
Approval process report

Brunel University London, SPIP, 2023-24

Executive Summary

This is a report of the process to approve the V300 Independent and Supplementary prescribing programme at Brunel University. This report captures the process we have undertaken to assess the institution and programme(s) against our standards, to ensure those who complete the proposed programme(s) are fit to practice.

We have:

- Reviewed the institution against our institution-level standards and found our standards are met in this area.
- Reviewed the programme against our programme level standards and found our standards are met in this area following further investigation via quality activity.
- Recommended that all standards are met, and that the programme should be approved

Through this assessment, we have noted:

- The areas we explored focused on:
 - Through our programme-level investigation we did not find documentation confirming that the standard for prescribing C3 was mapped and embedded into the programme. This standard relates to the programme, reflecting the philosophy, core values, skills, and knowledge base required. We therefore explored this further via a quality activity. The education provider responded with a narrative response and further documentation. The narrative response highlighted with sections of their submitted documents confirm the standard was in place. The visitors assessed this and were satisfied that the standard was met.
- The programme meets all the relevant HCPC education standards and therefore should be approved.

Previous consideration	N/A
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Decision	The Education and Training Committee (Panel) is asked to decide: <ul style="list-style-type: none">• whether the programme is approved.
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Next steps	Outline next steps / future case work with the provider: <ul style="list-style-type: none">• Subject to the Panel's decision, this programme will be approved and added to our list of approved programmes.
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Section 1: About this assessment

About us

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.

This is a report on the approval process undertaken by the HCPC to ensure that the programme detailed in this report meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the programme approval.

Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which 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.

Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:

- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are [approved on an open-ended basis](#), subject to ongoing monitoring. Programmes we have approved are listed [on our website](#).

The approval process

Institutions and programmes must be approved by us before they can run. The approval process is formed of two stages:

- Stage 1 – we take assurance that institution level standards are met by the institution delivering the proposed programme(s)

- Stage 2 – we assess to be assured that programme level standards are met by each proposed programme

Through the approval process, we take assurance in a bespoke and flexible way, meaning that we will assess whether providers and programmes meet standards based on what we see, rather than by a one size fits all approach. Our standards are split along institution and programme level lines, and we take assurance at the provider level wherever possible.

This report focuses on the assessment of the self-reflective portfolio and evidence.

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 design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the 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 takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view [on our website](#).

The assessment panel for this review

We appointed the following panel members to support this review:

Rosie Furner	Lead visitor, Independent prescribing, Practitioner
Wendy Smith	Lead visitor, Chiropodist / podiatrist, POM – Administration, Educationalist
Alistair Ward-Boughton-Leigh	Education Quality Officer

Section 2: Institution-level assessment

The education provider context

The education provider currently delivers 7 HCPC-approved programmes across 3 professions. It is a Higher Education Institution and has been running HCPC approved programmes since 1993.

The education provider has engaged with the approval review process for our quality assurance for two reviews. They engaged with the process in August 2024 for the proposed MSci Occupational Therapy, Full time programme. They also engaged with the process in October 2024 for the proposed MSci Physiotherapy, Full time programme.

The education provider engaged with the approval review process with our quality assurance in October 2023 for the new MA Dramatherapy, Full time programme. We were satisfied that there was sufficient evidence to demonstrate that our standards were met, and that the programme was approved by the Education and Training Committee in August 2024.

The education provider engaged with the performance review process with our quality assurance in 2021. We were satisfied that there was sufficient evidence that the standards continued to be met, and the Education and Training Committee agreed the programmes remain approved in March 2023. They agreed that the education provider's next engagement with the performance review process should be in the 2025-26 academic year. The committee agreed with the findings of the visitors during this review and were satisfied with the recommended review period.

Practice areas delivered by the education provider

The provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in [Appendix 2](#) of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Arts therapist	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	2021
	Occupational therapy	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1997
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1993

Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks, and use this information to inform our risk based decisions about the approval and ongoing approval of institutions and programmes.

This data is for existing provision at the institution, and does not include the proposed programme(s).

