunity to develop skills necessary to complete the programme. (Recommendation three).

Practice learning is supported by the completion of a learning log of activity and hours undertaken with practice supervisor and practice assessor. The portfolio is mapped to the RPS competency framework with each clinical competence requiring sign off by the practice supervisor or practice assessor. It includes mini clinical examination and case-based discussions completed as work-based assessments observed and countersigned by the practice assessor. Students, practice supervisors and practice assessors are given a handbook to facilitate the period of learning in practice. All students are offered an initial, midway and final meeting with the practice supervisor and or practice assessors. Academic assessors will attend the initial and final meeting with the students and practice assessor. Additional meetings with the academic assessor can be arranged. This is documented in the V300 portfolio. The programme team confirm that processes are in place to identify the failing student. There is a process to identify gaps in learning and an action plan is developed to provide extra clinical support, if necessary. Documentary analysis and findings at the approval visit confirm the process for managing a competency or capability issue with the employee's employer. Students on the advanced clinical practice programme said they are adequately supported in their learning in practice by the programme team. Medical students who have completed the prescribing module as part of their medical training confirmed that they were well prepared for the role in practice. A general practitioner tutor confirmed the support provided for having V300 and advanced clinical practice students as part of the multi-disciplinary team.

Students confirmed the use of a programme evaluation form to provide feedback to the programme team.

- 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

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health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing

YES ☒   **NO** ☐

- 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 ☒   **NO** ☐

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)

YES ☐   **NO** ☐ **N/A** ☒

R2.6 is not applicable.

This is not relevant as University of Aberdeen is based in Scotland.

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: 25 June 2019

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

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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*

Findings against the standard and requirements

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 ☒   **NOT MET** ☐

R3.1 is met. Documentary evidence and discussion at the approval visit confirms the programme has effective arrangements and governance for practice learning between the university and PLPs.

Practice learning areas are audited jointly by the university and PLP, normally every two years using an agreed quality management of the practice learning environment work placement audit (QMPLE). This is an online audit tool used to monitor NMC practice learning areas and is accessible across Scotland. Practice learning information is recorded on a database and is a live document updated as changes occur to any aspects of practice learning areas. This will include any changes to student allocation, practice supervisors, practice assessors, with student evaluation of placement being immediately accessible. The programme team confirm the forthcoming development of a practice learning and development meeting forum with local AEI NMP providers.

PLPs confirmed partnership working with the university in the development of criteria for the practice supervisor and practice assessor roles. The programme team confirms the Standards for student supervision and assessment policy change in practice is in place. The PLPs are part of the Scottish 'Once for all in 2020' group and will be transferring existing mentors and sign off mentors to practice supervisors and practice assessor roles. PLPs confirmed that they will be using existing designated medical practitioners as practice assessors in some instances. The programme team and PLPs confirm that they will release staff to attend preparation sessions for the new roles. They report on the distinctiveness of

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supervisor and assessor roles and will support them undertaking the role. There are opportunities in the portfolio for the practice supervisor, practice assessor and academic assessor to communicate together to ensure the student is progressing. PLPs and the programme team provide assurance of protected learning time (PLT) and strategies are in place to monitor PLT.

The NMP lead holds a database for designated medical practitioners for primary and secondary care. This is a Scottish policy. They confirmed that the nurse prescriber undertaking the role of practice supervisor and practice assessor will be annotated on the register.

For self-employed and non-NHS employed registrants, additional information is required on the V300 application form. This includes confirmation that the premises are registered with Health improvement Scotland. One academic and one professional reference is required, and confirmation that the necessary governance structures are in place. Applicants must identify arrangements for appropriate supervised practice whilst undertaking the programme. This includes confirmation that they have access to PLT, and appropriate supervised practice to undertake the programme.

