

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	University College London
<b>Programmes reviewed:</b>	Independent and supplementary nurse prescribing V300 <input checked="" type="checkbox"/>  Community practitioner nurse prescribing V150 <input type="checkbox"/>  Community practitioner nurse prescribing V100 <input type="checkbox"/>
<b>Title of programme(s):</b>	PGCert in Independent and Supplementary Non- Medical Prescribing with Enhanced Clinical Assessment
<b>Academic level:</b>	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11
Community practitioner nurse prescribing V100	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11

<b>Date of approval visit:</b>	26-27 March 2024
<b>Programme start date:</b>	
Independent and supplementary nurse prescribing V300	<input type="text" value="22 September 2025"/>
Community practitioner nurse prescribing V150	<input type="text"/>
Community practitioner nurse prescribing V100	<input type="text"/>
<b>QA visitor:</b>	Registrant Visitor: Bernadette Martin Lay Visitor: Doug Carr

**Section two**

<b>Summary of review and findings</b>
<p>University College London (UCL) is an established education institution seeking approval as a Nursing and Midwifery Council (NMC) approved education institution (AEI). The institute of ophthalmology (the institute) and the faculty of brain sciences (the faculty) deliver a prescribing programme to pharmacists and multi-professional advanced practice and clinical programmes. UCL present the independent and supplementary nurse prescribing (V300) for NMC approval.</p> <p>The proposed 30-credit V300 module is offered as part of a 60-credit academic level seven postgraduate certificate (PGCert) in independent and supplementary non-medical prescribing with enhanced clinical assessment programme. Students must successfully complete the PGCert award, including the 30-credit clinical assessment module, to be awarded the V300 qualification. The V300 award isn't delivered as a standalone programme. There's evidence of support for this approach from practice learning partners (PLPs) who confirm their commitment to support the proposed programme.</p> <p>The PGCert is delivered over two terms. The clinical assessment skills module is delivered in term one using a blended learning approach; students undertake face-to-face and online learning. On completion of this module, they'll undertake the V300 module in term two; the theoretical content is delivered online using UCL's virtual learning environment (VLE) Moodle platform. There are 30 hours of online theory learning, 30 hours of compulsory tutor-led learning sessions and there's a practice learning requirement of 90 hours. There's evidence of PLP support for protected learning time that's agreed at application. The inter-professional programme is undertaken by nurses who share learning with pharmacists and allied health professionals (AHPs). UCL are in the process of seeking approval</p>

from the Health and Care Professions Council to deliver the programme to AHPs. Midwives won't access the programme as workforce requirements are focused on current PLP requirements for V300 prescribers in ophthalmology, critical care and emergency care environments.

The programme is mapped against the Standards for prescribing programmes (SPP) (NMC 2018, updated 2023) and the Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2021) competency framework for all prescribers) (NMC, 2021).

The two-day approval visit provides assurance of effective resources to support the delivery of theory at UCL. Visits to practice learning environments confirm that PLPs can support effective practice learning opportunities for students to meet programme requirements.

There's some evidence of partnership working between UCL and PLPs at strategic and operational levels. Whilst there's clear commitment from all senior PLPs to support the programme, there's limited assurance that the development of practice partnership agreements with UCL meets the requirements of all PLPs.

Programme co-production includes PLPs, students, practice assessors, practice supervisors and people who services and carers (PUSCs) who confirm their involvement in the development and design of the programme. There's evidence of how these stakeholders have informed programme development, recruitment and selection processes, delivery, assessment and evaluation. The views of students undertaking the pharmacist prescribing programme and those undertaking advanced clinical practice focused programmes at UCL are incorporated into programme development.

There's evidence that the programme team are appropriately qualified to deliver the programme. They're experienced academics who are employed by UCL as honorary associate professors and honorary clinical teaching fellows, with extensive experience in the development and delivery of a range of advanced clinical practice, pharmacy prescribing and perioperative medicine programmes. They maintain clinical credibility working in practice in advanced clinical practice nursing, ophthalmic, pharmacist and medical roles. Registrations and annotated qualifications are recorded on associated professional registers. They have teaching and prescribing qualifications.

The programme is offered to non-NHS and self-employed applicants. There's limited evidence of how UCL and all PLPs support these applications. The partnership agreement between UCL and all PLPs doesn't demonstrate that there are agreed processes in place to provide the opportunities, arrangements and governance structures required to ensure that practice learning supports non-NHS and self-employed students.

UCL are committed to ensuring equality, diversity and inclusion (EDI) across all programmes. There's evidence of a UCL-wide EDI policy; all staff undertake EDI training. UCL programme data is continually reviewed and monitored including impacts on attainment gaps. There's assurance that the proposed programme is subject to these UCL review and monitoring processes. There's confirmation that PUSCs involved in the programme have access to UCL's EDI training. PLPs have organisational processes in place to ensure that the workforce reflect the diverse needs of the local population.

There's evidence of how governance processes ensure that UCL and PLPs work in partnership to review and monitor practice learning capacity and adherence to the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023). The regional pan-London processes are evidenced in programme documentation. The programme team and PLPs demonstrate a partnership commitment to ensure that protected practice learning is confirmed and monitored. The availability and preparation of practice assessors and practice supervisors is confirmed by PLPs. There's evidence of additional prescribing specific preparation that's delivered by the programme team. Practice assessors and practice supervisors who support students undertaking NMC approved programmes at local AEs demonstrate an understanding of the SSSA.

UCL and PLPs have existing processes in place and work collaboratively to address risks to the quality and safety of practice learning when identified through system regulator reporting including any adverse Care Quality Commission reports. There's evidence of agreed partnership processes to address and action plan practice learning concerns. The programme team are clear about the process of exceptional reporting to the NMC.

Written placement agreements between UCL and PLPs are in place; these require review to ensure that they fully met the needs of all PLPs.

Students' concerns and complaints processes are in place. Students know how to raise concerns at UCL. There's evidence in programme documentation that clearly details how students, practice assessors and practice supervisors can raise practice learning concerns. PLPs, practice assessors and practice supervisors are clear about the concerns processes to follow in practice. Communication processes to address and monitor any practice learning progression concerns are clearly detailed in the practice assessment prescribing e-portfolio. There's evidence of a collaborative approach to address any fitness to practise concerns.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as conditions apply. The SSSA is met.