Data Point	Bench- mark	Value	Date	Commentary
Total intended learner numbers compared to total enrolment numbers	704	728	30/01/2025	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure is the benchmark figure, plus the number of learners the provider is proposing through the new provision.
Learners – Aggregation of percentage not continuing	3%	3%	2020-21	This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects The data point is equal to the benchmark, which suggests the provider's performance in this area is in line with sector norms. When compared to the previous year's data point, the education provider's performance has dropped by 1%.
Graduates – Aggregation of percentage in employment / further study	92%	88%	2021-22	This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects. The data point is below the benchmark, which suggests the provider is performing below sector norms. When compared to the previous year's data point, the education provider's

				performance has dropped by 5%
Teaching Excellence Framework (TEF) award	N/A	Bronze	2023	<p>The definition of a Bronze TEF award is “Provision is of satisfactory quality.”</p> <p>We did not explore this data point through this assessment because we recognise the achievement of a Bronze award is still an achievement and in recognition of high-quality education.</p>
National Student Survey (NSS) overall satisfaction score (Q27)	79.9%	73.9%	2024	<p>This National Student Survey (NSS) positivity score data was sourced at the subject. This means the data is for HCPC-related subjects The data point is below the benchmark, which suggests the provider is performing below sector norms. When compared to the previous year’s data point, the education provider’s performance has improved by 7% This may be worth exploring further. Please can the visitors consider this area when completing their assessment.</p>

HCPC performance review cycle length				
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We also considered other data points / intelligence from others for example professional bodies, sector bodies that provided support as follows:

- NHS England NHSE: The education provider is located in London and currently provide other approved programmes. The HCPC regularly engage with regional bodies in London who inform us of challenges new programmes may face. This includes placement capacity issues through our engagement with NHSE's London team. We have not been informed of any challenges that would affect the success of this programme.

The route through stage 1

Institutions which run HCPC-approved provision have previously demonstrated that they meet institution-level standards. When an existing institution proposes a new programme, we undertake an internal review of whether we need to undertake a full partner-led review against our institution level standards, or whether we can take assurance that the proposed programme(s) aligns with existing provision.

As part of the request to approve the proposed programme(s), the education provider supplied information to show alignment in the following areas.

Admissions

Findings on alignment with existing provision:

- **Information for applicants –**
 - The education provider has detailed how applicants to the programme must meet their entry criteria to be accepted. These entry criteria were determined by the Nursing and Midwifery Council (NMC) standards and the Health and Care Professions Council (HCPC)
 - Applicants working within the NHS must have the support of the Prescribing Lead and/ or the Medicines Management Team (depending upon organisational structure) from their employers. Applicants working in the independent sector are eligible to apply and must meet additional entry criteria.
 - All applicants must have a minimum of 1-year post-registration experience. They must prove completion of an undergraduate degree or recognition of prior learning, which can be mapped to the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers.
 - Applicants must be numerate in their clinical role and have sound knowledge of the main body systems. They should be 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. Before entry or confirmation, a healthcare manager or employer needs sign-off in clinical/health assessment, diagnostics/care management, and planning and evaluation of care.

- This aligns with how we understand the education provider to run and appropriate for the proposed programme.
- **Assessing English language, character, and health –**
 - The education provider has existing plans / procedures to assess applicants' English language proficiency, character and health. They have explained that all applicants must have IELTS level 7 (NMC) or equivalent for their English language proficiency. They must be registered with their profession's regulatory body such as the NMC or HCPC, to attest to their good character and health. Finally, all applicants must have completed an enhanced Disclosure and Barring Service (DBS) check.
 - This aligns with how we understand the education provider to run and appropriate for the proposed programme.
- **Prior learning and experience (AP(E)L) –**
 - The education provider has stated that under their institution assessment regulations, Recognition of Prior Learning is available for those applicants who can evidence capabilities mapped to the RPS Competency Framework for all Prescribers. This is detailed in their 'Exemption Policy'.
 - This aligns with how we understand the education provider to run and appropriate for the proposed programme. This is also detailed in their existing baseline document.
- **Equality, diversity and inclusion –**
 - The education provider has discussed their commitment to ensuring equal opportunities and an excellent learner experience for the entire community. Their Equality, Diversity & Inclusion (EDI) Strategy, "Social Justice for All 2021-2024," aims to enhance fairness and inclusivity, focusing on social justice. The strategy addresses learners, employees, contractors, and visitors. It emphasises the importance of dismantling barriers and structural inequalities to foster an inclusive culture.
 - The strategy outlines six guiding principles:
 - being well-informed,
 - respectful,
 - enabling,
 - inspirational,
 - integrating, and
 - self-reflective.
 - It builds on their previous EDI Strategy, detailing current progress, future priorities, and an action plan with clear targets and responsibilities. The education provider is particularly attentive to the impact of COVID-19 on marginalized groups and is committed to

continuous adaptation. Annual reviews by relevant committees ensure transparency and responsiveness, with an Advisory Group and the broader community encouraged to contribute.

