

HCPC approval process report

Education provider	University of the Highlands and Islands
Name of programme(s)	V300 – Nurse Independent/Supplementary Prescriber, Part time
Approval visit date	07 June 2018
Case reference	CAS-13093-K6X1Y5

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Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards for prescribing (for education providers) (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Nicola Carey	Independent prescriber
Prisha Shah	Lay
Rosalie Barrett	Physiotherapist (Independent prescriber)
Shaista Ahmad	HCPC executive

Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Ian Morrison	Independent chair (supplied by the education provider)	University of Highlands and Islands
Jacqueline Barclay	Secretary (supplied by the education provider)	University of Highlands and Islands

Section 2: Programme details

Programme name	V300 – Nurse Independent/Supplementary Prescriber
Mode of study	PT (Part time)
Entitlement	Supplementary prescribing Independent prescribing
Proposed First intake	01 September 2018
Maximum learner cohort	Up to 30
Intakes per year	2
Assessment reference	APP01900

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Programme specification	Yes
Module descriptor(s)	Yes
Handbook for learners	Yes
Handbook for practice based learning	Yes
Completed education standards mapping document	Yes
Completed proficiency standards mapping document	Yes
Curriculum vitae for relevant staff	Yes

We also expect to meet the following groups at approval visits:

Group	Met
Learners	Yes
Senior staff	Yes
Practice education providers	Yes
Service users and carers (and / or their representatives)	Yes
Programme team	Yes
Facilities and resources	Yes

Section 4: Outcome from first review

Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 27 July 2018.

B.15 Service users and carers must be involved in the programme.

Condition: The education provider must ensure that service users and carers are involved in the programme.

Reason: From a review of the programme documentation, the visitors were unclear how the education provider involves service users and carers in the programme. The visitors were provided with a document, which included the school strategy of involving patients and the public. In discussions with the service users, the visitors were told that they would be happy to be involved in the programme but at present, they had not been approached by the education provider. Although the programme team committed to putting plans in place, from the documentation and discussion, the visitors saw no formalised information to demonstrate how service users and carers are involved in the programme, or will be involved in the programme going forward. The visitors therefore cannot determine the following:

- who the service users and carers are (or will be);
- how they will be involved in the programme;
- how their involvement is appropriate; and
- how the programme team will support them appropriately in undertaking this role.

The visitors therefore require the education provider to provide evidence demonstrating that service users and carers will be involved in the programme and their strategy for supporting the continued involvement of service users and carers in the programme.

C.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards for independent and / or supplementary prescribers.

Condition: The education provider must demonstrate how the learning outcomes ensure that those who successfully complete the programme meet the HCPC standards for independent and / or supplementary prescribers.

Reason: The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how learners who successfully complete the programme meet the HCPC standards for supplementary and independent prescribers. However, the mapping made broad references to 'domains', rather than specific references to the module and the learning outcomes. Therefore, the visitors were unclear how each of the module learning outcomes linked to each of the proficiency standards, to ensure that learners completing the programme can meet our standards for supplementary and independent prescribers. From discussions with the programme team, the visitors were informed that the content is yet to be finalised. Therefore, the visitors did not have sufficient evidence to make a judgement that this standard was met. The visitors therefore require the education provider to submit further evidence, such as revised documentation, to clearly define how the programme's learning outcomes will ensure that learners completing the programme can meet all of the relevant HCPC standards for supplementary and independent prescribers.

E.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards for independent and / or supplementary prescribers.

Condition: The education provider must provide further evidence that the assessment strategy and design ensures that those who successfully complete the programme meet the HCPC standards for independent and / or supplementary prescribers,

Reason: The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how learners who successfully complete the programme meet the HCPC standards for supplementary and independent prescribers. However, the mapping made broad references to 'domains', rather than specific references to the module and the learning outcomes. Therefore, the visitors were unable to see the link between the standards for independent and / or supplementary prescribers, the programme's learning outcomes, and the assessment of those learning outcomes. From discussions with the programme team, the visitors were informed that the content is yet to be finalised. Therefore, the visitors did not have sufficient evidence to make a judgement that this standard was met. The visitors therefore require further evidence, such as revised documentation, to clearly define how the assessment strategy and design ensures that the learner who successfully completes the programme meets the standards for independent and supplementary prescribing.

Section 5: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 4, and the request for further evidence set out in section 5, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).