

# Programme Specification

<b>Programme Title and Name of Award</b>	UAwd Independent / Supplementary Prescribing for Allied Health Professionals		
<b>Academic Level</b>	Level 6	<b>Total Credits</b>	40 credits
<b>Professional Body Accreditation / Qualification</b>	The programme prepares students to be eligible to apply for annotation to the register of the Health and Care Professions Council (HCPC) as an Independent and Supplementary Prescriber.		
<b>Date of Professional Body Accreditation</b>	16/03/21	<b>Accreditation Period</b>	Indefinite
<b>UCAS Code</b>	Not applicable		
<b>HECoS Code</b>	100246		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. It is anticipated that all applicants, will bring prior learning, knowledge and skills to support their achievement on programme that are then contextualised during the programme. In addition, all assessments must be undertaken and successfully completed. For this reason, accreditation of prior learning (APL) is not permitted for entry to the programme.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/independent--supplementary-prescribing-for-allied-health-professionals-level-6/">https://www.cumbria.ac.uk/study/courses/undergraduate/independent--supplementary-prescribing-for-allied-health-professionals-level-6/</a></p> <p>The following additional requirements apply for entry to this programme:</p> <ul style="list-style-type: none"> <li>• All applicants must fully complete the Non-Medical Prescribing application form, and satisfactorily meet the criteria identified therein. Applications will be reviewed on an individual basis.</li> <li>• Applicants must be a registered with the Health and Care Professions Council in one of the relevant Allied Health Professions - this will be checked on receipt of the application form. Applicants must be of good standing, any current 'fitness to practise' issues (as defined by the HCPC) or health issues which may be impairing 'fitness to practise' will be managed in</li> </ul>		

	<p>accordance with the conditions and sanctions of the regulatory body.</p> <ul style="list-style-type: none"> <li>• Applicants must have the relevant post-qualification experience in the clinical area in which they will be prescribing and be working at an advanced practitioner, or equivalent, level.</li> <li>• Applicants are required to provide evidence of an enhanced disclosure clearance (DBS) (or equivalent) obtained within three years of the programme start date and satisfactory for the purposes of their employment. Responsibility for application to the DBS rests with the programme applicant and is normally applied for by their employer.</li> <li>• Applicants must be able to demonstrate an identified need for prescribing and that medicines and clinical governance arrangements are in place to support safe and effective prescribing.</li> <li>• Applicants must have the academic ability to study at the level required for the programme for which they are applying.</li> <li>• Applicants must demonstrate that they meet the requirements of their employing organisation in respect of pre-programme numeracy assessment.</li> <li>• Applicants must have an identified Designated Prescribing Practitioner (DPP) who meets the criteria for eligibility to undertake this role. (For further information, please see the course webpages and application form).</li> <li>• The learning environment in practice is subject to an educational audit undertaken by the DPP. Where an applicant proposes to undertake learning in a practice environment outside a contract of employment with the placement provider, there is an expectation that adequate arrangements for indemnity insurance will be in place.</li> </ul> <p>Where it is unclear whether an applicant meets the entry requirements satisfactorily, applicants will be contacted for interview. Advice and guidance may be given to the applicant during the interview, to ensure that they understand what is required of them for entry to the programme and successful progression whilst on the programme.</p> <p>Applicants without recent study, or previous study at Level 6, may be required to undertake preparatory academic skills work prior to commencement of the programme.</p> <p>Applicants wishing to undertake the University Award Independent/ Supplementary Prescribing for Allied Health Professionals programme for APL into another programme (for example BSc (Hons) Practice Development must also submit a completed application form and demonstrate that they meet all the criteria within.</p>
<b>Teaching Institution</b>	University of Cumbria

<b>Owning Institute</b>	Institute of Health	
<b>Programme delivered in conjunction with</b>	Not applicable	
<b>Principal Mode of Delivery</b>	Blended Learning with Work-Based Learning, Distance Learning with Work-Based Learning.	
<b>Pattern of Delivery</b>	Part Time	
	Total weeks of study:	16-24 weeks
	Delivery pattern:	Blended learning with concurrent work-based learning, Distance learning with concurrent work-based learning
	Standard semester dates:	No
<b>Delivery Site(s)</b>	University of Cumbria campuses of Carlisle (Fusehill Street), Lancaster and Distance learning	
<b>Programme Length</b>	<p>The programme is normally scheduled for a period approximately 16-24 weeks. Completion of the programme is anticipated within one year.</p> <p>In exceptional circumstances, completion of the programme is permitted over a longer period but all assessments must be completed within two years of the programme start date to ensure competence and currency of learning.</p>	
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).	
<b>Exit Awards</b>	None	
<b>Period of Approval</b>	From 01.09.2022 to 31.07.2027	
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle.</p> <p>The details of the programme offered for a particular intake year will be as detailed on the programme webpage: <a href="https://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/non-medical-prescribing-independent--supplementary-prescribing-by-ahp/">https://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/non-medical-prescribing-independent--supplementary-prescribing-by-ahp/</a></p>		

## Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud.