The approval visit is undertaken face-to-face.

The programme is recommended for approval subject to two joint NMC and university conditions. Three joint NMC and university recommendations and two university recommendations are made.

Updated 28 May 2024:

UCL provide evidence to meet the two joint NMC and university conditions. UCL provide evidence to confirm the university has signed off the joint conditions.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>Condition one: Provide evidence that the practice partnership agreement with UCL meets the requirements and is developed in partnership with all named PLPs supporting the prescribing programme. (SFNME R2.1, R2.5) (NMC and university condition)</p> <p><b>Selection, admission and progression:</b></p> <p>Condition two: Demonstrate partnership working with PLPs, to provide an agreed process and related programme documentation that demonstrates the opportunities, arrangements and governance structure in place to support self-employed or non-NHS applicants. (SPP R1.3, R3.1) (NMC and university condition)</p> <p><b>Practice learning:</b></p> <p>None identified.</p> <p><b>Assessment, fitness for practice and award:</b></p>

	<p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified.</p>
<b>Date condition(s) to be met:</b>	24 May 2024
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: Consider enhancing prescribing simulation opportunities across the programme. (SPP R2.6) (NMC and university recommendation)</p> <p>Recommendation two: Consider enhancing PUSC involvement in assessment and evaluation strategies within the prescribing programme. (SFNME R1.12, R5.14) (NMC and university recommendation)</p> <p>Recommendation three: Consider clarifying the recognition of prior learning (RPL) arrangements for the PGCert for all stakeholders. (SFNME R2.9; SPP R1.3, R1.4) (NMC and university recommendation)</p> <p>Recommendation four: Consider harmonising the assessment pattern for nursing and AHPs. (University recommendation)</p> <p>Recommendation five: Consider consulting the office of UCL's Pro-Provost (health) of the programme, in order for them to be appraised of the arrangements in place to facilitate the programme between UCL, University College London Hospitals (UCLH) and Moorfields Eye Hospital (MEH) and any outstanding issues. (University recommendation)</p>
<b>Focused areas for future monitoring:</b>	<p>Partnership working with PLPs.</p> <p>The involvement and contribution of all stakeholders to the programme.</p> <p>Student, practice assessor, practice supervisor and academic assessor prescribing e-portfolio engagement.</p>

Programme is recommended for approval subject to specific conditions being met	
<b>Commentary post review of evidence against conditions:</b>	
<p>PLP partnership agreements confirm their commitment to support the programme. Documentary evidence of consultation demonstrates how UCL have worked in partnership with PLPs to ensure there's agreement that meets all programme and PLP requirements. Condition one is met.</p> <p>Revised programme documentation provides evidence that demonstrates that the opportunities, arrangements and governance structures are in place to support self-employed or non-NHS applicants. Condition two is met.</p>	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	<p>Clarity that UCL current deliver advanced practice education.</p> <p>Clarity that there are 30 hours of online theory learning and 30 hours of compulsory tutor-led learning sessions.</p>
<b>Final recommendation made to NMC:</b>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Date condition(s) met:</b>	28 May 2024

### Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><a href="#">Standards for prescribing programmes</a> (NMC 2018, updated 2023)</p> <p><a href="#">Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers)</a> (NMC, 2021)</p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023)</p> <p><a href="#">Standards for student supervision and assessment</a> (NMC 2018, updated 2023)</p> <p><a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)</p> <p><a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020)</p> <p><a href="#">QA Handbook</a> (NMC, 2022)</p>



### Partnerships

The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.

**Please refer to the following NMC standards reference points for this section:**

[\*Standards framework for nursing and midwifery education\*](#) (NMC 2018, updated 2023)

**Standard 1: The learning culture:**

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

**Standard 2: Educational governance and quality:**

S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders

R2.4 comply with NMC [\*Standards for student supervision and assessment\*](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

**Standard 3: Student empowerment:**

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

**Standard 4: Educators and assessors:**



- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
- R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
- R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

- R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
- R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
- R5.14 a range of people including people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

**Standard 1: Organisation of practice learning:**

- R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
- R1.7 students are empowered to be proactive and to take responsibility for their learning
- R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including users of service, registered and non-registered individuals, and other students as appropriate

**Standard 2: Expectations of practice supervisors:**

- R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

**Standard 3: Practice supervisors: role and responsibilities:**

- R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

**Standard 4: Practice supervisors: contribution to assessment and progression:**

- R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

**Standard 7: Practice assessors: responsibilities:**

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

**Standard 9: Academic assessors: responsibilities:**

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

**Findings against the standard and requirements**

**Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, people who use services, students and any other stakeholders.**

There's evidence of partnership engagement and co-production between UCL and key stakeholders. Documentary evidence, visits to practice learning environments at UCLH and MEH and the approval visit confirm that the development of the programme includes consultation with PLPs including practice assessors, practice supervisors, students, prescribing leads, practice educators and PUSCs.

Senior nursing representatives from one PLP organisation tell us that whilst they're committed to and support the programme, they haven't had the opportunity to agree with UCL that the programme fully meets the requirements of their nursing workforce. They tell us that they haven't been directly involved in agreeing the final detail of the practice learning agreement that's presented. They tell us that they know that senior and operational practice staff have informed the development of the programme consultation, however this hasn't been fully communicated and agreed at the senior nursing level required within the organisation. (Condition one)

Documentary evidence and the visit confirm that there are effective strategic and operational processes in place between PLPs and UCL. Senior PLPs including a chief nurse and director for AHPs, deputy chief nurses, assistant chief nurse for education and senior educational practice leads tell us that they support clinical staff to undertake UCL's current advanced practice programmes. They confirm confidence in and commend UCL's ability to develop practitioners who are effectively prepared to deliver advanced clinical practice. They tell us that there's an identified need to increase prescribers who can further support service requirements. They confirm that they're committed to the programme. PLPs including matrons, nurse, AHP and pharmacy clinical leads, advanced nurse practitioners and prescribing leads tell us that they've worked with the programme team to co-produce the programme.

