



Nursing and Midwifery Council

Major Modification Report for prescribing qualifications:

Independent and Supplementary Nurse Prescribing

University of Suffolk

April 2026

QA Link reference number: 200825141059-M

Contents

Key institutional and programme details	1
Introduction	3
Explanation of findings for Part 3	5
1: Selection, admission and progression	6
2: Curriculum.....	8
3: Practice learning.....	11
4: Supervision and assessment.....	13
5: Qualification to be awarded	16
Conditions and recommendations	17
Conditions	17
Recommendations for enhancement	17
No recommendations for enhancement have been identified.....	17
Areas for future monitoring	17
No areas for future monitoring have been identified.....	17
Evidence list	18

Key institutional and programme details

AEI Institution Identifier [UKPRN]	10014001				
Address of main programme delivery	School of Nursing, Midwifery and Public Health Waterfront Building Neptune Quay Ipswich IP4 1QJ England				
Satellite site details	Existing satellite sites: N/A New satellite sites: N/A				
Partnership site details	N/A				
Endorsement details	N/A				
Name of new employer partners for apprenticeships	N/A, this is not an apprenticeship route				
Event type	Desk-based review				
Proposed programme start date	1 January 2027				
Date of activity	20 April 2026				
Visitor team	Registrant Visitor: Dr Alison Wood				
Name of current programme/s under scrutiny					
NMC Programme Title	AEI Module Title and number of credits	Academic level	AEI Programme Title	Full-time	Part-time
Independent and Supplementary Nurse Prescribing	Non-Medical Prescribing V300 30 credits	England ☒ Level 7	Non-Medical Independent and Supplementary Prescribing (V300)	☐	☒

Exit awards that lead to NMC registration
There are no exit awards for this qualification that lead to NMC registration.

Titles of amended and/or additional programme(s) following modification
There have been no amendments or additions to programme or module titles.

Introduction

Quality assurance (QA) activity is undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval or modification of the above-named programme(s). QA activity follows processes outlined in the relevant handbooks. These handbooks provide guidance for Approved Education Institutions (AEIs) on quality assurance activities that the QAA (Quality Assurance Agency) performs as the quality assurance service provider (QASP) for the NMC. These can be found [here](#).

QA activity involves desk-based analysis of the AEI's self-evaluation narrative and documentary evidence which will inform the decision of the visitor/s on whether each of the NMC programme standards in Part 3 have been met. To facilitate decision making, NMC visitors are able to request further information, evidence or clarification. All narrative and evidence submitted by the AEI is reviewed by the visitor/s, with the event then providing the opportunity for triangulation of evidence. A list of all evidence reviewed which has supported decision making is provided within this report.

QA activity will take into consideration the input of a range of stakeholders such as students, people who use services and carers (PSCs), employer partners (EPs), practice learning partners (PLPs), the programme team and senior managers.

The AEI has already been through quality assurance gateway processes that have provided assurance that all Part 1: Standards framework for nursing and midwifery education (SFNME) (NMC 2018, updated 2023) and Part 2: Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) have been met.

Part 3 is contextualised for the programme under scrutiny and provides the AEI with an opportunity to provide evidence of how Part 1 and Part 2 continue to be met. Part 1 and Part 2 will therefore be referred to as appropriate.

For programme approvals, all standards within Part 3: Standards for prescribing programmes (NMC 2018, updated 2024) are reported upon. For major modifications, only those Part 3 standards impacted by the modification are reported upon.

A draft report is shared with the AEI for the purposes of confirming factual accuracy before the report is finalised. All decisions at the event are provisional until ratified by the NMC. No students or apprentices should be enrolled onto any of the programmes under consideration until the AEI receives written confirmation of approval from the NMC.

This desk-based review took place in April 2026.

Context

This modification review is undertaken to consider proposed changes to the Independent and Supplementary Nurse Prescribing (V300) programme at the University of Suffolk (UoS). UoS presents the currently approved V300 module for review due to changes in university-wide academic framework. The currently approved 40-credit programme will transition to a 30-credit programme in line with the new structure of programmes. There is an overall reduction in the total module hours from 400 to 300 notional hours allocated for independent learning over the programme. The face-to-face contact hours for theory learning and the practice learning hours remain unchanged. The independent self-directed study hours have reduced from 179 to 79 hours in the revised programme structure.