## Programme Features

The overall aim of this programme is to prepare allied health professionals for roles as Independent/Supplementary prescribers, ensuring that they can demonstrate achievement of the Learning Outcomes identified by the Health and Care Professions Council (HCPC) and are therefore eligible to apply for annotation as Independent/Supplementary prescribers to their registration with the HCPC.

In the context of continuing financial challenges, transforming services to deliver better and more efficient services remains a priority in the NHS. The potential of allied health professional prescribers to deliver faster access to medicines, achieve higher levels of medicines adherence and patient satisfaction, and contribute to significant economic savings including through the prevention of referrals for GP intervention and hospital admission and across all care settings is now well-established (i5 Health, 2015; Weeks *et al.* 2016). Hence, non-medical prescribing, and allied health professional prescribing specifically, has become an integral element of many health services in the UK and is continuing to develop rapidly.

The programme consists of 40 credits of learning at Level 6 supporting the development of knowledge, understanding and skills for safe, appropriate and cost-effective prescribing. As an allied health professional Independent/Supplementary prescriber in training, you will complete 26 days of scheduled learning and teaching which may combine attendance for face-to-face, in-class work with more flexible directed and self-directed study supported by e-learning approaches and you will complete 90 hours of learning in the environment of your clinical practice.

With increasing demand to provide safe, appropriate and cost effective learning the programme is available as blended learning and distance learning. The content is replicated whether taught via blended learning (campus-based) or distance learning to ensure parity. Therefore, you will be supported to apply and integrate your existing and developing professional knowledge and understanding within your field of clinical practice thus providing an educational experience which seeks to facilitate your current clinical practice as well as supporting your future development. Supervised learning in practice time is an integral part of this programme and scheduled to run concurrently with theoretical learning throughout the programme.

You are responsible for identifying a Designated Prescribing Practitioner (DPP) who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme you will be undertaking. DPPs must be able to demonstrate the competencies identified by the Royal Pharmaceutical Society (RPS, 2019) for Designated Prescribing Practitioners (DPPs) and will complete a self-assessed audit of the learning environment in which your clinical practice will take place ([application form](#)). DPPs also agree to facilitate the period of learning, supervision and assessment in clinical practice, and to assess your suitability for award based on your completion of the period of learning in practice and demonstration of the competencies of an allied health professional Independent/Supplementary prescriber. The DPP will assume primary responsibility for your supervision, and responsibility for signing off your competence as an allied health professional who is an Independent/Supplementary prescriber in training. Therefore, the DPP will be required to support your learning and assessment on this course for a minimum of 45 hours. It is part of the application process that the University agrees that the DPP nominated by you, has the core competencies and opportunities to carry out the role effectively.

Further information to support the roles and responsibilities that you and your DPP will be undertaking is provided via a webfolio available [here](#), induction training via a virtual platform for the DPP and e-learning provided by health VLE. You are encouraged to access this for information and preparation prior to commencing the programme. The webfolio will be updated with programme-specific information and dates before the start of each course.

As a student on this programme, you will be allocated a Personal Tutor who will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University to support your learning and development.

The programme and its award are subject to the requirements and standards of the Health and Care Professions' Council (HCPC) where these are applicable. Successful completion of this programme is not a guarantee of annotation with the HCPC or of future employment as an allied health professional Independent/Supplementary prescriber. Students successfully completing the award will be required to complete the process identified by the HCPC for annotation as an Independent/Supplementary prescriber and may only prescribe once their prescribing qualification has been annotated on the HCPC register.

At all times, as an Independent/Supplementary prescriber in training who is a registrant of the Health and Care Professions Council, you will be expected to adhere to the standards of conduct, performance and ethics for allied health professionals (HCPC, 2023).

The programme for allied health professionals to prepare to prescribe is offered at Level 6 or Level 7. Prior completion of the award of Independent/Supplementary prescribing at Level 6 does not permit progression to Level 7 study of this award. Students undertaking the programme at Level 6 may seek to gain academic credit towards a Level 6 award. In some instances, academic credit may be offered for APCL of the prescribing programme into Level 7 Advanced Clinical Practice, Paramedic in Primary Care or Practice Development Level 7 programmes, though this may be for a limited number of credits. You should seek further information regarding APCL from the relevant programme lead.

## **Aims of the Programme**

The overall aims of the programme are to provide a challenging and flexible learning environment for registrants of the HCPC in one of the relevant professions to develop as competent prescribers who are eligible to seek to apply for annotation on the register of the HCPC as Independent/Supplementary prescribers.

Learning outcomes for the programme are designed to support the achievement of all competencies set out in the RPS (2021) *A competency framework for all prescribers*, as necessary for safe and

effective prescribing practice. Therefore, the learning outcomes and competencies of the programme can be applied to different areas of clinical practice.