- To support these efforts, the education provider has established several committees focused on EDI, including the Equality, Diversity and Inclusion Management Committee, the Equal Opportunities and Human Resources Committee, and an Anti-racism working group. Additionally, a symposium was held in May 2023 to address ethnicity degree awarding gaps, and multiple action research projects have been initiated to tackle these gaps, supported by a formal Access and Participation Plan for 2021-2024/ 25.
- This aligns with how we understand the education provider to run and appropriate for the proposed programme.

Non-alignment requiring further assessment: None

Management and governance

Findings on alignment with existing provision:

- **Ability to deliver provision to expected threshold level of entry to the Register¹ –**
 - The education provider has described how they have developed relationships with their Practice Learning Partners in the delivery of their current suite of NMC approved nursing programmes, i.e., Registered Nurse Degree, Nursing Associate Apprenticeships and Specialist, Community, Public Health Nursing. They stated their Practice Learner Partners are supportive of them delivering an independent prescribing course for Nursing and Midwifery Council and HCPC Registrants.
 - This aligns with how we understand the education provider to run and appropriate for the proposed programme.
- **Sustainability of provision –**
 - The education provider has detailed how their strategy contributes to the mission to educate and transform individuals. This aims to exceed their potential and who will contribute to the complexities of wider society and beyond. They discussed how they currently have a diverse learner population and their active promotion of widening participation and successful achievement into professional employment sits within our strategic agenda.
 - The education provider has discussed how they are committed to improving graduate outcomes and achieves high levels of employability for graduates locally.
 - This aligns with how we understand the education provider to run and appropriate for the proposed programme.

¹ This is focused on ensuring providers are able to deliver qualifications at or equivalent to the level(s) in SET 1, as required for the profession(s) proposed

- **Effective programme delivery –**
 - The education provider has discussed how they have built their reputation by delivering programmes and courses for pre-registration and post-registration practitioners in Nursing, Health and Social Care.
 - The education provider has discussed how they have a hugely successful and well-established pre-registration Physiotherapy programme (BSc, MSc. Additionally, they have a post-registration MSc Advanced Clinical Practice (Ofsted Outstanding) and PgC Musculoskeletal Ultrasound programmes (CASE accredited).
 - They have also detailed how their programmes are supported by professional services teams who work with the academic team to develop, deliver and govern all programmes.
 - This aligns with how we understand the education provider to run and appropriate for the proposed programme.
- **Effective staff management and development –**
 - The education provider has detailed how their multidisciplinary team has extensive expertise in the acute and primary care setting. This is in addition to practice learning, placement support skills, simulation and moulage and specialist roles in advanced clinical practice, advanced practice. Their interprofessional learning and education strategy is enhanced and further expanded by building on the existing knowledge and skill set within their institution.
 - Furthermore, their academic staff have access to a suite of professional development activities and required compliance training. Staff will review their development needs with their line manager during their annual PDR (Performance Development Reviews).
 - This aligns with how we understand the education provider to run and appropriate for the proposed programme.
- **Partnerships, which are managed at the institution level –**
 - The education provider has emphasized the importance of building strong, contemporary relationships with practice partners and other relevant organizations to enhance learner learning and experience. This mission is evident in their strategic partnerships, which play a crucial role in course delivery.
 - Aligned with the education provider's 2030 vision, the proposed programme aims to strengthen their position, ensure long-term sustainability, and promote wider participation. They have discussed the significant demand from local and regional NHS Trusts, such as The Hillingdon Hospitals NHS Foundation Trust and Chelsea and Westminster Hospital NHS Foundation Trust, who are satisfied with the education and support provided to nursing students.
 - The collaborative co-design of the prescribing course with Practice Learning Partners, including experienced practice educators and senior staff from NHS Trusts, highlights the established partnership working. These partners have extensive experience in supporting pre-

registration, post-registration, and apprentice programs within their practice areas.

- Additionally, the Brunel Partners Academic Centre for Health Sciences (BPACH) supports this initiative by raising awareness and providing additional support to current and potential Practice Learning Partners. BPACH's extensive links with NHS Trusts and other healthcare sectors focus on training and development, helping professionals upskill and reskill to meet the evolving needs of the workplace.