The programme learning outcomes have been updated and continue to meet all relevant professional, regulatory and prescribing requirements in full and are also mapped to the

Royal Pharmaceutical Society (RPS) competency framework for prescribers (2021). The new programme structure impacts new students to the programme from January 2027. Therefore, current students will not be impacted by this modification.

The existing programme met the NMC requirements of co-production. The change of credits has not altered the existing co-production of the already approved programme.

This was a desk-based review, and therefore no stakeholders were met during the QA activity.

The **final recommendation** made by the visitor to the NMC, following consideration of UoS's response to any conditions required by the approval panel, is as follows:

The modified programme is recommended 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.

Explanation of findings for Part 3

This report addresses only those standards identified as within scope.

The visitor reviewed a comprehensive range of evidence to inform this report, including university policies, programme specifications, module records, programme handbooks, mapping documents, and practice assessment documents. A full list of the evidence considered is provided on page 11 of this report.

The accompanying table sets out a concise summary of the curriculum and practice learning requirements for the programme under scrutiny.

Overview of course structure and curriculum	The V300 programme is a stand-alone module delivered at academic Level 7 and runs over 26 weeks. The course provides 26 x 5.5 hour days of tutor-structured learning, amounting to 143 hours. Students also partake in 78 hours of work-based learning and 79 hours of independent study. There is one study day per week of the programme, 20 of which are scheduled contact days which combine on-campus teaching and live online sessions. The remaining six structured days consist of directed online and self-directed learning activities that do not require students to come onto campus. Practice hours are achieved alongside the theory days within the student's workplace. Nurses and midwives are taught alongside pharmacists in the face-to-face study days. There are five elements to the assessment of this programme. This consists of a Practice Assessment Document (PAD) and a calculations exam, both with a pass/fail outcome. A poster and presentation element has been added with a weighting of 40%, and a 1,500-word case history assessment, with a weighting of 40%, replaces the previous 50% weighting case study and critical incident essays. This is balanced by a 2-hour pharmacology exam with 20% weighting, which has remained the same. All assessment components must be completed and passed to complete the programme. Three components are graded and combined to make the programme mark.
Overview of practice learning requirements	There remains a practice learning requirement of 78 hours for the programme. Students are required to complete a PAD which includes reflection logs, the RPS competencies and clinical management. There is also a requirement to complete primary care prescriptions (FP10) and/or hospital prescriptions. Applicants are supported in practice by the designated prescribing practitioner (DPP) who performs the role of the practice assessor (PA) and performs an initial, mid and final interview to oversee their progress in meeting the learning outcomes.

1: Selection, admission and progression

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

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.	Met
---	-----

Not in scope for this major modification.

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.	Met
---	-----

Not in scope for this major modification.

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.	Met
--	-----

The visitor reviewed the DPP/PA handbook and the definitive course record which confirmed that the governance structures had been updated to reflect how students are supported throughout the programme. All applicants must self-nominate their own practice learning experience, with a practice assessor (PA) and practice supervisor (PS) providing evidence through the admission form of employer support prior to acceptance onto the programme. Self-employed and non-NHS applicants must have their workplaces audited by the programme lead, who is responsible for ensuring students receive the required level of support. The audit is conducted via an online meeting platform for non-NHS applicants. The definitive course record outlines the requirements for entry to the programme. As part of the admission requirements, applicants must provide written confirmation from their employer or line manager confirming support for the applicant including the provision of the required protected learning time. For self-employed applicants, information on existing clinical governance is required within the application form alongside a professional reference from an experienced clinician to corroborate the existing governance in place.

1.4 consider recognition of prior learning that is capable of being mapped to the RPS Competency Framework for all Prescribers.	Met
---	-----

Not in scope for this major modification.

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.	Met
--	-----

Not in scope for this major modification.

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.	Met
---	-----

Not in scope for this major modification.

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.	Met
---	-----

Not in scope for this major modification.