The domains of the RPS (2021) framework and corresponding learning outcomes are stated below:

### **The Consultation domain**

Programme Learning Outcomes:

1. effective consultation with the patient/client
2. shared decision making
3. prescribing of medicines
4. the evidence base for medicines use

### **Prescribing Governance domain**

Programme Learning Outcomes:

5. legal, professional and ethical frameworks
6. clinical governance and personal development.

The learning outcomes are expressed in more detail below, and on the relevant Module Descriptor as follows:

1. **In relation to effective consultation with the patient/client:** critically discuss effective consultation with patients and carers to undertake an appropriate medical, social and medication history, conduct an appropriate clinical assessment, interpret relevant investigations, demonstrate understanding of the pathophysiology, signs and symptoms of the presenting complaint, and form a differential diagnosis in order to assess the patient/client's need for medicines, make a safe and effective prescribing decision, and to close the consultation;
2. **In relation to shared decision making with the patient/client:** critically discuss factors, including communication skills, which impact on prescribing in partnership with the patient/client, which take account of the patient's wishes and values about their health and treatment with medicines, support informed choices in the context of public health issues and without the expectation that a prescription will be supplied, the value of non-pharmacological approaches to modifying disease and promoting health, to ensure appropriate prescribing and satisfactory outcomes for patient/client and prescriber;
3. **In relation to prescribing of medicines:** critically discuss the relevance of pharmacodynamics and pharmacokinetics, and application to your own prescribing practice, including numeracy and the calculation of medicines to underpin accurate prescribing and prescription writing, and to support appropriate monitoring and review of the effectiveness of treatment and potential for unwanted side-effects;
4. **In relation to the evidence base for medicines use:** critically review influences on prescribing practice at individual, local and national levels, critique sources of information, advice and decision support, taking into account evidence based practice, national and local guidelines demonstrating how you will use them to prescribe safely, appropriately and cost effectively;
5. **In relation to legal, professional and ethical frameworks:** demonstrate an understanding of legal, professional and ethical frameworks including the responsibility that your role as an independent prescriber entails, demonstrate personal responsibility for working within the scope of your professional competence and the ability to refer/consult with other appropriate health care professionals in a timely manner, demonstrate understanding of the application of legal and professional frameworks for accountability and responsibility in relation to independent and supplementary prescribing, demonstrate effective communication with other prescribers/health care professionals and record keeping in the context of medicines management;
6. **In relation to clinical governance and personal development:** demonstrate understanding of the clinical governance frameworks used to support safe prescribing and manage risk,

including audit, feedback and reflection of your prescribing practice and development, provide evidence of your Continuing Professional Development plan post qualification as a prescriber.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

## Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the knowledge and understanding of the RPS (2021) competencies identified by the HCPC (2019) as the standards that a registrant must have when they complete their prescribing training:

### **K1. The Consultation, Competency 1 - Assess the patient:**

K1.1. Undertakes the consultation in an appropriate setting.

K1.2. Considers patient dignity, capacity, consent and confidentiality.

K1.3. Introduces self and prescribing role to the patient/carer and confirms patient/carer identity.

K1.4. Assesses the communication needs of the patient/carer and adapts consultation appropriately.

K1.5. Demonstrates good consultation skills and builds rapport with the patient/carer.

K1.6. Takes and documents an appropriate medical, psychosocial and medication history including allergies and intolerances.

K1.7. Undertakes and documents an appropriate clinical assessment.

K1.8. Identifies and addresses potential vulnerabilities that may be causing the patient/carer to seek treatment.

K1.9. Accesses and interprets all available and relevant patient records to ensure knowledge of the patient's management to date.

K1.10. Requests and interprets relevant investigations necessary to inform treatment options.

K1.11. Makes, confirms or understands, and documents the working or final diagnosis by systematically considering the various possibilities (differential diagnosis).

K1.12. Understands the condition(s) being treated, their natural progression, and how to assess their severity, deterioration and anticipated response to treatment.

K1.13. Reviews adherence (and non-adherence) to, and effectiveness of, current medicines.

K1.14. Refers to or seeks guidance from another member of the team, a specialist or appropriate information source when necessary.

**K2. The Consultation, Competency 2 - Consider the options:**

K2.1 Considers both non-pharmacological and pharmacological treatment approaches

K2.2 Considers all pharmacological treatment options including optimising doses as well as stopping treatment (appropriate polypharmacy and deprescribing).

K2.3 Assesses the risks and benefits to the patient of taking or not taking a medicine or treatment.

K2.4 Applies understanding of the pharmacokinetics and pharmacodynamics of medicines, and how these may be altered by individual patient factors.

K2.5 Assesses how co-morbidities, existing medicines, allergies, intolerances, contraindications and quality of life impact on management options.

K2.6 Considers any relevant patient factors and their potential impact on the choice and formulation of medicines, and the route of administration.