The programme team and students confirm the advanced clinical practice post graduate diploma handbook provides information about the programme including a timetable. Students who enrol solely on the V300 programme and not the ACP pathway would benefit from a bespoke V300 prescribing handbook. (Recommendation two). To consider development of a programme handbook for the V300 NMP programme. (Standards framework for nursing and midwifery education R3.1)

- There is evidence that the programme complies with the NMC standards for student supervision and assessment (R3.2)   **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 to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment (R3.3)

                                                  MET ☒   **NOT MET** ☐

R3.3 is met. Documentary evidence confirms effective simulated-based technology enhanced learning opportunities to support student learning and assessment in the programme. Discussion at the approval visit with the programme team confirms that the programme will make use of the university interactive managed learning environment, My Aberdeen. This provides students with resources relevant to their studies such as reading lists. The programme team and students confirm all programme information for students' on the advanced clinical practice programme is available on My Aberdeen and will be replicated for the V300 programme. The

programme team presented a demonstration of an existing module on My Aberdeen VLE. Students' confirm that all information such as timetables, programme content and details on assessment criteria for each assessment is on My Aberdeen. Any changes to the programme timetable will be notified using students' university email accounts. Students are informed about how to use My Aberdeen during the induction days and are able to access support from information technology staff. The VLE incorporates a student engagement dashboard. The programme leader confirms support from information technology staff members.

Simulated-based learning opportunities are carried out in the purpose-built simulation rooms and simulation ward area. The programme team confirm communication and prescribing practice workshops will be delivered in the simulation environment exploring consultation, history taking skills applied to prescribing. There are formative work-based assessments and summative work-based assessments. Summative work-based assessments will be completed in practice with the practice assessor.

• 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** ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met   **YES** ☒   **NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met   **YES** ☒   **NO** ☐

Outcome

Is the standard met?	**MET** ☒	**NOT MET** ☐

Date: 25 June 2019

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must:
R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*

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

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

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

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

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

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

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

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

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

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

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

Findings against the standards and requirements

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

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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)

<div align="center">

MET ☒   NOT MET ☐

</div>

R4.1 is met. Documentary evidence confirms the role of the practice supervisor, practice assessor and academic assessor in the support, supervision, learning and assessment of students on the programme. Effective support by the programme team and PLPs is integral to the V300 prescribing programme.

A learning contract with a first, interim and final review meeting is scheduled in the documentation demonstrating when the student is expected to be seen by the practice supervisor, practice assessor and academic assessor. They will assist the student to reflect and comment on their development and self-assessment of learning needs. The practice assessor is responsible for assessing the learning agreement, completion of intended learning outcomes and comments on progress and performance. This is in relation to the competencies outlined in the competency framework for all prescribers (RPS 2016). A written record is made in the student practice portfolio of supervisory support given. The practice assessor will undertake the final overall statement of RPS prescribing competence sign off and achievement of 90 practice hours. The programme team confirm that any actions or omissions constituting unsafe practice in any assessments will result in a referral. Documentary analysis and discussion at the approval visit confirm the process for escalation of concerns from students regarding the practice learning environment. There are robust processes between the university and PLPs to monitor, report and take action on issues raised in practice.

Documentary evidence and discussion at the approval visit confirms that a nominated academic assessor, identified from within the university programme team, will support the student's theoretical learning. The academic assessor will work closely with the nominated supervisor and assessor in the practice learning environment to collate decisions about the student's progress.

The documentary evidence confirmed that the university will prepare academic assessors who will support and supervise learning and assessment of students. The programme team confirm a bespoke preparation of the academic assessor. Discussions at the approval visit confirmed that there is one academic assessor to undertake this role. It was recommended that the team expand the number of academic assessors available to the V300 programme. (Recommendation one). To expand the numbers of academic assessors available to the NMC prescribing programme. (Standards framework for nursing and midwifery education R2.18)

There is a named and appropriately qualified programme leader assigned to the V300 programme. The programme team confirm small number of students will enrol on the programme initially (14-20 students). As student numbers grow the programme team confirm more academic staff will be made available to deliver the

programme. (Recommendation four). To monitor the academic staff resources required to deliver the prescribing programme. (Standards for prescribing programmes R4.1)