Documentary evidence and the visit confirm that the programme team have engaged in a series of consultation events with PLPs, multi-professional practice assessors and practice supervisors, current UCL students and PUSCs. Minutes of

programme development meetings evidence how stakeholders have influenced the programme. Current and alumni pharmacist prescribing students and students undertaking advanced clinical practice programmes at UCL tell us that their feedback has informed the development of learning materials. Pharmacist prescribing students confirm that they support the decision to deliver the programme online. They tell us that this works well for them and provides the flexibility to manage their own learning. They confirm that there's support from the faculty learning and technology team that ensures that if they have any online access or Moodle issues these are quickly resolved. Students commend the support provided by the learning and technology team. All students confirm they're fully supported by programme teams who are accessible and who provide a positive learning experience.

Pharmacist prescribing students tell us that practice learning is protected; if there are issues, they're confident to report these to designated prescribing practitioners (DPPs) and the programme lead. They tell us that there's excellent support from the prescribing programme team. NMC registrant students who completed a V300 programme at other AEs tell us that they know who the nominated person in practice is and that they're available to support them if required. They tell us that they understand the requirements of the SSSA and have undertaken practice assessor and practice supervisor preparation in their employer organisations to prepare them to supervise and assess V300 and pre-registration nursing students.

Students tell us they're supported to provide feedback; they tell us that programme teams at UCL are responsive to feedback and act upon any issues or concerns they may have. Formal programme evaluations are undertaken; the outcome of any actions are reported through UCL's quality assurance processes. Students tell us they're aware of how to raise concerns. Student, practice assessor and practice supervisor facing programme documentation details the process for raising concerns in UCL and in practice learning environments. Documentary evidence and PLPs confirm that there are established processes in place to ensure the quality and safety of student learning and that these apply to the proposed UCL V300 programme. Practice learning environments are subject to the pan-London educational audit process. UCL, the programme team and PLPs demonstrate a commitment to work collaboratively to review, monitor and evaluate practice learning. There's assurance that the SSSA is applied to practice learning and is evidenced in programme documentation.

The multi-professional programme ensures that students can engage in inter-professional learning (IPL) opportunities. Online IPL discussion forums are facilitated by the programme team in the programme Moodle platform. Students are required in practice to undertake a reflective report about an IPL experience. The report must demonstrate an emphasis on understanding the implications of multi-professional working and must be discussed with practice assessors and recorded in the prescribing e-portfolio.

PUSCs demonstrate a commitment to ensure that, whilst students are experienced practitioners, they recognise the importance of a person voice in the prescribing process. There's documentary evidence and PUSCs tell us they attended a PUSC specific co-production workshop. PUSCs tell us about how they've influenced the development of the PUSC activities to inform the alignment appropriate communication with people across the programme. They describe examples of how they'll inform the recruitment and selection process through working with the programme team to ensure that applicant statements reflect a person-centred focus. PUSC real life prescribing and medication experiences inform case studies that'll contribute to the teaching and learning strategy. Students must present and record evidence of PUSC feedback in the prescribing e-portfolio; this informs practice assessment. The programme team tell us that PUSCs contribute to programme evaluation with representation on the programme management committee who meet in each term. PUSCs tell us that they feel that the programme team have listened to and valued their views. PUSCs tell us that they're committed to and welcome the opportunity to be more actively involved in all areas of the programme including assessment and evaluation processes. (Recommendation two)

The faculty and institute senior team tell us that they're committed to PUSC engagement and involvement in the programme and across the wider UCL. They describe how the principles evidenced in the UCL patient and public involvement and engagement (PPIE) strategy are key to ensuring that there's a focus on the development of collaborative models of PUSC engagement that involve diverse public groups who are often underrepresented. There's evidence of a commitment by UCL that PUSCs are supported and prepared for their role by the programme team and have access to UCL's EDI training programme. Assurance of engagement with training is reviewed and monitored as part of programme management committee meetings that include an ongoing review of the PPIE strategy. The programme team and PLPs demonstrate a sound understanding of the ongoing importance of ensuring that PUSCs are central to the programme.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

**MET**  **NOT MET**

Senior nursing representatives from one PLP organisation tell us that they haven't had the opportunity to agree with UCL that the programme fully meets the requirements of their nursing workforce. They haven't been involved in agreeing the final detail of the practice learning agreement that's presented.

Condition one: Provide evidence that the practice partnership agreement with UCL meets the requirements and is developed in partnership with all named PLPs

supporting the prescribing programme. (SFNME R2.1, R2.5) (NMC and university condition)

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

**MET**  **NOT MET**

**Post event review**

**Identify how the condition(s) is met**

Condition one: PLP partnership agreements confirm their commitment to support the programme. Email evidence of consultation demonstrates how UCL have worked in partnership with PLPs to ensure there's agreement that meets all programme and PLP requirements.

Condition one is met.

Evidence:

- Revised, UCLH signed partnership agreement, 20 May 2024
- Revised, MEH signed partnership agreement, 21 May 2024
- Email, practice agreement consultation with UCLH, 19 April 2024-1 May 2024
- Email, practice agreement consultation with UCLH, 8-14 May 2024
- Email, practice agreement consultation with UCLH, 10-14 May 2024
- Email, practice agreement consultation with UCLH, 15 May 2024
- Email, practice agreement consultation with UCLH, 16 May 2024
- Email, practice agreement consultation with UCLH, 16-20 May 2024
- Email, practice agreement consultation with MEH, 20-21 May 2024
- Email, confirmation of UCLH and MEH signatory names and titles, 28 May 2024

**Date condition(s) met:** 28 May 2024

**Revised outcome after condition(s) met** **MET**  **NOT MET**

**Student journey through the programme**

**Standard 1: Selection, admission and progression**

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

R1.1 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

- R1.2 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
- R1.3 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
- R1.4 consider recognition of prior learning that is capable of being mapped to the [RPS Competency Framework for all Prescribers](#)
- R1.5 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
- R1.6 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:
- R1.6.1 Clinical/health assessment
- R1.6.2 Diagnostics/care management
- R1.6.3 Planning and evaluation of care
- R1.7 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

[Standards framework for nursing and midwifery education](#), specifically R2.6, R2.7, R2.8, R2.9, R2.11

**Note:** Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the [Standards for prescribing programmes](#) and [Standards of proficiency for nurse and midwife prescriber \(adoption of the RPS Competency Framework for all Prescribers\)](#). If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

**Proposed transfer of current students to the programme under review**

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for prescribing programmes](#) (NMC 2018, updated 2023).

**Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).**

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

**Findings against the standard and requirements**

**Evidence provides assurance that the following QA approval criteria are met:**



- Evidence of processes to 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 (R1.1)

YES  NO

- Evidence of selection process that demonstrates 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. Evidence of this statement in documentation such as: programme specification; module descriptor, marketing material. Evidence of this statement on university web pages (R1.2)

YES  NO

**Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**

- Evidence 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 (R1.3)

MET  NOT MET

R1.3 is not met. Documentary evidence and the visit confirm that applications are scrutinised by PLPs and the programme team. Applicants are required to apply to the PGCert programme and evidence that they meet all programme requirements including NMC V300 entry requirements. There's evidence of the process for applicants to apply to RPL previous prescribing or clinical assessment skills learning at academic level seven. Applicants who have a community practitioner nurse prescriber (V100 or V150) NMC recorded qualification can apply to undertake mapping of previous learning against the RPS competencies. The programme team will determine if this supports RPL and is supported by external examiner review. The programme team should consider clarifying the RPL arrangements for the PGCert for stakeholders. (Recommendation three)

The application pack is a detailed document that requires applicants and employers to confirm and provide evidence that applicants meet NMC requirements for entry to the programme and that they have employer support. The pack clearly details the requirements for NMC registrants and the allocation to practice assessors and practice supervisors. Applicants must provide evidence of a satisfactory Disclosure and Barring Service check.



Prescribing leads and senior practice educators tell us that they're required to sign applications to confirm that applicants meet programmes requirements, and that there's an identified clinical need for prescribing within their role. Nominated practice assessors and practice supervisors must be identified at the point of application and provide evidence that they've undertaken preparation for the roles. They must provide documentary evidence that they meet the criteria to supervise and assess students. Practice assessors, practice supervisors and PLPs confirm that preparation and training is monitored as part of the pan-London approach. Practice educator teams maintain and monitor a practice assessor and practice supervisor database of preparation and training.

Confirmation of the support mechanisms, practice learning governance structures and protected learning time for students must be agreed at application. Employers must confirm that practice assessors and practice supervisors are allocated protected time to supervise and assess students.

Pharmacist prescribing students tell us that employers and DPPs support their application and that they must meet all entry requirements. They confirm that they're required to submit a reflective statement that demonstrates how prescribing will influence future practice. They tell us that the process is robust and that they complete this in partnership with their employers and DPPs.

Documentary evidence and the visit confirm that all practice learning environments are subject to the pan-London educational audit and assurance that the SSSA is applied to practice learning.

Applicants who are non-NHS employees or self-employed can apply to the programme. They must demonstrate that they meet all entry requirements and that the same application and support for practice learning processes are in place. One senior PLP representative confirms that there are existing processes in place in their organisation to support non-NHS and self-employed students on an honorary contract basis. They tell us that they have experience of supporting independent practitioners and that they'll continue to support all students accessing the programme. This approach isn't reflective of all PLPs. Two senior PLP representatives from one organisation supporting the programme tell us that, whilst they're committed to supporting the programme, there isn't an agreed process in place with UCL to provide the opportunities, arrangements and governance structures required to ensure practice learning supports non-NHS or self-employed students. They tell us that this isn't agreed at a senior nursing level. (Condition two)

**Evidence provides assurance that the following QA approval criteria are met:**

- Processes are in place to consider recognition of prior learning that is capable of being mapped to the RPS *Competency Framework for all Prescribers* (R1.4)

YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Processes are in place to 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 (R1.5)</li> </ul>
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Processes are in place to 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 (R1.6):           <ul style="list-style-type: none"> <li>- Clinical/health assessment</li> <li>- Diagnostics/care management</li> <li>- Planning and evaluation</li> </ul> </li> </ul>
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Processes are in place to 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 (R1.7)</li> </ul>
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>
<b>Proposed transfer of current students to the programme under review</b>
<p><b><i>From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the <u>Standards for prescribing programmes</u> and <u>Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency Framework for all Prescribers)</u> will be met through the transfer of existing students onto the proposed programme.</i></b></p> <p>There are no existing students for transfer to the proposed programme.</p>
<b>Proposed transfer of current students to the <u>Standards for student supervision and assessment (SSSA) (NMC, 2018)</u>.</b>
<p><b>From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.</b></p> <p>There are no existing students for transfer onto the SSSA. There's assurance that the SSSA is applied to the proposed programme.</p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to selection, admission and progression are met</p>
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>

<b>Outcome</b>		
<b>Is the standard met?</b>	<b>MET</b> <input type="checkbox"/>	<b>NOT MET</b> <input checked="" type="checkbox"/>
<p>Senior PLPs representatives from one organisation supporting the programme tell us that, whilst they're committed to supporting the programme, there isn't an agreed process in place with UCL to provide the opportunities, arrangements and governance structures required to ensure practice learning supports non-NHS or self-employed students. They tell us that this isn't agreed at a senior nursing level.</p> <p>Condition two: Demonstrate partnership working with PLPs, to provide an agreed process and related programme documentation that demonstrates the opportunities, arrangements and governance structure in place to support non-NHS or self-employed applicants. (SPP R1.3, R3.1) (NMC and university condition)</p> <p><b>Date:</b> 27 March 2024</p>		
<b>Post event review</b>		
<b>Identify how the condition(s) is met:</b>		
<p>Condition two: Revised programme documentation including the programme prospectus, programme specification and application pack demonstrate evidence of the processes that confirm that there are opportunities, arrangements and governance structure in place to support self-employed or non-NHS applicants. Email evidence of consultation with PLPs demonstrates that this is an agreed partnership working approach.</p> <p>Condition two is met.</p> <p>Evidence:  Revised, programme prospectus, undated  Revised, programme specification, undated  Revised, application pack, 2025-2026, undated  Email, non-NHS and self-employed consultation with UCLH, 19 April 2024-1 May 2024  Email, non-NHS and self-employed consultation with UCLH, 8-14 May 2024  Email, non-NHS and self-employed consultation with UCLH, 10-14 May 2024  Email, non-NHS and self-employed consultation with UCLH, 15 May 2024  Email, non-NHS and self-employed consultation with UCLH, 16 May 2024  Email, non-NHS and self-employed consultation with MEH, 29 April 2024–10 May 2024</p>		
<b>Date condition(s) met:</b> 28 May 2024		
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input checked="" type="checkbox"/>	<b>NOT MET</b> <input type="checkbox"/>