K2.7 Accesses, critically evaluates, and uses reliable and validated sources of information.

K2.8 Stays up to date in own area of practice and applies the principles of evidence-based practice.

K2.9 Considers the wider perspective including the public health issues related to medicines and their use, and promoting health.

K2.10 Understands antimicrobial resistance and the roles of infection prevention, control, and antimicrobial stewardship measures.

**K3. The Consultation, Competency 3 – Reach a shared decision:**

K3.1 Actively involves and works with the patient/carer to make informed choices and agree a plan that respects the patient's/carer's preferences (a).

K3.2 Considers and respects patient diversity, background, personal values and beliefs about their health, treatment and medicines, supporting the values of equality and inclusivity, and developing cultural competence (b).

K3.3 Explains the material risks and benefits, and rationale behind management options in a way the patient/carer understands, so that they can make an informed choice.

K3.4 Assesses adherence in a non-judgemental way; understands the reasons for non-adherence © and how best to support the patient/carer.

K3.5 Builds a relationship which encourages appropriate prescribing and not the expectation that a prescription will be supplied.

K3.6. Explores the patient's/carer's understanding of a consultation and aims for a satisfactory outcome for the patient/carer and prescriber.

**K4. The Consultation, Competency 4 - Prescribe:**

K4.1 Prescribes a medicine or device with up-to-date awareness of its actions, indications, dose, contraindications, interactions, cautions and adverse effects.

K4.2 Understands the potential for adverse effects and takes steps to recognise, and manage them, whilst minimising risk.

K4.3 Understands and uses relevant national, regional and local frameworks for the use of medicines

K4.4 Prescribe generic medicines where practical and safe for the patient and knows when medicines should be prescribed by branded product.

K4.5 Accurately completes and routinely checks calculations relevant to prescribing and practical dosing.

K4.6. Prescribes appropriate quantities and at appropriate intervals necessary to reduce the risk of unnecessary waste.

K4.7 Recognises potential misuse of medicines; minimises risk and manages using appropriate processes.

K4.8 Uses up-to-date information about the availability, pack sizes, storage conditions, excipients and costs of prescribed medicines.

K4.9 Electronically generates and/or writes legible, unambiguous and complete prescriptions which meet legal requirements.

K4.10 Effectively uses the systems necessary to prescribe medicines

K4.11 Prescribes unlicensed and off-label medicines where legally permitted, and unlicensed medicines only if satisfied that an alternative licensed medicine would not meet the patient's clinical needs.

K4.12 Follows appropriate safeguards if prescribing medicines that are unlicensed, off-label, or outside standard practice.

K4.13 Documents accurate, legible and contemporaneous clinical records.

K4.14 Effectively and securely communicates information to other healthcare professionals involved in the patient's care, when sharing or transferring care and prescribing responsibilities, within and across all care settings.

#### **K5. The Consultation, Competency 5 – Provide information:**

K5.1 Assesses health literacy of the patient/carer and adapts appropriately to provide clear, understandable and accessible information.

K5.2 Checks the patient's/carer's understanding of the discussions had, actions needed and their commitment to the management plan

K5.3 Guides the patient/carer on how to identify reliable sources of information about their condition, medicines and treatment

K5.4 Ensures the patient/carer knows what to do if there are any concerns about the management of their condition, if the condition deteriorates or if there is no improvement in a specific timeframe.

K5.5 Encourages and supports the patient/carer to take responsibility for their medicines and self-manage their condition.

#### **K6. The Consultation, Competency 6 – Monitor and review:**

K6.1 Establishes and maintains a plan for reviewing (a) the patient's treatment

K6.2 Establishes and maintains a plan to monitor (b) the effectiveness of treatment and potential unwanted effects.

K6.3 Adapts the management plan in response to on-going monitoring and review of the patient's condition and preferences.

K6.4 Recognises and reports suspected adverse events to medicines and medical devices using appropriate reporting systems (c).

**K7. Prescribing governance, Competency 7 – Prescribe safely:**

K7.1 Prescribes within own scope of practice, and recognises the limits of own knowledge and skill.

K7.2 Knows about common types and causes of medication and prescribing errors, and knows how to minimise their risk.

K7.3 Identifies and minimises potential risks associated with prescribing via remote methods.

K7.4 Recognises when safe prescribing processes are not in place and acts to minimise risks.

K7.5 Keeps up to date with emerging safety concerns related to prescribing.

K7.6 Reports near misses and critical incidents, as well as medication and prescribing errors using appropriate reporting systems, whilst regularly reviewing practice to prevent recurrence.

**K8. Prescribing governance, Competency 8 – Prescribe professionally:**

K8.1 Ensures confidence and competence to prescribe are maintained.

K8.2 Accepts personal responsibility and accountability for prescribing and clinical decisions, and understands the legal and ethical implications

K8.3 Knows and works within legal and regulatory frameworks affecting prescribing practice.

