



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Prescribing qualifications leading to:

**Community Practitioner Nurse or Midwife
Prescribing (V150)**

Independent and Supplementary Prescribing (V300)

University of Ulster

January 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	University of Ulster School of Nursing Northland Road, Magee Campus Londonderry BT48 7JL N Ireland
AEI/EI Institution Identifier <u>[UKPRN]</u>	10007807
Name and location of academic delivery partner(s) if not the AEI	Not applicable
Name of employer partners for apprenticeships	Not applicable
Approval type	Modification

Name of programme						
NMC Programme Title	AEI Module Title AEI reference number and number of credits	Academic level	AEI Programme Title	Academic level	Full-time	Part-time
Independent and supplementary nurse prescribing V300	NUS636 (L6)/NUS766 (L7) Person-Centred Approaches to Prescribing (20 Credits) NUS637 (L6)/NUS767 (L7) Prescribing Across the Lifespan (20 Credits) NUS635 (L6&7) Practice Learning for Independent Non-Medical Prescribing (20 Credits)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	Advanced Certificate Non-Medical Prescribing Postgraduate Certificate Non-Medical Prescribing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Community practitioner nurse or midwife prescribing V150	NUS634 (L6) Community Practitioner Nurse or Midwife Prescribing (Sem 2 + 3) (20 Credits)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	N/A	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Proposed programme start date	22 September 2025					
Standard(s) under assessment	<input checked="" type="checkbox"/> Part 3: Standards for prescribing programmes					
Date of visit	Desk-based review. 31 January 2025					
Visitor team	Registrant Visitor: Dr Heather Bain					

Executive summary

Quality Assurance Reviews (QARs) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programme(s) or in relation to the approval (or otherwise) of major modifications to the above-named programme. Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in [QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews](#).

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification. All evidence submitted by the AEI was reviewed by the visitor.

Following a review of the evidence submitted, a draft report is shared with the AEI for the purposes of confirming factual accuracy before the report is finalised.

The desk-based review took place in January 2025.

Context for the review

University of Ulster (Ulster) submitted for modification the Advanced Certificate/Postgraduate Certificate in Non-medical prescribing (V300) programme and Community Practitioner Nurse and Midwife Prescribing (V150) module.

The rationale for the modification is to review the structure of the modules and content within both non-medical prescribing (V300) and Community Practitioner Nurse Prescribing (V150) as well as modifying the programme title. This modification ensures that Ulster is responding to a directive of the Chief Nursing Officer for Northern Ireland ensuring that the Health Assessment module is removed from the V300 programme, accreditation of practice learning module, interprofessional learning opportunities and technological, simulation and digital advancement in education and practice. Learning outcomes are updated to reflect current evidence base, changing workforce needs and reflect the needs of the demographic.

This review involved a period of desk-based analysis with the opportunity for the NMC visitor to request further information, evidence or clarification. The visitor reviewed all evidence submitted against Part 3: Standards for prescribing programmes. However, during the process of review the registrant visitor brought Standards 2.1 to 2.6 into scope.

Following the review, a draft report was shared with the institution for the purposes of confirming factual accuracy before the report was finalised.

The **final recommendation** made by the visitor to the NMC is therefore as follows:

Programme is recommended to the NMC for approval. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Conditions and recommendations

Conditions

Conditions				
No.	Condition details	Specific standard not met	NMC only /Joint	AEI/EI only
	None			

Joint conditions relate to both NMC standards and the AEI/EI's programme approval outcomes. All conditions must be met in order for a programme to be recommended to the NMC for final approval.

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only /Joint	AEI/EI only
	None			

Recommendations are to be addressed and reported in the annual self-assessment report.

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s) (eg 3.1)	NMC only/ joint
	None		

Explanation of findings for Part 3

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable to this major modification
1.1	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.2	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.3	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.4	Consider recognition of prior learning that is capable of being mapped to the RPS Competency Framework for all Prescribers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.5	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.6	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: 1.6.1 Clinical/health assessment 1.6.2 Diagnostics/care management 1.6.3 Planning and evaluation of care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.7	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

1. Arrangements for selection, admission and progression for programmes have not changed as a result of the modification and therefore this standard was not considered.

Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	State the learning and teaching strategies that will be used to support achievement of those competencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Develop programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice: 2.4.1 stating the general and professional content necessary to meet the programme outcomes. 2.4.2 stating the prescribing specific content necessary to meet the programme outcomes. 2.4.3 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Ensure that the curriculum provides a balance of theory and practice learning, using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

- The visitor considered a range of evidence in relation to the curriculum including the revalidation document, module descriptors, practice learning handbook and practice assessment document (PAD).
- Standard 2.7 is not in scope for this proposed modification.
- In considering Standard 2.1, the visitor noted that Ulster has clear evidence and processes within the course document, practice learning handbook, PAD and module descriptors ensuring that programmes comply with the NMC Standards framework for nursing and midwifery education. The documentation submitted for this modification makes it evident that Ulster is responding to a directive of the Chief Nursing Officer for Northern Ireland ensuring that the Health Assessment module is removed from the V300 programme.

5. In considering Standard 2.2, the visitor noted that this modification proposes a name change for the V300 programme from using the terms nurse and midwife prescribing to non-medical prescribing. This programme includes two exit awards, one at Level¹ 6, Advanced Certificate Non-Medical Prescribing and one at Level 7, Postgraduate Certificate Non-Medical Prescribing. Both awards are made up of three 20-credit modules.
6. Practice learning for both the V300 and V150 is evidenced within a PAD which is aligned to the Royal Pharmaceutical Society (RPS) Competency Framework for all prescribers and is evident in the course documentation and practice learning handbook.
7. In considering Standard 2.3, the visitor noted in the course documentation the mapping of modules to the RPS competencies which are embedded within the theoretical knowledge and a practice-based experience. Practice learning for prescribing modules facilitates students to collate the required clinical experiences and demonstrates achievement of the RPS competencies in clinical practice to achieve V300 prescriber status. The V150 module is designed to enable community nurses or midwives who do not hold a specialist practice qualification to be able to prescribe from the community practitioner nurse prescribers formulary.
8. In considering Standard 2.4, the visitor noted that this modification is a change to the structure of the programme. In the new programme the practice learning module is now credit bearing as there is no longer the Health Assessment module. This allows the programme to retain three credit-bearing modules totalling 60 credits, enabling students to achieve the same Advanced Certificate award/Post Graduate Certificate academic award as with previous cohorts.
9. The current approved V300 programme at Levels 6 and 7 comprises four modules: health assessment, prescribing in practice and pharmacotherapeutics in prescribing with the achievement of the RPS competencies sitting within a non-credit bearing practice module running throughout the programme.
10. The modified programme will remain part-time delivered over one academic year. The Health Assessment module has been removed at the direction of the Chief Nursing Officer for Northern Ireland. This has resulted in three 20-credit modules all of which are credit bearing. Two of the modules delivered at Levels 6 and 7 are taught modules: prescribing across the lifespan and person-centred approaches to prescribing, while one is practice based at Level 6 within both V300 exit awards: practice learning for independent non-medical prescribing (previously non-credit bearing).
11. The V150 module - Community Practitioner Nurse or Midwife Prescribing - is 20 credits and is assessed by a pharmacology and numeracy class test and PAD. Students will connect the underpinning theory to practice through the use of lectures, workshops, peer learning and discussion. Evidence of achieving the RPS competencies will be captured through the use of a PAD. The learning outcomes have been reviewed to reflect contemporary practice, but the content remains consistent to meet the RPS competencies.
12. In considering Standard 2.5, the visitor reviewed the revalidation documentation and module descriptors which highlight that there is a suitable blend of theory and practice using a range of learning and teaching strategies such as hybrid learning, including traditional face-to-face instruction with online learning experiences.

¹ The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)

Students are required to complete 90 hours' practice learning within the V300 programme as presented in a table within the revalidation document. All the practice hours are illustrated within the practice learning for the independent non-medical prescribing module.