## Standard 2: Curriculum

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

- R2.1 ensure programmes comply with the NMC *Standards framework for nursing and midwifery education*
- R2.2 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
- R2.3 state the learning and teaching strategies that will be used to support achievement of those competencies
- R2.4 develop programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice:
  - R2.4.1 stating the general and professional content necessary to meet the programme outcomes
  - R2.4.2 stating the prescribing specific content necessary to meet the programme outcomes
  - R2.4.3 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
- R2.5 ensure that the curriculum provides a balance of theory and practice learning, using a range of learning and teaching strategies
- R2.6 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, and
- R2.7 ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language

*Standards framework for nursing and midwifery education*, specifically R1.9, R1.13; R2.2, R2.15, R2.17, R2.19, R2.20, R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; R5.1 - R5.16.

*Standards for student supervision and assessment*, specifically R1.2, R1.3, R1.7, R1.10, R1.11

## Findings against the standard and requirements

### Evidence provides assurance that the following QA approval criteria are met:

- There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1) YES  NO
- There is evidence that the programme is designed to fully deliver the competencies set out in the RPS *Competency Framework for all Prescribers*, as necessary for safe and effective prescribing practice (R2.2).

YES  NO

**Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**

- Evidence of the learning and teaching strategies that will be used to support achievement of those competencies (R2.3)

MET  NOT MET

R2.3 is met. Documentary evidence and the visit confirm that there's support for delivery of online theory learning. Pharmacist students tell us that this approach supports flexible learning, with opportunities to revisit learning materials when it's convenient for them.

Theory learning is delivered by the programme VLE learning Moodle platform. Learning is sequential with topics added on a weekly basis by the programme team; these are linked to the programme learning outcomes and align to the RPS competencies. Learning activities are designed to ensure a mix of learning by acquisition, inquiry, collaboration, discussion and practice. A synchronous and asynchronous teaching and learning strategy supports online learning. Students are required to undertake 30 hours of compulsory online learning; attendance is monitored by the programme team. Online teaching is supported by student discussion using online forums and the interactive collaboration tool Mentimeter to engage students in discussion. Microsoft Teams is used to support learning and access to the programme team. Each week learning resources and activities are provided to consolidate learning that support the application of theory to practice learning. Additional suggested reading is included in addition to guided reading materials. Students are signposted to where in the prescribing e-portfolio they must reflect on the application of theory learning to practice. The sequential learning and teaching approach enables students build on learning that increases in complexity using interactive activities, quizzes, reflective exercises and forum discussions mediated by the programme team.

Documentary evidence and the library services team at UCL and representatives from PLP library sites confirm that students have access to a number of library resources across UCL and PLP organisations. The head of library services at UCL confirms that the programme reading list and associated resources are available to students online on the UCL library website and on the programme Moodle platform. A review of the programme Moodle platform confirms that books, journals and associated prescribing resources are available online and are accessible using the programme Moodle platform.

UCL demonstrate a commitment to ensure students are supported to achieve. The student services and wellbeing team provide support for students who require additional learning support. Students can self-refer if they have any reasonable

adjustments that require support with access arrangements for learning and assessments. The team tell us that they support students with physical or mental health wellbeing issues, and that students can access 24-hour support online and face-to-face support at UCL. Academic members of staff can, with student consent, refer to the service. Students are encouraged to share any reasonable adjustments with practice learning environments; UCL confirm that they won't share any student information with PLPs without their consent.

UCL's academic communication centre supports students to develop academic literacy. The service is provided by academic members of staff who have expertise in assisting students from all backgrounds. The centre team describe examples of providing support to students who may not have studied recently and how they need support to refresh their academic skills. They provide one-to-one tailored tutorials and webinars that support students to develop appropriate academic language and structure writing and referencing skills. Students are guided to resources that further support their development. The service offers a number of courses including academic writing, grammar for academic writing and dissertation and research project writing. The centre work with academic staff to develop academic communication support for students. The centre is committed to ensuring accessibility for students and offer online and on campus support.

Practice learning is supported by practice assessors and practice supervisors who must evidence that they prescribe in and can contextualise learning to the same field of practice as students. Students are required to undertake 90 practice learning hours; a minimum of 30 hours must be spent with practice assessors. The development of progression towards achievement of the RPS competencies is recorded in the prescribing e-portfolio. There's evidence of how practice learning and assessments map to the RPS competencies. Students undertake a significant learning event assessment that requires them to complete two mini-clinical evaluation exercises, two case based discussions and one peer assessment survey; these are mapped to the RPS competencies and recorded in the prescribing e-portfolio. Progress towards achievement of the programme outcomes and the RPS competencies are reviewed by practice assessors on a weekly basis in consultation with students and practice supervisors. Tripartite meetings are undertaken on three occasions with students, practice assessors and academic assessors. A final tripartite meeting assesses achievement of the RPS competencies that are confirmed by practice assessors and agreed by academic assessors. All meetings are recorded and signed in the prescribing e-portfolio.

Pharmacist prescribing students tell us that, whilst the programme is challenging, they're well supported by the programme team, the wider student support services at UCL and by DPPs. They tell us that they're given clear objectives and supported by sound practice and academic advice. They confirm that the learning and teaching strategies prepare them for future prescribing practice.

