



Nursing and Midwifery Council Quality Assurance Review

**Major Modification Report for:
Prescribing qualifications leading to:
Independent and Supplementary Nurse Prescribing
University of Nottingham**

October 2024

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	University of Nottingham Faculty of Medicine and Health Science Queen's Medical Centre University Hospital Nottingham NG7 2UH
AEI/EI Institution Identifier [UKPRN]	10007154
Name and location of academic delivery partner(s) if not the AEI/EI noted above	Not applicable
Name of employer partners for apprenticeships	Not applicable
Approval type	Major modification

Name of programme					
NMC Programme Title	AEI Module Title, AEI reference number and number of credits	Academic level	AEI Programme Title (in full)	Full-time	Part-time
Independent and Supplementary Nurse Prescribing	Independent and Supplementary Prescribing for Nurses and Midwives (V300) 40 Credits	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	N/A	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Proposed programme start date	22 January 2025				
Standard(s) under assessment	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for prescribing programmes				
Date of visit	Desk-based review – October 2024				
Visitor team	Registrant Visitors: Mr Kevin Beharry Paray Dr Joanne Sharpe				

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 and a conjoint visit with the Approved Education Institution (AEI) programme approval panel. All evidence submitted by the AEI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and their carers, employers, practice learning partners, the programme team and senior managers.

Following a review, 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 during October 2024.

Context for the review

This review considered the major modification request made by the University of Nottingham (UoN) for approval to change the method of teaching delivery in the Independent and Supplementary Prescribing for Nurses.

This programme modification requests changing from eight in-person days of teaching from the original programme that was validated in the 2019-20 academic year to an online delivery model. The rationale for this was to adopt an online delivery model that was used during the Covid-19 pandemic.

Evidence was submitted against Part 3: Standards for prescribing programmes.

This review involved a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification. The visitor team reviewed all evidence submitted. 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 team to the NMC is 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.

The detailed findings of the NMC visitor team's review are explained in more detail in the following sections.

Conditions and recommendations

Conditions

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

Recommendations for enhancement

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

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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. The visitor team considered a range of evidence including admissions forms, handbooks and application process documents.
2. In considering Standard 1.3, the visitor team reviewed the admissions process as set out in the document titled Non-Medical Prescribing Applicant Journey April 2024 which applies to all applicants. This demonstrates that all students complete a standard application form, and this requires employers and practice learning partners

to sign to confirm the provision of protected learning time and employer support, ensuring there is transparency and documented consensus on the arrangements for each student.

3. The admissions forms confirm that information collected from each applicant is appropriate in that it encompasses academic and professional experience, qualifications and registration details, and Disclosure and Barring Service (DBS) status. Academic teams perform checks of the completeness of the admissions forms. Induction training and written guidance provided by UoN for employers and placement providers is appropriate as it clearly includes roles and responsibilities, competence statements and the use of learning logs.
4. Placement provision agreements provide for clear governance structures relating to roles and responsibilities throughout the student journey, and outline a clear dispute resolution protocol, including provision for mediation. Collectively the visitor team was assured that the necessary governance structures are in place to enable students to undertake, and be adequately supported throughout, the programme.
5. Based on the information made available, the visitor team considers that UoN has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

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 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 that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language.	<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 team considered a range of evidence including the UoN's mapping against NMC standards, and policies for e-learning.
- In considering Standard 2.1, compliance with the NMC standards framework was provided and accepted under Gateway 1, and this is reflected in the 2019 student information documents. UoN has also engaged in revised and updated mapping to reflect new processes or requirements which have been put in place due to the 2023 updated NMC Education and Training Standards, and these clearly highlight continuing compliance with the full range of NMC standards. In relation to the change under review, the UoN is seeking approval to continue the delivery model adopted during the Covid-19 pandemic.

8. In considering Standard 2.6, the visitor team noted that the approach to online delivery, which is the basis for this modification, uses an established e-platform to facilitate delivery. UoN's policy on e-learning provides for the implementation of specific safeguards and control measures surrounding testing of the delivery system and implementation of a bespoke contingency plan to be used in cases of technical failure; assurance that the delivery system is fit for purpose and has appropriate availability and life expectancy; and confirmation that the delivery platform is secure and reliable. UoN has in place appropriate technical support for the programme provided by the Information Technology section of the central Library and Learning Support service.
9. The visitor team noted the use of the technology to support learning and teaching, including e-learning case studies co-produced with people who use services and carers (PSCs). The visitor team confirms that UoN demonstrates full alignment with the requirement to ensure that technology within the curriculum is used effectively and proportionately.
10. Based on the information made available, the visitor team considers that UoN has in place the appropriate arrangements for Standard 2: Curriculum and specifically technology-based curriculum delivery to enable the NMC standards 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice learning requirements

The Module Handbook outlines the module requirements set by UoN. This involves 400 hours of study, broken down into 30 hours of lead lectures; 10 hours of group work; 140 hours of tutor-directed distance learning; and 220 hours of independent learning.

The Handbook for Practice Assessors, Practice Educators, Practice Supervisors and Students outlines the requirements that each student must complete 12 days (defined as 78 hours) of practice under the supervision and assessment of the practice assessor and supervisor.