Non-alignment requiring further assessment: None

Quality, monitoring, and evaluation

Findings on alignment with existing provision:

- **Academic quality –**
 - The education provider has stated that all programmes and short courses are reviewed annually via the annual programme review process. Additionally, programs will be periodically reviewed every three to four years..
 - They also stated that approvals for new programmes are overseen by the Quality Assurance department at the education provider and go through a robust approval process.
 - This aligns with how we understand the education provider to run and is detailed in their existing baseline document.
- **Practice quality, including the establishment of safe and supporting practice learning environments –**
 - The education provider has discussed how all placements are audited for their quality of placement provision using the Pan-London placement audit tool.
 - The department responsible for the proposed program has a placements team that oversees the governance of placements. They have stated that Practice assessors support HCPC learners who require placements organised by the education provider. They also have practice tutors in place who are the learner's personal tutors.
 - This aligns with how we understand the education provider to run and is detailed in their existing baseline document.
- **Learner involvement –**
 - The education provider has detailed that current learners are involved and contribute to the programme. They have been active participants in formal and informal institution level discussion forums and constructively contribute to evaluating the existing nursing programmes.
 - They have also detailed how the review of academic programmes at the education provider is primarily conducted through the Annual Monitoring of Taught Programmes. This includes learner representatives in enhancement discussions and incorporates

feedback from learner surveys and Boards of Studies meetings. Additionally, the Periodic Programme Review (PPR), held every five years, involves taught and research learners and elected UBS members, ensuring comprehensive learner participation in the evaluation process.

- They have also detailed how their learner services organisation provides non-academic support and guidance to their learners from enrolment to graduation. This includes counselling, welfare and wellbeing, disability support, money matters, and international student advice.
- This aligns with how we understand the education provider to run and is detailed in their existing baseline document. This has also been discussed / detailed in other ongoing approval cases at this provider.
- **Service user and carer involvement –**
 - The education provider has discussed how partnerships working with Service Users and Carers (Experts by Experience) is also crucial to learner learning. They already have an established group within the college, their team of experts by experience, who currently support learning from the recruitment process and support. Additionally, they contribute to the delivery and evaluation of the existing programme. The education provider has emphasised individuals are a valued element of the curriculum design and development.
 - They have also detailed how their College of Health, Medicine and Life Sciences has constituted a Service User and Carers Working Group (SUC). This group has the responsibility for the coordination and provision of service users and carers for their pre-registration healthcare programmes.
 - This aligns with how we understand the education provider to run and is detailed in their existing baseline document.

Non-alignment requiring further assessment: None

Learners

Findings on alignment with existing provision:

- **Support –**
 - The education provider has detailed how Student Services provide non-academic support and guidance to learners from enrolment to graduation. This includes counselling, welfare and wellbeing, disability support, money matters, and international learner advice.
 - They have also discussed the range of resources within the University and College. These include:
 - Academic library support which extends to learners and academic staff. The resources include relevant databases, an expanding journal repository—electronic and hard copy—and

supportive library service-related seminars and tutorials where relevant.

- Digital skills support- a team that provides guidance and support for learners with digital skills.
- The Academic Skills Services (ASK) – a team that provides guidance for learners in numeracy, statistics, presentation and academic writing skills. The team also facilitates online resources and individual tutorials as required.
- Learner well-being service to ensure equality, diversity and inclusion for all learners during their course of study whilst at the university. The academic and wider team facilitates a structured referral process to ensure learners access the appropriate services and are supported accordingly.
- A Learning Technologist who supports and provides expertise to the course team in using digital technology and pedagogic advice, support and training in the wider aspects of digital education, blended learning, curriculum design and development.

- This aligns with how we understand the education provider to run and is detailed in their existing baseline document.

- **Ongoing suitability –**

- The education provider has discussed how their regulations on misconduct apply to all learners registered with them or registered for a qualification offered by the education provider, irrespective of their mode or place of study. These regulations also apply to graduates. Concerns about a learner's academic conduct are dealt with through the Academic Misconduct Procedure. Concerns about a learner's non-academic conduct are dealt with through the Student Disciplinary Procedure. A range of sanctions is available where allegations are proven.
- The education provider has rules relating to learner conduct, whether academic or non-academic. Ways in which these rules may be breached are shown in their senate regulations. Examples include, but are not limited to:
 - Plagiarism
 - Cheating
 - Contract Cheating
 - Collusion
 - Research Misconduct - whether UG, PG or PGR
 - Falsification
 - Fighting
 - Disorderly or Anti-Social Behaviour
 - Possession, or Dealing, of Drugs etc.
- This aligns with how we understand the education provider to run and is detailed in their existing baseline document.