13. The V150 module has learning in practice of 75 hours integrated throughout this module. The PAD is formatively assessed to ensure it is of a sufficient standard to support the achievement of the identified competencies. The first attempt of summative assessment will occur when the student undertakes 70 practice learning hours. If successful, the student can use the remaining five hours to consolidate learning. However, if they are unsuccessful there is a second and final opportunity for the student to undertake the summative assessment on completion of all 75 hours.
14. In considering Standard 2.6, the visitor considers that technology and simulation is used effectively and proportionately across the V300 programme and V150 module as identified in the revalidation document. A range of strategies are used to enable students to foster a more flexible and personalised learning environment. They can engage with course materials online, access resources at their own pace, and participate in virtual discussions and activities. Students can engage in simulation during workshops, supporting development of enquiry-based skills and decision-making. Students access materials through a virtual learning environment. Skills sessions will use simulation and role-play allowing the student to practise case-based scenarios in a safe environment prior to conducting these in a real-life clinical setting.
15. Digital and simulation champions have been appointed within the school to ensure the maximum benefit of these innovations to students. The Student Success Centre provides support to students in applying digital skills within their programme to enhance their learning experience as identified in the revalidation document.
16. Based on the evidence submitted, the visitor considers that Ulster has in place the appropriate arrangements to enable the NMC Standards 2.1 to 2.6 Curriculum to be met.

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.2	Ensure that practice learning complies with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.3	Ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

17. Arrangements for practice learning for programmes have not changed as a result of the modification and therefore this standard was not considered.

Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.3	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.5	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. 4.5.1 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.6	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.8	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies. This includes all students: 4.9.1 successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80%), and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

18. The visitor considered a range of evidence in relation to the supervision and assessment including the revalidation document and V300 and V150 PAD, as well as the practice learning handbook.
19. Standards 4.1 to 4.5 and 4.7 are not within scope for this proposed modification.
20. In considering Standard 4.6, the visitor reviewed the documentary evidence noting that students are supported in practice through the allocation of an academic assessor who is a registered healthcare professional with suitable equivalent qualifications which are evidenced in CVs within the revalidation documentation. Academic assessors confirm student achievement of competencies and programme outcomes in the academic environment in the student's respective PAD for both the V150 and V300.
21. In considering Standard 4.8, the visitor noted that within the V300 students undertake 90 hours of practice learning. Students complete their first opportunity of summative assessment at 80 hours when achievement of competencies is assessed; if the student is successful, they can use the remaining time to consolidate their learning in practice. If the student is unsuccessful, they have a second opportunity to undertake the summative assessment at 90 hours. A declaration of competency is completed and signed off by the practice assessor and academic assessor confirming the student has achieved the required level of competency as set out by the RPS competencies within the V300 PAD.
22. Students completing the V150 module have their first opportunity of summative assessment at 70 hours. If the student is successful, they can use the remaining time to consolidate their learning in practice. If the student is unsuccessful, they have a second opportunity to undertake the summative assessment at 75 hours. A declaration of competency is completed and signed off by the practice assessor and academic assessor confirming the student has achieved the required level of competency as set out by the RPS competencies within the V150 PAD.
23. In considering Standard 4.9, the visitor noted that this modification proposal includes the removal of the previous Health Assessment module and inclusion of the practice module within the V300 programme. Academic credit has resulted in a review of the assessment strategy theoretically and in practice. In the V300 programme the RPS competencies are assessed theoretically through in-person centred approaches to prescribing at Level 6 or 7 as detailed in the respective module descriptors within the revalidation document. The RPS competencies are assessed in practice within the Level 6 Practice learning for independent non-medical prescribing using the PAD.
24. In the V300 programme students are required to successfully pass the pharmacology exam with a minimum score of 80%, which is part of the assessment for the prescribing module across the lifespan at Level 6 or 7 as detailed in the respective module descriptors within the revalidation document. Students complete a numeracy class test related to prescribing and calculation of medicines at Level 6 or 7 as detailed in the respective module descriptors within the revalidation document which requires 100% to pass.

25. In the V150 module students are required to complete a class test with two parts: one part on pharmacology and one part on numeracy. They are required to successfully pass the pharmacology section with a minimum score of 80% and numeracy section with a minimum score of 100%. This is evidenced in the V150 module descriptor and V150 module handbook. The RPS competencies are assessed within the PAD.
26. A systematic and detailed examination in practice remain as an assessment tool within both the V150 and V300 PAD.
27. Based on the evidence submitted, the visitor considers that Ulster has in place the appropriate arrangements to enable the NMC Standards 4.6, 4.8 and 4.9 Supervision and assessment to be met.

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
5.1	<p>Following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:</p> <p>5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or</p> <p>5.1.2 a nurse or midwife independent/supplementary prescriber (V300)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.2	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

28. Arrangements for the award of qualifications for programmes have not changed as a result of the modification and therefore this standard was not considered.

QAA2885 – R14833 – March 25

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