The visitor concludes that the AEI has met Standard 1: Selection, admission and progression.
--

2: Curriculum

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

2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	Met
---	-----

Not in scope for this major modification.

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.	Met
--	-----

The visitor reviewed a range of documentation including a curriculum overview of all scheduled study day teaching opportunities mapped to the prescribing programme learning outcomes, the module specification and the PAD. The visitor confirmed that programme learning outcomes have been updated to greater reflect the RPS competencies, evidenced in the learning outcomes mapping document, and ensure graduates not only become competent prescribers, but also competent practitioners. The updated programme learning outcomes also demonstrate a greater impact for NMP capacity, which aims to improve new care models and transform care, as well as supporting the NHS Long Term Workforce Plan. The PAD requires all students to demonstrate the achievement of the RPS competencies in practice confirmed by the PA in their practice area.

2.3 state the learning and teaching strategies that will be used to support achievement of those competencies.	Met
--	-----

The programme documents confirm the learning and teaching strategies adopt a blended approach with in-person contact days and online material. Tutor-structured activities will consist of traditional lectures and peer-led sessions, whereby a particular set of structured questions and/or activities will be assigned for students to work through with their peers. Online tutor-led content will consist of a variety of online materials to introduce and explain key concepts. These will be both synchronous and asynchronous, meaning activities can be completed in the student's own time. Seminars also take place, which involve working through discussion questions and workshops or activity-based learning, where tutors have designed a particular activity to support the hands-on application of learning. There are also case study-based activities which involve problem-based learning sessions and independent self-directed study.

The visitor reviewed the module specification which confirmed that there are 26 study days, 20 of these being in-person study days, held once a week on campus. Students must spend 78 hours in clinical practice, with 32 hours being supervised by their DPP to ensure that their DPP can provide a final sign-off to a statement declaring the student demonstrated the right knowledge and skills to be annotated on the register. The overview of the curriculum document illustrates how the content delivered maps to the prescribing programme learning outcomes and all programme outcomes are covered across the study days.

The first phase of the programme focuses on establishing the foundational competencies required by NMC and The Health and Care Professions Council (HCPC), including professional accountability, legal and ethical frameworks, consultation and clinical reasoning, evidence-based prescribing decisions, prescribing governance, and core pharmacological principles. The latter phase supports the application of prescribing competencies across commonly encountered clinical contexts, including cardiovascular

care, mental health, pain management, reproductive health, and prescribing for special populations such as children and older adults, ensuring graduates are prepared for safe prescribing across diverse settings. Learning and teaching strategies are designed to meet the required competencies and are student-centred, which include practice-integrated education, virtual lectures, enquiry-based learning, group discussion, experiential learning, and case-based approaches. The achievement of prescribing competence is assessed through both academic and practice-based components, with successful completion of supervised practice and demonstration of competence being fundamental to eligibility for this recordable qualification.

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.	Met
--	-----

Delivered at Level 7, the course embeds research-informed learning throughout, requiring students to critically appraise and apply evidence to prescribing decisions. Learners are supported to evaluate the evidence base underpinning treatment options, national guidance and local formularies, and to apply this analysis to real-world prescribing scenarios within their own clinical context. The visitor confirmed through the student course handbook that the programme focuses on applying core prescribing principles to the four fields of nursing practice (adult, mental health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing practice. Programme outcomes are competence-based, confirming the programme outcomes provide students with the opportunity to become reflective practitioners, capable of adapting prescribing practice in response to emerging evidence and evolving service needs.

The Non-Medical Prescribing programme is designed around three core, inter-related themes: pharmacology; legal and ethical principles of prescribing; and medicines optimisation and governance. These themes reflect the key elements of safe, effective and person-centred prescribing practice, including clinical decision-making, accountability, risk management and optimisation of medicines use. Together, they provide a coherent framework that supports learners in developing the knowledge, skills and professional behaviours required to prescribe confidently within their defined scope of practice.

The visitor confirmed that the evidence provided assurance that the taught content meets the programme outcomes. The PAD document covers the RPS competencies in practice and confirms the programme outcomes align to the RPS competencies. Practice learning hours are recorded in the PAD and are confirmed by the PA at the final assessment of practice. Evidence of achievement of the RPS competencies is confirmed and recorded by the PA and agreed in collaboration with the Academic Assessor (AA).