Findings

11. The visitor team considered a range of evidence including policies and procedures governing partnership working, and formal partnership agreements.
12. In considering Standard 3.1, the visitor team noted that UoN sets out the expectations and requirements for partnership working in its Handbook for Practice Assessors, Practice Educators, Practice Supervisors and Students, supplemented by its Placement Provision Agreement 2023-2024. The handbook provides details of each role in the partnership, summarised in a flowchart of responsibilities which sets out the duties and expectations of practice assessors, practice educators and practice supervisors. Students complete a half-way report which serves as a progress check on the placement support provided. This also encompasses students engaged in self-employed practice situations. UoN's academic assessor checks each of these reports and provides feedback and interventional support if hours recorded are insufficient.
13. The Narrative Report document which students complete at the half-way point (weeks 10-13) serves as a progress check on the placement support provided allowing for monitoring and for potential issues to be identified. This is also required for students engaged in self-employed practice situations to ensure inclusivity.
14. The agreements provide for a formal signed and dated agreement between UoN and each practice learning environment, and specify the roles and responsibilities of each, including legal and regulatory requirements, and processes to escalate

concerns. The visitor team considers that, collectively, these provide for suitable and effective partnership governance arrangements, because they clearly set out the roles and responsibilities of all participants in practice learning and arrangements for liaison, together with contingency measures in case of failure to agree. Specific student feedback on placements is collected and analysed, giving their view of the efficacy of placement opportunities, and the narrative evidence further explains the provision of a self-audit completed by students engaged in self-employed practice situations. The audit system that is in place is used to determine the appropriateness of the environment for continued student practice learning.

15. Based on the information made available, the visitor team considers that UoN has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

16. The visitor team considered a range of evidence including handbooks and agreements, Service Users Working Group summary, School RAG ratings of clinical environments, templates for audits and staff CVs.
17. In considering Standard 4.1, the visitor team noted that UoN has undertaken detailed mapping against this standard, previously submitted at Gateway 1. The mapping was amended only for the 2023 updated NMC Standards for Education and Training, and the visitor team confirms that it remains applicable. The original proposal was produced with public and stakeholder engagement, and the visitor team confirmed that EPPIC (Experienced Patient and Public Involvement Community) remains actively engaged in the development of the programme, including actively contributing to practice-based assessment exercises. The placement provision agreement details arrangements for supervision, support and assessment of practice learning for students, and practice learning partners sign up to this. These requirements are reiterated in the briefing session for placement providers at the beginning of each cohort. Arrangements are in place to audit all placement learning environments based on standard documentation and processes, and a procedure exists to remove students from learning environments where a cause for concern becomes evident based on a formal RAG rating. Evidence of co-production and engagement has been demonstrated through the EPPIC initiative. In these ways, the visitor team concludes that the requirements of this standard are demonstrably applied in practice.
18. In considering Standard 4.2, the visitor team noted that UoN has provided a narrative account of the institutional approach to the Standards for Student Supervision and Assessment (SSSA) which are impacted by the modification and confirm continued compliance. This indicates that 15 separate SSSA standards are impacted and addressed. For example, and in relation to requirement 10.1 for staff to be working towards relevant qualifications, UoN affirms that three members of the team have such registration and qualification, and the visitor team verified this by reference to CVs. The Handbook for Practice Assessors, Practice Educators, Practice Supervisors and Students and placement provision agreements demonstrate that detailed written guidance is provided to practice assessors and practice supervisors, and this is communicated to all relevant individuals by means of a briefing session. The visitor team confirmed that staff CVs identify the skills and experience of the team concerned, and the Strategic Delivery Plan confirms that sessions are pre-recorded and made available to students up to two weeks in advance, remaining available to review and revisit after the delivery date, demonstrating flexibility of access within a structured approach to learning and teaching delivery.
19. In the context of online delivery, the evidence confirms that e-learning resources have recently been reviewed and revised in conjunction with the PSCs for future delivery, including the introduction of two new learning resources, evidencing continued engagement with PSCs, and ensuring the curriculum remains relevant. Student feedback is sought by UoN through the module evaluation process which informs the annual report, and because most respondents supported the continuation of this approach, the visitor team concluded that the delivery model has student support. The visitor team is assured from the evidence provided that all standards

have been met, and that appropriate plans are in place for effective practice learning, supervision of students, and assessment of students to confirm proficiency.

20. In considering Standard 4.5, the visitor team noted that the handbook provides detailed information about the role and responsibilities of both practice supervisors and practice assessors and stipulates that practice assessors and practice educators must not be the same person. A spreadsheet of applications demonstrates that the UoN explicitly undertakes pre-appointment checks on all prospective placement supervisors and placement assessors to provide assurance that they meet the specified eligibility criteria. The visitor team noted that UoN demonstrably provides guidance to students and their prospective practice supervisors and practice assessors as to the eligibility criteria for undertaking either of these roles. Monitoring of their operation of the roles in practice is explicitly covered in quality assurance processes and joint working through specific committees in the signed placement agreements.
21. Based on the information made available, the visitor team considers that UoN has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards 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	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: 5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or 5.1.2 a nurse or midwife independent/supplementary prescriber (V300)	<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

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

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