- 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 not met. Documentary evidence and discussion at the approval visit confirm the process for identifying and appointing practice supervisors, practice assessors and academic assessors to support the V300 programme. This includes preparation for their roles. They receive a written practice supervisor and practice assessor handbook providing information about their role and responsibilities. The programme team presented the practice supervisor and practice assessor preparation induction programme with a clear aim, learning outcomes and indicative content. The induction programme includes a session on roles and responsibilities of the practice supervisor and practice assessor. There is no clear differentiation of preparation of the practice supervisor and practice assessor in the programme documentation. This preparation does not meet the Standards for student supervision and assessment (NMC 2018) and requires addressing. (Condition one)

- Evidence of programme leader being a registered healthcare professional with appropriate knowledge, skills and experience (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** ☒

Documentary evidence and the programme team confirm that midwives will not be enrolling on the programme. The university does not have an LME in post and will address this should there be a demand from midwives to undertake the V300 programme in the future. Any applications from midwives will be directed to an AEI with an LME in post.

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 ☒   **NOT MET** ☐

R4.5 is met. Documentary analysis and discussion at the approval visit confirm that processes are in place to ensure students are assigned to an appropriate practice assessor who is an experienced prescriber. The supporting NMP application form is completed specifying the requirements of the role of practice assessor. The practice assessor's manager must sign the form to confirm that the practice assessor has the support of the employing organisation to act as the designated practice assessor. The requirements of the role are detailed in the programme handbook and practice assessors' and supervisors' handbook.

The programme team told us that there may be exceptional circumstances in some practice learning environments where the role of practice supervisor and practice assessor would be undertaken by the same person. Documentary analysis confirms the evidence and rationale required from the student, practice supervisor and practice assessor and the university should it be necessary for the practice supervisor and practice assessor roles to be carried out by the same person.

- 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 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** ☒

R4.9 is not met. The programme team confirm the programme requires students to reflect on patient safety and human factors, and to complete a multiple choice, short answer examination passed with a minimum score of 80 percent. There is no compensation in the assessment. The course synopsis documentation does not state the pharmacology exam must be passed with a minimum score of 80 percent

and numeracy assessment must be passed with a score of 100 percent to meet NMC requirements. (Condition four)

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met

YES ☒   NO ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to supervision and assessment are met

YES ☒   NO ☐

Outcome

Is the standard met?   MET ☐   NOT MET ☒

The practice supervisor and practice assessor preparation induction programme includes a session on roles and responsibilities of the practice supervisor and practice assessor. However, there is no clear differentiation of preparation of practice supervisor and practice assessor in the programme documentation. This preparation does not meet the Standards for student supervision and assessment (NMC, 2018) and requires addressing. (Condition one)

Condition one: To provide clear differentiation of preparation of practice supervisors and practice assessors. (Standards for student supervision and assessment R5.1, R8.1; Standards for prescribing programmes R4.2)

The course synopsis documentation does not state the pharmacology exam must be passed with a minimum score of 80 percent and numeracy assessment must be passed with a score of 100 percent. (Condition four)

Condition four: To populate the course synopsis with the pass marks for pharmacology (80 percent) and numeracy assessment (100 percent). (Standards for prescribing programmes R4.9)

Date: 25 June 2019

Post event review

Identify how the condition(s) is met:

Condition one: The programme team have provided clear differentiation of preparation of practice supervisors and practice assessors. (Standards for student supervision and assessment R5.1, R8.1; Standards for prescribing programmes R4.2)

Condition one is now met.

Condition four: The course synopsis has been amended to confirm the pass marks for pharmacology at 80 percent) and the numeracy assessment at 100 percent). (Standards for prescribing programmes R4.9)

Condition four is now met.

Evidence to support the conditions:

Practice assessor induction version two, undated

Practice supervisor induction version two, undated

University of Aberdeen assessment tool for new practice assessor and practice supervisor, version two, undated

ME5905 course synopsis, version five, undated

Date condition(s) met: 10 July 2019

Revised outcome after condition(s) met:	**MET** ☒	**NOT MET** ☐

The Standard is met.

Condition one and four are now met. The standard and requirements are met for Standards for prescribing programmes R4.2 and R4.9. Assurance is provided that the Standards for student supervision and assessment R5.1 and R8.1 are met.