**Evidence provides assurance that the following QA approval criteria are met:**



- Evidence of programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice (R2.4):
  - stating the general and professional content necessary to meet the programme outcomes
  - stating the prescribing specific content necessary to meet the programme outcomes
  - 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

YES  NO

- The programme structure demonstrates a balance of theory and practice learning. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptor with theory / practice balance detailed. There are appropriate module aims, descriptors and outcomes specified. (R2.5)

YES  NO

**Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**

- Evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment. (R2.6)

MET  NOT MET

R2.6 is met. Documentary evidence and the visit confirm that the programme uses a range of technology to support theory learning that's delivered online. Students tell us that the delivery of online learning is their preferred learning option. One student representative who's undertaking the UCL advanced clinical practice programme describes how they initially found online learning challenging, however the support provided by the learning and technology team was excellent. They were able to access the team face-to face and this enabled them to be more confident in using the programme Moodle platform. They tell us that due to the technology support systems UCL provide, online learning doesn't now challenge them. Documentary evidence confirms that online support is in place to support students on a 24-hour basis.

The process for monitoring online attendance and engagement is clearly recorded in student facing programme documentation. This clearly details for students what's expected of them and their responsibility to ensure they attend online



learning sessions. Non-attendance is reported to PLPs. The programme team demonstrate how the programme Moodle platform is used and the processes to monitor attendance and engagement.

The prescribing e-portfolio is accessed on the programme Moodle platform. Students can download the document or complete this online. Practice assessors and practice supervisors have access to Moodle with individual log-in details. There's evidence of a plan to prepare students, practice assessors and practice supervisors to use both the programme Moodle platform and the prescribing e-portfolio. There's assurance that the programme Moodle platform is robust and can effectively support online learning.

Students tell us that the support provided by the library services at UCL, in practice learning environment library sites and the learning and technology team at UCL are excellent.

There's evidence of simulated learning opportunities for students across the PGCert programme. The enhanced clinical assessment module delivers four simulated learning masterclasses and clinical skills workshops at the UCL clinical skills laboratories and hi-fidelity simulation suites. Students simulate case study assessment problem-based activities. The module assessment includes an objective structured clinical examination that requires students to simulate assessment and clinical examinations skills.

The programme team tell us about how they'll work with PUSCs to develop simulated prescribing case studies that'll be accessed on the programme Moodle platform. PUSCs confirm that there's a plan in place to develop case study scenarios.

Practice learning provides students with opportunities to simulate prescribing decision-making assessment skills. Practice assessors and practice supervisors support students to lead prescribing consultations that simulate the prescribing decision-making process. Students receive feedback on their performance; this informs progression and practice assessment. The programme team should consider how they can further enhance prescribing simulation opportunities across the programme. (Recommendation one)

**If relevant to the review**

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language. (R2.7)

YES

NO

N/A

The programme isn't delivered in Wales.

Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to curricula and assessment are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to curricula are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 27 March 2024			
<b>Post event review</b>			
Identify how the condition(s) is met:			
N/A			
Date condition(s) met:			
N/A			
Revised outcome after condition(s) met:		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A			

<b>Standard 3: Practice learning</b>
<p><b>Approved education institutions must:</b> R3.1 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</p> <p><b>Approved education institutions, together with practice learning partners, must:</b> R3.2 ensure that practice learning complies with the NMC <a href="#">Standards for student supervision and assessment</a> R3.3 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 <a href="#">Standards for student supervision and assessment</a></p> <p><i>Standards framework for nursing and midwifery education, specifically R1.1, R1.3, R1.5; R2.10, R2.15; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12</i></p> <p><i>Standards for student supervision and assessment, specifically R1.1 – R1.11</i></p>

**Findings against the standard and requirements**

**Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**

- Evidence to 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 (R3.1)

**MET**  **NOT MET**

R3.1 is not met. Documentary evidence and the visit confirm that suitable and effective arrangements and governance for practice learning are in place for NHS employed students and some non-NHS employed and self-employed students. This is assured through effective partnership working between the programme team and PLPs. Prescribing leads and senior practice educators are involved in the application process. They're required to sign to confirm governance structures are in place for practice learning support, supervision and assessment. The pan-London educational audits must be completed to ensure practice learning environments provide safe and effective practice learning opportunities.

Non-NHS employees and self-employed students who access the programme must be supported in practice learning environments that meet the requirements of the SSSA and the pan-London educational audit process. One PLP organisation confirms that they have existing processes that evidence suitable and effective arrangements and governance for practice learning in place to support non-NHS and self-employed students on an honorary contract basis. They tell us that they have experience of supporting independent practitioners and that they'll continue to support all students undertaking the programme. This approach isn't reflective of all PLPs. PLP representatives from one organisation supporting the programme tell us that, whilst they're committed to supporting the programme, there isn't an agreed process in place with UCL to provide the opportunities, arrangements and governance structures required to ensure practice learning supports non-NHS or self-employed students. They tell us that this isn't agreed at a senior nursing level. (Condition two)

**Evidence provides assurance that the following QA approval criteria are met:**

- There is evidence that the programme complies with the NMC standards for student supervision and assessment (R3.2)

**YES**  **NO**

**Evidence provides assurance that the following QA approval criteria are met:**

<ul style="list-style-type: none"> <li>Processes are in place to 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 <i>Standards for student supervision and assessment</i> (R3.3)</li> </ul>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to practice learning are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to practice learning are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>		
<b>Is the standard met?</b>	MET <input type="checkbox"/>	NOT MET <input checked="" type="checkbox"/>
<p>PLP representatives from one organisation supporting the programme tell us that, whilst they're committed to supporting the programme, there isn't an agreed process in place with UCL to provide the opportunities, arrangements and governance structures required to ensure practice learning supports non-NHS or self-employed students. They tell us that this isn't agreed at a senior nursing level.</p> <p>Condition two: Demonstrate partnership working with PLPs, to provide an agreed process and related programme documentation that demonstrates the opportunities, arrangements and governance structure in place to support non-NHS or self-employed applicants. (SPP R1.3, R3.1) (NMC and university condition)</p> <p><b>Date:</b> 27 March 2024</p>		
<b>Post event review</b>		
<b>Identify how the condition(s) is met:</b>		
<p>Condition two: Revised programme documentation including the programme prospectus, programme specification and application pack demonstrate evidence of the processes that confirm that there are opportunities, arrangements and governance structure in place to support self-employed or non-NHS applicants. Email evidence of consultation with PLPs demonstrates that this is an agreed partnership working approach.</p> <p>Condition two is met.</p> <p>Evidence: Revised, programme prospectus, undated Revised, programme specification, undated Revised, application pack, 2025-2026, undated</p>		