2.5 ensure that the curriculum provides a balance of theory and practice learning, using a range of learning and teaching strategies.	Met
---	-----

The definitive course record and module specification document provides the breakdown of 143 theory hours and 78 practice learning hours. There are 32 hours of practice learning that must be supervised by the student's DPP. There is a blended approach to the teaching

and learning methods in place, and students attend weekly study days for traditional lectures, seminars and workshops as well as online content and self-directed activities. This supports the 78 hours of practice-based learning within their workplace.

2.6 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	Met
---	-----

Technology is used in teaching and learning through the universities' virtual learning environment. Simulation is not used within practice learning hours, however, there are simulation opportunities within the study days at UoS to support preparation for the practice-based Objective Structured Clinical Examination (OSCE) assessment. This assessment is a component of the PAD and assessed by the PA.

2.7 ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language.	N/A
--	-----

This programme is not delivered in Wales and is therefore not applicable for this modification.

The visitor concludes that the AEI has met Standard 2: Curriculum.
--

3: Practice learning

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

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.	Met
---	-----

All applicants must meet the course entry requirements which specify that practice learning must take place within a suitable clinical environment that supports safe and effective prescribing and is subject to appropriate regulatory inspection. There remains in place a multi-professional practice learning environment audit document and process for this to be undertaken for applicants. The visitor reviewed the PAD and student course handbook, confirming suitable and effective arrangements and governance for practice learning remain in place for all applicants, including those who are non-NHS employed and self-employed.

Non-NHS employed and self-employed applicants have further safeguards in place. A professional reference is confirmed from the application form, and practice learning environments must demonstrate they meet the requirements of the educational audit process. This includes utilising the multiprofessional practice learning audit document during the application process and providing verification of professional indemnity, confirmation of clinical governance arrangements, identification of appropriate supervisory and escalation structures, and assurance that patient safety, record-keeping, and information governance systems are in place. The clinical governance in place is required for non-NHS and self-employed applicants within the application form and reviewed by the programme team at application stage.

3.2 ensure that practice learning complies with the NMC Standards for student supervision and assessment.	Met
--	-----

The programme has a clear tripartite model of practice learning involving the student, the DPP, who performs the role of PA, and the Personal Academic Coach (PAC), who performs the role of the AA. The visitor confirmed that DPPs and practice supervisors (PSs) who are new to the role, or who wish to refresh their knowledge, have a wide range of support available, which is evidenced in the DPP handbook. Support is reinforced through a pre-recorded information session which outlines the course requirements, expectations of the DPP role and assessment processes. The DPP, as the PA, is invited to attend an initial interview stage, if requested by the student, and a mandatory mid-point interview, where the PAC will provide feedback and complete the DPP development form. The PA holds a final interview and sign-off, which include confirmation of completed and signed practice hours and learning log, verification that all RPS prescribing competencies have been met and completion of the final fitness to practice and prescribing suitability documentation.

Prior to taking on the role of the PA, DPPs are expected to self-assess against the RPS Designated Prescribing Practitioner Competency Framework (2021), to ensure readiness for the role and to identify any development needs. The DPP and the PSs are expected to document any refresher or training support that is required in the DPP section of the student's application form. UoS provides development sessions, delivered via webinars throughout the academic year, and responsibility to ensure the correct application of SSSA is evidenced through explicit guidance within the PAD document and further assured through PAs and AAs being identified at application. The DPPs (the AA) and PSs are encouraged to reach out to the PAC (the AA) or Course Leader if advice or support is required. The visitor confirmed that there is explicit guidance within the PAD document regarding the programme team's role in the application of SSSA.