- **Learning with and from other learners and professionals (IPL/E) –**

- The education provider has detailed how the professor for Interprofessional Learning (IPL) and the Department of Health Sciences Director of IPL promote interprofessional education. This is promoted within the health professions to enhance learning and strengthen relationships to improve healthcare quality.
- They also discussed how their College Education Hub promotes innovative teaching methods, including IPL. Additionally, the new MSc in Clinical Education includes a core module, “Facilitating Interprofessional Learning”.
- This aligns with how we understand the education provider to run and is detailed in their existing baseline document.
- **Equality, diversity and inclusion –**
 - The education provider has discussed the range of existing policies for this section. This includes their bullying and harassment policy, which ensures they meet their legal obligations in handling such issues seriously and appropriately. This policy aims to support affected learners by providing advice and directing them to relevant agencies. Additionally, it guides staff in assisting learners who have experienced bullying or harassment.
 - Their Sexual Violence and Sexual Harassment policy ensures that incidents are addressed with the utmost seriousness and appropriate support is provided. The policy includes provisions for offering advice and directing affected individuals to appropriate agencies, as well as supporting staff in assisting those impacted by sexual violence or harassment.
 - The education provider has a religion and belief policy that promotes an inclusive environment for all learners, regardless of their faith. This policy ensures equal opportunities and support throughout the academic journey, offering guidance on learning, research, and religious observance. It also emphasizes that bullying or harassment based on religion or belief will not be tolerated and outlines the support available to learners. Additionally, there are policies in place to support learners with disabilities, long-term health conditions, mental health concerns, learning difficulties, and those with caregiving responsibilities.
 - This aligns with how we understand the education provider to run and is detailed in their existing baseline document. These policies will apply to the new programme and are appropriate.

Non-alignment requiring further assessment: None

Assessment

Findings on alignment with existing provision:

- **Objectivity –**

- The education provider has stated that all learners are provided with an assessment brief that sets out the requirements of the assessment, the relevance (authenticity) of the assessment, and how it links to future assessments.
- A template for assessment briefs and feedback has been developed within the Nursing division and disseminated across the Department of Health Sciences.
- This aligns with how we understand the education provider to run and is detailed in their existing baseline document.
- **Progression and achievement –**
 - The education provider has discussed how standard progression and award requirements are set at the institution level and defined in their senate regulations. Any variations to the Senate Regulations or individual requirements for a programme are defined in the related programme specification.
 - Details of accrediting bodies, the accreditation requirements, and which awards lead to eligibility to apply for registration are provided in programme specifications and the progression and award requirements sections.
 - Attendance requirements and outcomes of not meeting the requirements are also defined in the programme specifications. Attendance is recorded and monitored throughout each programme. Where a learner's level of attendance raises concerns.
 - This aligns with how we understand the education provider to run and is detailed in their existing baseline document.
- **Appeals –**
 - The education provider has discussed their Academic Appeal process which is a request to review a decision of a Board of Examiners. The board are charged with making decisions on learner progress, assessment and awards.
 - Additionally, for postgraduate research learners, they provide the outcome of a formal progress review as specified in their senate regulations. More information on their appeals process is set out in their senate regulations.
 - This aligns with how we understand the education provider to run and is detailed in their existing baseline document.

Non-alignment requiring further assessment: None

Outcomes from stage 1

We decided to progress to stage 2 of the process without further review through stage 1, due to the clear alignment of the new provision within existing institutional structures, as noted through the previous section

Education and training delivered by this institution is underpinned by the provision of the following key facilities:

- Staff involved with the delivery and management of the programme:
 - Senior Lecturer prescribing
 - Lecturers with experience of pharmaceutical teaching and prescribing programmes
 - Professional services support with administrative duties
- Physical resources, including any specialist teaching space:
 - Teaching room for face to face delivery
 - Digital learning technologist to support the development of pebblepad (online portfolio platform) & BrightSpace (online learning platform).

Risks identified which may impact on performance: None

Outstanding issues for follow up: None

Section 3: Programme-level assessment

Programmes considered through this assessment

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number, and frequency	Proposed start date
V300 Independent and Supplementary prescribing for Health Care Professionals	PT (Part time)	Supplementary prescribing; Independent prescribing	24 learners, 1 cohort	01/09/2025

Stage 2 assessment – provider submission

The education provider was asked to demonstrate how they meet programme level standards for each programme. They supplied information about how each standard was met, including a rationale and links to supporting information via a mapping document.

Data / intelligence considered

We also considered data points / intelligence from others, such as professional and regional bodies as follows:

- The education provider is located in London and delivers three other HCPC approved programmes. The HCPC regularly engage with regional bodies in London who inform us of challenges new programmes may face. This includes placement capacity issues discussed with NHS England (NHSE). We

have not been informed of any challenges that would affect the success of this programme.

Quality themes identified for further exploration

We reviewed the information provided, and worked with the education provider on our understanding of their submission. Based on our understanding, we requested further information where it was lacking. The visitor's findings are contained in section four of this report.

We have reported on how the provider meets standards, including the areas below, through the [Findings section](#).