Email, non-NHS and self-employed consultation with UCLH, 19 April 2024-1 May 2024  
 Email, non-NHS and self-employed consultation with UCLH, 8-14 May 2024  
 Email, non-NHS and self-employed consultation with UCLH, 10-14 May 2024  
 Email, non-NHS and self-employed consultation with UCLH, 15 May 2024  
 Email, non-NHS and self-employed consultation with UCLH, 16 May 2024  
 Email, non-NHS and self-employed consultation with MEH, 29 April 2024–10 May 2024

**Date condition(s) met:** 28 May 2024

**Revised outcome after condition(s) met:** MET  NOT MET

**Standard 4: Supervision and assessment**

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

- R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards framework for nursing and midwifery education](#)
- R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards for student supervision and assessment](#)
- R4.3 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
- R4.4 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
- R4.5 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
- R4.5.1 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
- R4.6 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
- R4.7 provide constructive feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes
- R4.8 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

R4.9 ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies. This includes all students:  
R4.9.1 successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80 percent), and  
R4.9.2 successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100 percent)

*Standards framework for nursing and midwifery education, specifically: R2.12; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

*Standards for student supervision and assessment*

### Findings against the standards and requirements

**Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC [Standards framework for nursing and midwifery education](#) (R4.1)

**MET**  **NOT MET**

R4.1 is met. The programme team have multi-professional backgrounds and work in senior clinical and medical roles. The senior institute and faculty team tell us that they continually review and monitor resources to support UCL's programmes and confirm that sustainability is considered in the recruitment of academic staff. There's a commitment to ensure academic assessors' roles are appropriately prepared and supported. The programme team curricula vitae demonstrate extensive academic and clinical expertise with experience in the delivery of a pharmacist prescribing programme.

Educational audit using the pan-London regional approach ensures that appropriate systems and processes are in place to support students in practice learning environments. Practice learning is evaluated; students confirm that they provide formal and informal feedback on practice learning experiences. There's evidence of communication between practice assessors, practice supervisors and academic assessors to identify and address any issues related to student progression. PLPs confirm that processes are in place to support students to raise concerns; this is identified as part of the educational audit process.



The assessment strategy is designed to support student progression towards achievement of the RPS competencies and to demonstrate the development of competence and confidence to prescribe safely. The prescribing e-portfolio records progression using observation, reflection and PUSC feedback, and practice assessors, practice supervisors and academic assessors review student progress at specific points in the programme. Assessments are mapped to programme learning outcomes and the RPS competencies. Documentary evidence details a supportive planned practice learning approach. Practice supervisors inform the assessment process that's confirmed by practice assessors and agreed by academic assessors. Achievement of the RPS competencies is recorded in the prescribing e-portfolio. Practice assessors and practice supervisors who'll support students undertaking the proposed programme and who've supported students undertaking prescribing programmes at local AEs confirm that they understand the assessment process, and are suitably prepared to supervise and assess students.

- There is evidence of how the [Standards for student supervision and assessment](#) are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared for their roles (R4.2)

**MET**  **NOT MET**

R4.2 is met. Documentary evidence and the visit confirm that there's a strategic partnership approach for the implementation and operationalisation of the SSSA across the pan-London group of AEs and PLP organisations. The regional pan-London processes support the preparation of practice assessors and practice supervisors. PLPs, practice assessors and practice supervisors tell us that there's ongoing preparation for the prescribing supervision and assessment role. They confirm that practice assessors and practice supervisors are supported through a period of preceptorship before students are assigned to them. There's evidence that UCL support the preparation of academic assessors. The programme team are academic assessors and must complete UCL's personal tutoring programme.

A DPP, practice assessor and practice supervisor handbook clearly differentiates the role titles that apply to the different professional registrants undertaking the programme. The roles and responsibilities of practice assessors, practice supervisors, academic assessors and students are clearly detailed. Student facing programme documentation includes information related to the roles. The programme practice learning structure is clearly evidenced in student and practice assessor and practice supervisor facing programme documentation. Review and tripartite meetings and formative and assessment information are detailed and recorded in the prescribing e-portfolio.

**Evidence provides assurance that the following QA approval criteria are met:**



- Evidence of programme leader being a registered healthcare professional with appropriate knowledge, skills and experience in accordance with the requirements of the *Standards framework for nursing and midwifery education*. (R4.3)

YES  NO

- Evidence of the programme leader working in conjunction with the LME and the practice assessor to ensure adequate support for any midwives undertaking prescribing programmes (R4.4)

YES  NO  N/A

There's no lead midwife education (LME) in place; UCL are a new AEI who don't deliver a midwifery programme. Midwives won't access the programme.

**Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**

- Processes are in place to 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. Processes are in place to ensure that in exceptional circumstances only, 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 (R4.5)

MET  NOT MET

R4.5 is met. Documentary evidence of the application process confirms that there are guidelines and processes in place to assign students to practice assessors who are registered healthcare professionals and experienced prescribers who prescribe in the same field of practice as students. PLPs and students confirm that this must be agreed at the point of application to the programme. PLPs describe the workforce planning arrangements that support applications.

There's documentary evidence of a partnership approach between PLPs and the programme team for the management in exceptional circumstances if the same person fulfils the role of practice assessor and practice supervisor. PLPs and the programme team work collaboratively to support a replacement practice assessor. If this isn't possible PLPs and the programme team provide additional learning support to the student and practice supervisor undertaking both roles. The process

is reviewed and monitored by the programme team and is clearly detailed in programme documentation.