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.	Met
---	-----

The definitive course record states all applicants must have an identified PA in place at the point of application, with practice learning permission also gathered at this point. Once information is gathered at application, there is further engagement from the programme team and the PA to ensure they are active and experienced prescribers in the student's intended area of prescribing practice. The DPP handbook confirms that students are expected to take responsibility for identifying learning needs and arranging appropriate learning opportunities within practice, as well as actively engaging in supervised practice and maintaining accurate records in the PAD. The wider programme structure supports this through triangulation between students, PAs and AAs. The visitor therefore concluded that the PAD provided opportunities for the PA and PS to provide feedback for the student. The AA reviews the PAD, holding a midway interview and a final interview towards the end of the programme to support final assessment. The programme requires a minimum of 32 hours to be spent with the PA, which must be documented in the PAD.

The visitor concludes that the AEI has met Standard 3: Practice learning.

4: Supervision and assessment

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

4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	Met
--	-----

Programme documentation provided evidence of the process of educational audits of all practice learning areas, both NHS and non-NHS. On application to the programme, there must be a satisfactory audit of the practice learning environment. The DPP handbook confirms that the PS supports learning on the programme in partnership with the student, while the DPP, as the PA, supports student progression through direct observation supported by discussion, feedback, and reflection. The DPP as the PA is responsible for facilitating learning opportunities and liaising with the PAC regarding students requiring reasonable adjustments to support success in practice learning. Students on the course are encouraged to engage with a structured programme of tutorial support, which provides opportunities to discuss individual progress and to raise any concerns.

A tripartite meeting involving the student, DPP as the PA and AA is available at the initial interview stage if requested by the student, and is mandatory at the midpoint review, where the AA will provide the DPP feedback and complete the DPP development form. The PAD includes a final assessment and sign off, whereby the DPP reviews evidence from direction observation, student reflections and PS feedback to confirm student competence. DPPs may also request additional meetings with the AAs at any point during the programme if advice or support is required. The PAD document supports the partnership approach between PLPs and UoS to support the student in their practice learning, supervision and assessment.

4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	Met
---	-----

The visitor confirmed there is a clear tripartite model of practice learning evidenced throughout the DPP handbook. The DPP, as the PA, is responsible for managing students' progress within practice learning hours and the PAD. Students are allocated an AA on commencement of the programme from the UoS module team. The AA and PA review the PAD at the midway point and the end of the module as part of the final submission for the module. The DPP/PA holds overall responsibility for confirming the student's competence in practice. Ongoing engagement with the DPP as the PA, PS, and AA ensures that a student's development is appropriately supported and assessed throughout the programme. The PAD is reviewed at key stages by the AA to monitor progress and ensure appropriate continuation on the programme. At final submission, the AA confirms the practice assessment outcome recommended by the DPP as part of the quality assurance process. The PAD is one element of the assessment strategy and is a pass/fail component. Programme documentation and the PAD handbook provide evidence that the requirements of the programme team are suitably prepared for SSSA roles.

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.	Met
--	-----

The visitor reviewed the programme leader's CV and confirmed appropriate skills and

knowledge of prescribing are evidenced. The programme leader has changed since the previous approval.

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.	Met
---	-----

The visitor confirmed there is a Lead Midwife for Education (LME) appointed within the programme team to support midwives undertaking the prescribing programme, evidenced through their CV and programme documents, confirming they work in conjunction with the programme leader and the practice assessor to ensure adequate support for any midwives undertaking the programme. The LME has changed since the previous approval.

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	Met
---	-----

The visitor reviewed documentary evidence that assured there are processes in place to assign each student to a PA who is both a registered healthcare professional and experienced prescriber. Exceptional circumstances are captured in the application process. These are reviewed by the teaching team prior to entry who consider the individual circumstances and associated evidence to assess the exceptional circumstances

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	Met
--	-----

There are two prescribers within the current teaching team who both hold the Independent and Supplementary Nurse Prescribing qualification. The visitor was assured through the assessor handbook that AAs are required to hold a prescribing qualification recorded with the NMC.

4.7 provide constructive feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes	Met
---	-----

The visitor noted an appropriate level of feedback opportunities, through meetings with the DPP as the PA and the AA, evidenced in the PAD document. There are also opportunities for feedback during study days and activities scheduled within the documentary evidence and timetable.

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	Met
---	-----

Not in scope for this major modification.