K8.4 Makes prescribing decisions based on the needs of patients and not the prescriber's personal views.

K8.5 Recognises and responds to factors that might influence prescribing.

K8.6 Works within the NHS, organisational, regulatory and other codes of conduct when interacting with the pharmaceutical industry.

**K9. Prescribing governance, Competency 9 – Improve prescribing practice:**

K9.1 Improves by reflecting on own and others' prescribing practice, and by acting upon feedback and discussion.

K9.2 Acts upon inappropriate or unsafe prescribing practice using appropriate processes.

K9.3 Understands and uses available tools to improve prescribing practice.

K9.4. Takes responsibility for own learning and continuing professional development relevant to the prescribing role.

K9.5. Makes use of networks for support and learning.

K9.6. Encourages and supports others with their prescribing practice and continuing professional development.

K9.7. Considers the impact of prescribing on sustainability, as well as methods of reducing the carbon footprint and environmental impact of any medicine.

**K10. Prescribing governance, Competency 10 – Prescribe as part of a team:**

K10.1 Works collaboratively as part of a multidisciplinary team to ensure that the transfer and continuity of care (within and across all care settings) is developed and not compromised.

K10.2. Establishes relationships with other professionals based on understanding, trust and respect for each other's roles in relation to the patient's care.

K10.3. Agrees the appropriate level of support and supervision for their role as a prescriber

K10.4. Provides support and advice to other prescribers or those involved in administration of medicines where appropriate.

## **Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the skills and competencies of the RPS (2021) identified by the HCPC (2019) as the standards that a registrant must have when they complete their prescribing training:

### **S1. The Consultation, Competency 1 - Assess the patient:**

S1.1. Undertakes the consultation in an appropriate setting.

S1.2. Considers patient dignity, capacity, consent and confidentiality.

S1.3. Introduces self and prescribing role to the patient/carer and confirms patient/carer identity.

S1.4. Assesses the communication needs of the patient/carer and adapts consultation appropriately.

S1.5. Demonstrates good consultation skills and builds rapport with the patient/carer.

S1.6. Takes and documents an appropriate medical, psychosocial and medication history including allergies and intolerances.

S1.7. Undertakes and documents an appropriate clinical assessment.

S1.8. Identifies and addresses potential vulnerabilities that may be causing the patient/carer to seek treatment.

S1.9. Accesses and interprets all available and relevant patient records to ensure knowledge of the patient's management to date.

S1.10. Requests and interprets relevant investigations necessary to inform treatment options.

S1.11. Makes, confirms or understands, and documents the working or final diagnosis by systematically considering the various possibilities (differential diagnosis).

S1.12. Understands the condition(s) being treated, their natural progression, and how to assess their severity, deterioration and anticipated response to treatment.

S1.13. Reviews adherence (and non-adherence) to, and effectiveness of, current medicines.

S1.14. Refers to or seeks guidance from another member of the team, a specialist or appropriate information source when necessary.

### **S2. The Consultation, Competency 2 - Consider the options:**

S2.1 Considers both non-pharmacological and pharmacological treatment approaches

S2.2 Considers all pharmacological treatment options including optimising doses as well as stopping treatment (appropriate polypharmacy and deprescribing).

S2.3 Assesses the risks and benefits to the patient of taking or not taking a medicine or treatment.

S2.4 Applies understanding of the pharmacokinetics and pharmacodynamics of medicines, and how these may be altered by individual patient factors.

S2.5 Assesses how co-morbidities, existing medicines, allergies, intolerances, contraindications and quality of life impact on management options.

S2.6 Considers any relevant patient factors and their potential impact on the choice and formulation of medicines, and the route of administration.

S2.7 Accesses, critically evaluates, and uses reliable and validated sources of information.

S2.8 Stays up to date in own area of practice and applies the principles of evidence-based practice.

S2.9 Considers the wider perspective including the public health issues related to medicines and their use, and promoting health.

S2.10 Understands antimicrobial resistance and the roles of infection prevention, control, and antimicrobial stewardship measures.

### **S3. The Consultation, Competency 3 – Reach a shared decision:**

S3.1 Actively involves and works with the patient/carer to make informed choices and agree a plan that respects the patient's/carer's preferences (a).

S3.2 Considers and respects patient diversity, background, personal values and beliefs about their health, treatment and medicines, supporting the values of equality and inclusivity, and developing cultural competence (b).

S3.3 Explains the material risks and benefits, and rationale behind management options in a way the patient/carer understands, so that they can make an informed choice.

S3.4 Assesses adherence in a non-judgemental way; understands the reasons for non-adherence © and how best to support the patient/carer.

S3.5 Builds a relationship which encourages appropriate prescribing and not the expectation that a prescription will be supplied.

S3.6. Explores the patient's/carer's understanding of a consultation and aims for a satisfactory outcome for the patient/carer and prescriber.