**Evidence provides assurance that the following QA approval criteria are met:**

- Processes are in place to 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 (R4.6)

YES  NO
- Processes are in place to provide constructive feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes (R4.7)

YES  NO
- Processes are in place to 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 (R4.8)

YES  NO
- Processes are in place to ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies (R4.9). This includes:

  - successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80%), and
  - successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%).

YES  NO

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to supervision and assessment are met

YES  NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to supervision and assessment are met

YES  NO

**Outcome**

**Is the standard met?** MET  NOT MET

**Date:** 27 March 2024

Post event review	
Identify how the condition(s) is met:	N/A
Date condition(s) met:	N/A
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
	N/A

Standard 5: Qualification to be awarded
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R5.1 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:</p> <p>R5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or</p> <p>R5.1.2 a nurse or midwife independent/supplementary prescriber (V300)</p> <p>R5.2 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</p> <p>R5.3 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</p> <p>R5.4 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</p> <p><i>Standards framework for nursing and midwifery education specifically R2.12, R2.21</i></p>
Findings against the standards and requirements
<p><b>Evidence provides assurance that the following QA approval criteria are met:</b></p> <ul style="list-style-type: none"> <li>Processes are in place to ensure 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: <ul style="list-style-type: none"> <li>- a community practitioner nurse (or midwife) prescriber (V100/V150), or</li> </ul> </li> </ul>

- a nurse or midwife independent/supplementary prescriber (V300) (R5.1)		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Evidence to ensure that successful participation in and completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award (R5.2)</li> </ul>		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Processes are in place to inform the student that the award must be registered with the NMC 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 (R5.3)</li> </ul>		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Processes are in place to 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 (R5.4)</li> </ul>		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that the <a href="#">Standards framework for nursing and midwifery education</a> relevant to the qualification to be awarded are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 27 March 2024			
<b>Post event review</b>			
Identify how the condition(s) is met:			
N/A			
Date condition(s) met:			
N/A			
Revised outcome after condition(s) met:		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A			

**Section four**

### Sources of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against RPS <i>A Competency Framework for all Prescribers</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the programme meets the <i>Standards for prescribing programmes</i> and RPS <i>Standards of proficiency for prescribers</i> (NMC 2018, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation :		
List additional documentation:		
Post visit documentation: Revised, UCLH signed partnership agreement, 20 May 2024		

Revised, MEH signed partnership agreement, 21 May 2024  
 Revised, programme prospectus, undated  
 Revised, programme specification, undated  
 Revised, application pack, 2025-2026, undated  
 Email, practice agreement consultation with UCLH, 19 April 2024-1 May 2024  
 Email, practice agreement consultation with UCLH, 8-14 May 2024  
 Email, practice agreement consultation with UCLH, 10-14 May 2024  
 Email, practice agreement consultation with UCLH, 15 May 2024  
 Email, practice agreement consultation with UCLH, 16 May 2024  
 Email, practice agreement consultation with UCLH, 16-20 May 2024  
 Email, learning agreement consultation with MEH, 20-21 May 2024  
 Email, confirmation of UCLH and MEH signatory names and titles, 28 May 2024  
 Email, non-NHS and self-employed consultation with UCLH, 19 April 2024-1 May 2024  
 Email, non-NHS and self-employed consultation with UCLH, 8-14 May 2024  
 Email, non-NHS and self-employed consultation with UCLH, 10-14 May 2024  
 Email, non-NHS and self-employed consultation with UCLH, 15 May 2024  
 Email, non-NHS and self-employed consultation with UCLH, 16 May 2024  
 Email, non-NHS and self-employed consultation with MEH, 29 April 2024–10 May 2024  
 UCL, panel chair approval report, signed confirmation that the conditions are met, 21 May 2021

Additional comments:  
None identified.

**During the event the visitor(s) met the following groups:**

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study:		
Master of Science (MSc) perioperative medicine, year two x two. PGCert in clinical ophthalmic practice, year one, x one. Clinically enhanced pharmacist independent prescribing, alumni x two. Clinically enhanced pharmacist independent prescribing, 2024 x one. MSc advanced clinical practice, year one x two. MSc advanced clinical practice, alumnus x one.		

People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

**The visitor(s) viewed the following areas/facilities during the event:**

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If practice learning environments are visited, state where visited/findings:</p> <p>Practice learning environments visits: We visit the emergency department at UCLH and the MEH adnexal eye clinic and the paediatric accident and emergency department.</p> <p>We meet students from UCL undertaking the clinically enhanced pharmacist independent prescribing programme and alumni students who've undertaken NMC approved programmes at other local AEs. We meet with students undertaking UCL's optometry and ophthalmology advanced clinical practice programmes.</p> <p>Senior PLP staff confirm a commitment to the proposed programme as there's an increasing need to develop both nurses and AHPs who can practice in advanced clinical practice roles. They tell us that there's sufficient practice learning environment capacity to support the additional students from UCL. They clearly understand the requirements for the SSSA and confirm that all practice learning environments are subject to the pan-London educational audit processes. Students tell us that they're supported by practice assessors and practice supervisors in practice learning environments.</p> <p>UCL resources: We meet with the library services team at UCL and representatives from PLP library sites. We meet with the UCL student support team and academic communication centre staff.</p>		



Members of the programme team present a tour of the VLE programme Moodle platform.		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
System regulator reports list:		
If you stated no above, please provide the reason and mitigation :		
The programme is delivered online; visits to teaching accommodation aren't required. UCL is an education institution seeking approval to be an AEI; no system regulator reports reviewed.		
Additional comments: None identified.		

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<b>Issue record</b>			
<b>Final Report</b>			
Author(s):	Bernadette Martin Doug Carr	Date:	7 April 2024
Checked by:	Pamela Page	Date:	16 April 2024
Submitted by:	Amy Young	Date:	24 June 2024
Approved by:	Leeann Greer	Date:	25 June 2024