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 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%).	Met
--	------------

All assessment components are required to be passed to complete the programme and remain unchanged since the previous modification. A final meeting requires students to undertake an assessment and confirm the achievement of the RPS competencies and PAD components, including an OSCE. A written reflection is required by the student as part of the summative OSCE, which the AA is required to sign off once the PAD is complete. A pharmacology exam remains included in the assessment strategy. This exam must be passed at 80% and is weighted at 20% of the programme mark. A numeracy assessment remains in the assessment strategy and is a pass/fail component which must be passed at 100%.

The visitor concludes that the AEI has met Standard 4: Supervision and assessment.

5: Qualification to be awarded

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

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)	Met
--	-----

Not in scope for this major modification.

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.	Met
--	-----

The definitive course record confirms that the revised programme leads to accreditation at Level 7.

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.	Met
---	-----

Not in scope for this major modification.

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.	Met
---	-----

Not in scope for this major modification.

The visitor concludes that the AEI has met Standard 5: Qualification to be awarded.

Conditions and recommendations

Conditions

No conditions have been set.

Recommendations for enhancement

No recommendations for enhancement have been identified.

Areas for future monitoring

No areas for future monitoring have been identified.

The **final recommendation** made by the visitor to the NMC, following consideration of the AEI's response to any conditions set, is therefore as follows:

The modified programme is recommended 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.

Evidence list

The following documentation or narrative was provided by the AEI as evidence for scrutiny by the visitor team:

Key Documentation/Narrative	Yes	No
Appropriate AEI policies, procedures and guidance (for example, EDI strategy; RPL policy/procedure; raising and escalating concerns processes; fitness to practise policy; whistleblowing etc)		☒
Programme proposal overview document, including rationale and co-production		☒
Curricula vitae (CVs) for relevant staff to confirm NMC registration where required and to demonstrate adequate resources for safe and effective programme delivery.	☒	
Agreements with PLPs and EPs that they will support the programme and support protected learning time for students in accordance with requirements of programme standards		☒
Evidence of PSC involvement in programme design, delivery and evaluation		☒
External examiner appointments and arrangements		☒
Programme specification(s)	☒	
Programme planner (indicating theory/practice structure and hours)	☒	
Programme handbook	☒	
Module descriptors	☒	
Mapping of programme learning outcomes against module learning outcomes	☒	
Mapping against Part 3: Standards for prescribing programmes	☒	
Mapping of programme outcomes against the Royal Pharmaceutical Society's (RPS) Competency Framework	☒	
Student-facing supporting documentation/VLE site		☒
Practice learning environment information for students	☒	
Practice assessment documentation (PAD)	☒	
Practice learning handbook/information for practice supervisors and assessors specific to the programme	☒	
Academic assessor focused information specific to the programme	☒	
If you stated No, above, please provide the reason and mitigation: This was a desk-based activity and therefore required analysis of narrative and documentation relating to some programme standards, with no requirement to review the additional areas of evidence.		

List additional evidence: DPP information form Multiprofessional practice learning environment audit - April 2024 Curriculum overview for 30-credit NMP module DPP handbook Student handbook NMP LO RPS Matrix
Additional comments: N/A

During the event, the visitor engaged with the following:

	Yes	No
Senior managers of the AEI with responsibility for resources for the programme		☒
Senior managers from associated PLPs and EPs with responsibility for resources for the practice learning experiences within the programme		☒
Programme delivery team		☒
Academic assessors		☒
Practice staff representatives (prescribing leads/practice leads/practice supervisors/ practice assessors)		☒
Representatives for PSCs		☒
Student representatives		☒
This was a desk-based activity, therefore required analysis of narrative and documentation only.		
Additional comments: N/A		

FINAL REPORT			
	Name	Position	Date
Author	Alison Wood	Registrant Visitor	27 April 2026
QAA Officer	Thomas Betts	QAA Officer	4 June 2026

QAA3098 – R15129 – June 26

© The Quality Assurance Agency for Higher Education 2026
Southgate House, Southgate Street, Gloucester GL1 1UB
Registered charity numbers 1062746 and SC037786

Tel: 01452 557050
Web: www.qaa.ac.uk/nmc