### **S4. The Consultation, Competency 4 - Prescribe:**

S4.1 Prescribes a medicine or device with up-to-date awareness of its actions, indications, dose, contraindications, interactions, cautions and adverse effects.

S4.2 Understands the potential for adverse effects and takes steps to recognise, and manage them, whilst minimising risk.

S4.3 Understands and uses relevant national, regional and local frameworks for the use of medicines

S4.4 Prescribe generic medicines where practical and safe for the patient and knows when medicines should be prescribed by branded product.

S4.5 Accurately completes and routinely checks calculations relevant to prescribing and practical dosing.

S4.6. Prescribes appropriate quantities and at appropriate intervals necessary to reduce the risk of unnecessary waste.

S4.7 Recognises potential misuse of medicines; minimises risk and manages using appropriate processes.

S4.8 Uses up-to-date information about the availability, pack sizes, storage conditions, excipients and costs of prescribed medicines.

S4.9 Electronically generates and/or writes legible, unambiguous and complete prescriptions which meet legal requirements.

S4.10 Effectively uses the systems necessary to prescribe medicines

S4.11 Prescribes unlicensed and off-label medicines where legally permitted, and unlicensed medicines only if satisfied that an alternative licensed medicine would not meet the patient's clinical needs.

S4.12 Follows appropriate safeguards if prescribing medicines that are unlicensed, off-label, or outside standard practice.

S4.13 Documents accurate, legible and contemporaneous clinical records.

S4.14 Effectively and securely communicates information to other healthcare professionals involved in the patient's care, when sharing or transferring care and prescribing responsibilities, within and across all care settings

#### **S5. The Consultation, Competency 5 – Provide information:**

S5.1 Assesses health literacy of the patient/carer and adapts appropriately to provide clear, understandable and accessible information.

S5.2 Checks the patient's/carer's understanding of the discussions had, actions needed and their commitment to the management plan

S5.3 Guides the patient/carer on how to identify reliable sources of information about their condition, medicines and treatment

S5.4 Ensures the patient/carer knows what to do if there are any concerns about the management of their condition, if the condition deteriorates or if there is no improvement in a specific timeframe.

S5.5 Encourages and supports the patient/carer to take responsibility for their medicines and self-manage their condition.

#### **S6. The Consultation, Competency 6 – Monitor and review:**

S6.1 Establishes and maintains a plan for reviewing (a) the patient's treatment

S6.2 Establishes and maintains a plan to monitor (b) the effectiveness of treatment and potential unwanted effects.

S6.3 Adapts the management plan in response to on-going monitoring and review of the patient's condition and preferences.

S6.4 Recognises and reports suspected adverse events to medicines and medical devices using appropriate reporting systems (c).

#### **S7. Prescribing governance, Competency 7 – Prescribe safely:**

S7.1 Prescribes within own scope of practice, and recognises the limits of own knowledge and skill.

S7.2 Knows about common types and causes of medication and prescribing errors, and knows how to minimise their risk.

S7.3 Identifies and minimises potential risks associated with prescribing via remote methods.

S7.4 Recognises when safe prescribing processes are not in place and acts to minimise risks.

S7.5 Keeps up to date with emerging safety concerns related to prescribing.

S7.6 Reports near misses and critical incidents, as well as medication and prescribing errors using appropriate reporting systems, whilst regularly reviewing practice to prevent recurrence.

#### **K8. Prescribing governance, Competency 8 – Prescribe professionally:**

S8.1 Ensures confidence and competence to prescribe are maintained.

S8.2 Accepts personal responsibility and accountability for prescribing and clinical decisions, and understands the legal and ethical implications

S8.3 Knows and works within legal and regulatory frameworks affecting prescribing practice.

S8.4 Makes prescribing decisions based on the needs of patients and not the prescriber's personal views.

S8.5 Recognises and responds to factors that might influence prescribing.

S8.6 Works within the NHS, organisational, regulatory and other codes of conduct when interacting with the pharmaceutical industry

**S9. Prescribing governance, Competency 9 – Improve prescribing practice:**

S9.1 Improves by reflecting on own and others' prescribing practice, and by acting upon feedback and discussion.

S9.2 Acts upon inappropriate or unsafe prescribing practice using appropriate processes.

S9.3 Understands and uses available tools to improve prescribing practice.

S9.4. Takes responsibility for own learning and continuing professional development relevant to the prescribing role.

S9.5. Makes use of networks for support and learning.

S9.6. Encourages and supports others with their prescribing practice and continuing professional development.

S9.7. Considers the impact of prescribing on sustainability, as well as methods of reducing the carbon footprint and environmental impact of any medicine.

**S10. Prescribing governance, Competency 10 – Prescribe as part of a team:**

S10.1 Works collaboratively as part of a multidisciplinary team to ensure that the transfer and continuity of care (within and across all care settings) is developed and not compromised.