Standard 5: Qualification to be awarded

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

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

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

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

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

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

R5.4 inform the student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe

from the formulary they are qualified to prescribe from and within their competence and scope of practice

Findings against the standards and requirements

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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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** ☒   **NO** ☐

- 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 ☒   **NO** ☐

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

YES ☐   **NO** ☒

Documentary evidence confirms an external examiner for the advanced clinical practice programme. On checking the professional register, the advanced clinical practice programme external examiner has no prescribing qualification. The programme team confirm that processes are in place to appoint an experienced external examiner for the prescribing programme. (Condition five)

Outcome

Is the standard met?   MET ☐   NOT MET ☒
The programme team confirm that processes are in place to appoint an experienced external examiner for the prescribing programme. Evidence will be required from the programme team that this is in place before the programme starts.
Condition five: To appoint an appropriately qualified and experienced examiner to the prescribing programme. (Standards framework for nursing and midwifery education R2.20)
Date: 25 June 2019

Post event review

Identify how the condition(s) is met:
Condition five: The programme team have submitted documentation which confirms the appointment of an appropriately qualified and experienced examiner to the V300 programme.
Condition five is now met.
Evidence to support the condition:
External examiner ME5905 and ME5906, 2019
GMC registration check, 10 July 2019

Date condition(s) met: 10 July 2019

Revised outcome after condition(s) met: MET ☒   NOT MET ☐
Condition five is now met. Assurance is provided that the Standards framework for nursing and midwifery education R2.20 is met.

Section four

Sources 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	☒	☐
Programme specification(s)	☐	☒
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Practice placement handbook	☐	☒
PAD linked to competence outcomes, and mapped against RPS *A Competency Framework for all Prescribers*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the programme meets the *Standards for prescribing programmes* and RPS *Standards of proficiency for prescribers* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s)	☒	☐
Curricula vitae for relevant staff	☒	☐
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	☒	☐

Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	☒	☐

List additional documentation:

Introductory PowerPoint presentation MSc in advanced clinical practice, Director, Institute for education in medical and dental sciences, June 2019

NMP programme PowerPoint presentation, programme leader, June 2019

NMP V300 application form

Three completed quality management of the practice learning environment work placement audit (QMPLE), April 2019

V300 programme reading list

NMC registration check of external examiner for advanced clinical practice programme

Post event evidence to meet conditions:

Meeting information for learning and service user plans 2019 - 2020

University of Aberdeen Non medical prescribing: Service user involvement action plan 2019 - 2020

ME5906 syllabus, version four, 2019

New learning agreement, University of Aberdeen NMP courses application form, version six, undated

PgDip ACP handbook, version eight, 2019

PgDip NMP practice assessor and supervisor handbook, version eight, 2019

V300 portfolio, version five, 2019

ME5905 course synopsis, version five, 2019

Practice assessor induction version two, undated

Practice supervisor induction version two, undated

University of Aberdeen assessment tool for new practice assessor and practice supervisor, version two, undated

External examiner ME5905 and ME5906 2019 GMC record

If you stated no above, please provide the reason and mitigation

V300 programme comprises of two 15 credit modules in the second year of the Advanced clinical practice programme. There is no programme specification specific for the V300 programme.

There is no practice placement handbook as there is a practice supervisor and practice assessor handbook.

Additional comments:

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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Four advanced clinical practice (ACP) year one students (day one). Two students in year five of GMC undergraduate medical education programme (day two)		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation		
Additional comments		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☒	☐
Library facilities	☒	☐

Technology enhanced learning Virtual learning environment		☒	☐
Educational audit tools/documentation		☒	☐
Practice learning environments		☒	☐
If yes, state where visited/findings Visited the main hospital building for location of wards and departments.			
If you stated no above, please provide the reason and mitigation			
Additional comments:			

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Issue record			
Final Report			
Author:	Eleri Mills	Date:	5 July 2019
Checked by:	Pam Page	Date:	23 July 2019
Approved by:	Leeann Greer	Date:	6 August 2019
Submitted by:	Lucy Percival	Date:	8 August 2019