Section 4: Findings

This section details the visitors' findings from their review through stage 2, including any requirements set, and a summary of their overall findings.

Conditions

Conditions are requirements that must be met before providers or programmes can be approved. We set conditions when there is an issue with the education provider's approach to meeting a standard. This may mean that we have evidence that standards are not met at this time, or the education provider's planned approach is not suitable.

The visitors were satisfied that no conditions were required to satisfy them that all standards are met. The visitors' findings, including why no conditions were required, are presented below.

Overall findings on how standards are met

This section provides information summarising the visitors' findings against the programme-level standards. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

Findings of the assessment panel:

- **A – Admissions –**
 - The education provider set out their admissions requirements in the mapping exercise that they submitted for this review. They explained how applicants to the programme will be HCPC or NMC registered (Nursing and Midwifery Council). They would also normally have an undergraduate degree in a health-related subject or be able to demonstrate equivalence via Recognition of Prior Learning (Exemption Policy).

- The education provider has stated that as part of their admissions process, applicants should be able to demonstrate their ability to consult with patients and take a patient history. They should also be able to undergo a physical examination and use their diagnostic reasoning skills.
- Applicants to the programme must also meet the existing institution-wide requirements for admission concerning English language proficiency and mathematics skills.
- Through clarification, the education provider explained how their admissions process follows a structured, multi-stage system to ensure applicants meet both academic and practical requirements. All applications will be submitted through their online portal and initially reviewed by their admissions team. Applicants can consult the applicant guide to assess their eligibility and support arrangements. The programme lead will then evaluate key application components, including employer support and placement quality, before the interview stage. For those applying through broader programmes like Advanced Clinical Practice, the same level of scrutiny is applied, with internal referral systems in place to coordinate between different modules and programme teams.
- After reviewing all the provided information and the additional evidence provided by the education provider. The visitors found this to demonstrate that this standard is now met. The visitors, therefore, considered the relevant standards within this SET area met at the threshold level.
- **B – Programme governance, management and leadership –**
 - The education provider has explained how they effectively collaborate and engage with their practice-education providers in part through their Practice Learning Steering groups. The group's meetings are held every three months with placement providers for Nursing Programmes. They have stated that placement providers at these meetings have been part of the programme's curriculum development group and have identified a need for / and their support for the programme.
 - For Advanced Clinical Practice (ACP) and HCPC programmes, there are also annual forums with practice sites to look at curriculum development for each ACP speciality pathway. Learners on ACP pathways have monthly tripartite meetings which comprise the learner, the education provider and the practice educator.
 - The education provider has also explained how their placements manager, placements team and the lead for placements for each division (such as Physiotherapy, Nursing, etc) ensure all placements are audited for quality assurance of placements. This also includes conducting audits to ensure the availability and suitability of placement places. They have also explained how they have standardised placement agreements in place that are completed with each placement provider.

- The education provider detailed how the programme has been developed by academic educators with practice experience, some of whom are registered prescribers. Staff teaching the programme have extensive experience of teaching prescribing programmes and expertise in teaching pharmacology. They also have experience of prescribing practice in their own discipline and clinical practice.
- Through clarification, the education provider detailed how they follow their standard higher education admissions process to ensure ongoing programme suitability. Applications are assessed initially by their admissions team, followed by a detailed review by the Programme Lead to ensure employer support and placement quality. Applicants can access guidance online to evaluate their eligibility, and those applying through broader programmes like ACP undergo the same scrutiny. Systems are in place to support related modules and exemption requests through recognition of prior learning (RPL), with clear policies, guides, and staff support to facilitate recognition of prior learning.
- After reviewing all the information and the additional evidence provided through points of clarification by the education provider. The visitors found this demonstrated that this standard is now met. The visitors, therefore, considered the relevant standards within this SET area met at the threshold level.
- **C – Programme design and delivery –**
 - The education provider has stated that they have mapped the proposed programmes learning outcomes to the HCPC standards for prescribing. They have also discussed mapping the learning outcomes to the Royal Pharmaceutical Society's 'Competency Framework for all Prescribers'.
 - The education provider has also explained how learners on the proposed programme will be registered with their professional bodies and hold HCPC registration. They have also stated that learning outcomes from both modules will incorporate the legal and ethical basis for safe prescribing. Knowledge and understanding of the effects of polypharmacy and patient management, including recognising and acting in the presence of adverse reactions. The learning outcomes will also be aligned with the Royal Pharmaceutical Society (RPS) 2021 prescribing competencies NMC standards for prescribing (2023).
 - The education provider has discussed how they are responding to growing demand for prescribing competencies among health care professionals by proposing an Independent and Supplementary Prescribing programme. This can be taken as part of the existing Advanced Clinical Practice (ACP) route or independently by "associate" students, thereby broadening access to higher education. This initiative aligns with NHS workforce goals to increase advanced practice training by 2031/32 and is supported by the University's Annual Programme Review process, which ensures module delivery is regularly evaluated and updated.