S10.2. Establishes relationships with other professionals based on understanding, trust and respect for each other's roles in relation to the patient's care.

S10.3. Agrees the appropriate level of support and supervision for their role as a prescriber

S10.4. Provides support and advice to other prescribers or those involved in administration of medicines where appropriate.

**External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The HCPC approves prescribing programmes leading to eligibility to apply for annotation as an Independent/Supplementary prescriber. Therefore, the programme must enable allied health professionals in training as Independent/Supplementary prescribers to demonstrate the knowledge, understanding, skills and competencies identified by the HCPC for registrants with the HCPC in one of the relevant Allied Health Professions at the point of annotation:

Allied Health Professions Framework (2018) [Outline Curriculum Framework for Education Programmes to Prepare Physiotherapists, Podiatrists, Therapeutic Radiographers, Paramedics as Independent/Supplementary Prescribers and to Prepare Diagnostic Radiographers, Dietitians as Supplementary Prescribers](#)

Health and Care Professions Council (2019) [Standards for prescribing](#)

Royal Pharmaceutical Society (2021) [A competency framework for all prescribers](#)

Royal Pharmaceutical Society (2019) [A competency framework for designated prescribing practitioners](#)

Other external and internal reference points may include:

Health and Care Professions Council (2023) [Standards of conduct, performance and ethics](#)

[UoC Strategic Plan](#)

[UoC Learning, Teaching and Assessment Strategy](#)

[UoC Academic Regulations and Academic Procedures and Processes](#)

[QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland](#)

## **Graduate Prospects**

As a result of successful completion of the programme leading to the University Award Independent/Supplementary Prescribing for Allied Health Professionals at Level 6, you will be a holistically focused practitioner who is able to critically evaluate and challenge prescribing practice with reference to evidence-based practice, equality and diversity and clinical governance. You would be able to use the academic credit to contribute to further awards at Level 6 as APCL or APL, including the BSc (Hons) Practice Development. Alternatively, successful completion may be used to pursue an interest in academic writing and improve your higher-level writing skills with a view to publication or academic teaching.

This programme enables allied health professionals who are Independent/Supplementary prescribers in training to gain a recordable qualification which provides excellent opportunities for professional development and new employment opportunities across the range of healthcare settings. Above all, allied health professionals who are Independent/Supplementary prescribers can deliver safe and effective care and enhance the patient experience and are therefore seen as key to the delivery of the NHS 10-year plan in hospitals and primary care.

Health Education Northwest, i5 Health (2015) Non-medical prescribing: an economic evaluation

Weeks, G. *et al.* (2016) [Non-medical prescribing versus medical prescribing for acute and chronic disease management in primary and secondary care](#). Cochrane Systematic Review.

## **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

### **Learning and teaching**

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment, through blended learning or distance learning. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, or in the learning environment of your clinical practice. Facilitated by the expertise of the University's staff as well as those who will be supporting your learning and assessment in clinical practice, you will experience a learning environment that is well equipped, flexible, and stimulating. Distance learning will replicate the face-to-face teaching using a virtual platform, which are recorded to allow for additional revision.

As an allied health professional who is an Independent/Supplementary prescriber in training you are actively facilitated to apply and integrate your existing and developing professional knowledge and understanding within your clinical practice thus providing an educational experience which seeks to

support the development of your clinical practice in your current environment as well as supporting future development (theory to practice).

The programme requires the development of a sound underpinning of theoretical knowledge to inform your prescribing practice which, in turn, is informed by that practice. The programme approach is based on contextual learning. Contextual learning relates not just to theoretical knowledge, but also to the underpinning values, beliefs, ethics and skills, as applied to people of all ages and abilities, recognising differences and diversity within the population. The opportunity to contextualise learning (and also assessment) ensures that the programme outcomes can be applied to diverse areas of clinical practice. The role of the Designated Prescribing Practitioner (DPP) is central to the contextualisation of professional knowledge within your clinical practice. Where necessary your Personal Tutor can call on a wide range of professional colleagues within and outwith the University for additional specialist area support for your learning.

Two other concepts that underpin contextual learning within the curriculum are evidence-based practice and reflective practice. As an allied health professional who is an Independent/Supplementary prescriber in training, you will be required to analyse and evaluate your learning and your practice, and to make sense of it in terms of informing future practice. Evidence-based practice can be seen as an integral part of reflective practice, in that it takes a problem-solving approach to practice that integrates a systematic search for and critical appraisal of the most relevant evidence to support practice, also taking into account knowledge gained from your own and others' expertise and from patient preferences and values (Melnik and Fineout-Overholt, 2011).

Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. As an allied health professional who is an Independent/Supplementary prescriber in training you will be encouraged to develop an enquiring critical approach to your study and professional practice, to critically reflect on your skills development in your learning and practice contexts in order to develop your ability to make sound professional judgments.