- The education provider has stated that theoretical and practical learning are integrated throughout the programme. Whereby learners will apply their growing prescribing knowledge to case studies and scenarios, and in their employed roles as learner prescribers. The education provider detailed how learners will spend time with other prescribers and their pharmacy team as part of the programme. The aim of this is to further integrate theory and practice in supervised prescribing placements. Learners will then provide evidence of this in their e-portfolios using 'PebblePad' and through module assessments
- Through clarification, the education provider detailed how the programme is aligned with the RPS competency framework for all Prescribers. With competencies and learning outcomes embedded throughout the module content, e-portfolio, and programme handbook. It also maps to the HCPC standards of proficiency and outlines the responsibilities of the Designated Medical Practitioner (DMP), Practice Educator, and Practice Assessor in supporting and assessing students. These elements ensure that the curriculum meets professional standards and equips students with the required prescribing competencies.
- The education provider has also detailed how learning outcomes are mapped to these frameworks and incorporated into tools such as the E-Portfolio. To tailor the curriculum for HCPC learners and meet regulatory expectations, learners must define their prescribing scope in consultation with their employer and DMP, enabling delivery of relevant content by expert practitioners. The programme will also accommodate interprofessional learning and customisable content based on individual learning needs. These are documented in personal development plans and discussed with practice supervisors. Roles and responsibilities for supporting staff are clearly outlined to ensure structured, profession-specific guidance throughout the programme.
- After reviewing all the information and the additional evidence provided by the education provider. The visitors found this to demonstrate that this standard is now met. The visitors, therefore, considered the relevant standards within this SET area met at the threshold level.
- **D – Practice-based learning –**
 - The education provider has explained how all learners on the programme must be employed in practice roles and must have a designated medical practitioner to supervise the development of their prescribing competencies.
 - The education provider also provided details on their 'Advancing your prescribing competency module which is the practice-based learning module where learners will work to achieve their required prescribing practice hours. This module is designed to run alongside the learner's other duties, work, studies, etc., as the education provider recognises most learners will be working full-time whilst studying and have negotiated learning in practice time with their employer as part of their studies.

- The education provider has detailed how each learner will be assigned a Designated Prescribing Practitioner (DPP). These will be selected during their application process and will be trained for their role. They have discussed how terminology for the DPP varies across healthcare professions, with HCPC and NMC referring to them as practice assessors and GMC calling them Designated Clinical Supervisors. In addition to the DPP, learners will be supported by a designated academic assessor from the programme team and will gain practical experience from professionals across various disciplines, including Pharmacists, Non-Medical Prescribers, and Medical Practitioners.
- DPP's will receive training regarding their role and attend regular networking events throughout the academic year. The education provider also requires the DPP's details and registration status to be documented. Pre-programme training will also be provided for DPPs and practice supervisors.
- Through clarification, the education provider explained how the suitability of practice placements will initially be evaluated using the Non-Medical Prescribing (NMP) Form 2, with the Programme Lead facilitating discussions between the student and their manager if concerns arise. Throughout the programme, tripartite meetings involving the academic assessor, student, and their DMP or practice assessor will provide opportunities to raise concerns and share best practices. Placement quality will be audited through the PLPG multiprofessional audit, and placement requirements and responsibilities are detailed in the placement learning policy. Each placement must complete the Brunel Schedule 4 Part C standard placement agreement to ensure formal quality assurance. Additionally, the Programme Lead will review application materials, including confirmation of employer support and placement suitability, both prior to and during the applicant interview.
- Through clarification, the education provider explained how the programme is aligned with the RPS Competency Framework for all Prescribers. With competencies embedded within programme modules and reflected in their E-Portfolio outline. They also stated this is mapped to HCPC's standards of proficiency, and the programme's assessed learning outcomes have been matched to the RPS Framework. As result of both the programme and the module 'Advancing Competence in Independent and Supplementary Prescribing' are new, the education provider is currently designing an E-Portfolio. This will be completed by the digital learning team in time for the programme launch.
- They also explained how applicants are guided to assess their eligibility and support for practice-based learning before applying. With employer confirmation and details of the Designated Medical Practitioner (DMP) submitted via a form. The Programme Lead reviews each application following initial screening by the admissions team, ensuring that the employer support, placement setting, and DMP meet the quality

standards and PSRB requirements. This information is considered during the application and interview stages.

- After reviewing all the information and the additional evidence provided by the education provider. The visitors found this to demonstrate that this standard is now met. The visitors, therefore, considered the relevant standards within this SET area met at the threshold level.

- **E – Assessment –**

- The education provider stated that the programme's learning and teaching strategies are designed to support an inclusive educational environment that accommodates diverse learning styles. Learners with neurodivergent or health-related conditions will be directed to the education providers' learning support team to create a support profile and implement reasonable adjustments. Additional resources are available on the Brightspace platform under the 'Study Well' section to support learners throughout their academic journey. The programme's learning outcomes and assessment strategy align with the RPS prescribing competencies.
- The education provider explained how the learners are registrants of their professional regulatory bodies and are expected to abide by the standards of performance, conduct and ethics (SCPE's). Learning outcomes for both modules incorporate legal and ethical frameworks in assessment, knowledge and understanding of Polypharmaceutical and patient management.
- They explained how the programme uses a variety of assessment methods to ensure learners meet the required learning outcomes. Formative feedback is available through peer discussions and tutor support on study days. They have stated that learners are not eligible for compensation if they fail a component; instead, they are granted one opportunity to retake it, with any passed resits capped at 50%. Key assessments include a mandatory portfolio and pharmaceutical exams, requiring pass marks of 80% for multiple-choice questions and 100% for calculations. All assessments comply with Senate Regulation 4 for Postgraduate Programmes.
- The visitor assessed all information available including the information submitted through points of clarification. After reviewing all information available the visitors found the standards in this area to be met.

Risks identified which may impact on performance: None

Section 5: Referrals

This section summarises any areas which require further follow-up through a separate quality assurance process (the approval, focused review, or performance review process).

There were no outstanding issues to be referred to another process.

Recommendations

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. They do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

The visitors did not set any recommendations.

Section 6: Decision on approval process outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that the programmes should be approved subject to the conditions being met.

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:

- All standards are met, and therefore the programmes should be approved

Education and Training Committee decision

Education and Training Committee considered the assessment panel's recommendations and the findings which support these. The education provider was also provided with the opportunity to submit any observation they had on the conclusions reached.

Based on all information presented to them, the Committee decided that:

- That the programme is approved.

Reason for this decision: The Panel accepted the visitor's recommendation that the programme should receive approval.

Appendix 1 – summary report

If the education provider does not provide observations, only this summary report (rather than the whole report) will be provided to the Education and Training Committee (Panel) to enable their decision on approval. The lead visitors confirm this is an accurate summary of their recommendation, and the nature, quality and facilities of the provision.

Education provider	Case reference	Lead visitors	Quality of provision	Facilities provided
Brunel University London	CAS-01603-V5N1S5	Rosie Furner Wendy Smith	<p>Through this assessment, we have noted:</p> <ul style="list-style-type: none"> The areas we explored focused on: <ul style="list-style-type: none"> Through our programme-level investigation we did not find documentation confirming that the standard for prescribing C3 was mapped and embedded into the programme. This standard relates to the programme, reflecting the philosophy, core values, skills, and knowledge base required. We therefore explored this further via a 	<p>Education and training delivered by this institution is underpinned by the provision of the following key facilities:</p> <ul style="list-style-type: none"> Staff involved with the delivery and management of the programme: <ul style="list-style-type: none"> Senior Lecturer prescribing Lecturers with experience of pharmaceutical teaching and prescribing programmes Professional services support with administrative duties Physical resources, including any specialist teaching space: <ul style="list-style-type: none"> Teaching room for face to face delivery

			<p>quality activity. The education provider responded with a narrative response and further documentation. The narrative response highlighted with sections of their submitted documents confirm the standard was in place. The visitors assessed this are were satisfied that the standard was met.</p> <ul style="list-style-type: none"> • The programme meets all the relevant HCPC education standards and therefore should be approved. 	<ul style="list-style-type: none"> ○ Digital learning technologist to support the development of pebblepad (online portpolio platform) & BrightSpace (online learning platform).
Programmes				
Programme name			Mode of study	Nature of provision
V300 Independent and Supplementary prescribing for Health Care Professionals			Part Time (PT)	Taught (HEI)

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
MA Art Psychotherapy	FT (Full time)	Arts therapist	Art therapy		01/10/2021
MA Dramatherapy	FT (Full time)	Arts therapist	Drama therapy		01/09/2024
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/09/1997
MSc Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2007
Postgraduate Diploma in Occupational Therapy (pre-registration)	FT (Full time)	Occupational therapist			01/08/2019
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/03/1993
MSc Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/09/2013