Teaching and learning strategies will therefore engage you in activities that help you to connect theory to the context of real-life situations, which leads to meaningful learning. A variety of methods and strategies will be used to ensure development and acquisition of key knowledge and understanding. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independent enquiry-based learning.

The programme will be delivered through flexible distributed learning, using a range of learning contexts for enactment of the curriculum. Campus sites may be used to deliver face-to-face learning and teaching sessions, which are supported and enhanced by the use of University's Virtual Learning Environment (VLE) and a range of eLearning technologies such as Blackboard and Turnitin where suitable. As an Independent/Supplementary prescriber in training therefore, you will be expected to engage in supported and interactive online learning.

The programme is also delivered through distance learning. Content is related to the learning outcomes set out by the HCPC (2019) and distance learning is adapted to be taught and assessed successfully using different technology. Specific tools used for distance learning include the use of drop-in sessions set at pertinent points within the timetable to assist the learning for the upcoming summative assessments. The use of videos and podcasts to allow for quick and easy updates. Online groups are used for both blended and distance learning to enrich the learning with an emphasis on multiprofessional learning. To further support students and avoid feelings of isolation a space is made available within the online platform for each group to organise to meet without supervision (following the netiquette of online learning). This is all in addition to the planned taught sessions through the virtual platform.

The delivery of study, academic and digital skills are embedded and extend and adapt definitive resources available centrally through Library and Study Skills Support Services, thus enhancing

accessibility and inclusivity through flexible delivery, and the appropriate use of technology to support a high-quality learning experience.

Blended learning is based on a minimum of 26 days of scheduled learning and teaching which combine attendance for the face-to-face, in-class work with the more flexible directed and self-directed study supported by eLearning approaches. In-classroom and facilitated online sessions provide opportunities for learning and the development of understanding by relating the underpinning principles of safe and effective prescribing to your own clinical practice and by drawing on the shared experiences of your peers as a range of healthcare professionals practising in diverse clinical care environments. These structured learning activities are combined with 90 hours (approximately 12 days' equivalent) of learning in professional practice.

Distance based learning is a minimum of 26 days of scheduled learning and teaching which combine virtual lectures, flexible directed and self-directed study supported by eLearning approaches. Virtual lectures in combination with facilitated online sessions provide opportunities for learning and the development of understanding by relating the underpinning principles of safe and effective prescribing to your own clinical practice and by drawing on the shared experiences of your peers as a range of healthcare professionals practising in diverse clinical care environments. These structured learning activities are combined with 90 hours (approximately 12 days' equivalent) of learning in professional practice.

Learning in practice is supported by a Designated Prescribing Practitioner (DPP) who will facilitate and support the underpinning philosophy of contextual learning, and the embedding of employable knowledge and skills within the curriculum. DPPs must have current knowledge and expertise relevant for the programme. Communication and collaboration between the DPP and Programme Lead/Personal Tutor is scheduled for relevant points in the programme and to confirm your progression.

You must consider the perspectives of service users and carers, and patients as experts, as an integral part of the programme thus also facilitating the implementation of learning in practice in ways that improve clinical outcomes for patients and quality of experience as a consequence of your prescribing role. Although as an allied health professional Independent/Supplementary prescriber in training you cannot actually prescribe whilst on the programme, you and your DPP have the opportunity to involve service users and carers, and patients as experts, by considering their responses and seeking their opinions during your supervised learning in practice and in the context of clinical practice. In addition, service users and carers, and patients as experts' perspectives are embedded in the programme delivery by drawing on the relevant literature, and experiences of healthcare delivery in the student group.

In summary therefore, the acquisition of knowledge and understanding on the programme is through a combination of the following:

- Use of virtual electronic learning environment designed for distance learning, using flip classrooms, virtual groups, quizzes.
- Lectures
- Facilitated discussion and debate – online and classroom based if blended learning
- Individual and group presentations
- Tutorials
- Guided and independent study and reading
- Reflection on professional and inter-professional working
- Learning in practice
- Involvement in partnership working with patients/clients and carers.

## **Learning and assessment**

### **Formative assessment**

Learning and assessment are considered as interrelated. Everything that you undertake as a student – and the products of that learning – is couched amongst active participation and formative opportunities for dialogue and feedback throughout. The programme includes formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nichol and McFarlane-Dick, 2006). Formative assessment provides specific opportunities for tutors to support your successful achievement of the programme Learning Outcomes at the academic level chosen by providing individualised and meaningful feedback to inform your 'next steps' in the development of your academic work and encourage the existing strengths in your work (University of Cumbria Centre for Academic Practice, 2019).

Formative assessment is an important feature within the programme. Gibbs (1999) advocates the notion of formative assessment being a shared experience, with a "social dimension", arguing that it facilitates students' ability to make judgements about the quality of work and to take responsibility for their own development and learning, responding to constructive feedback.

Formative work comprises work that informs or becomes part of the summative assessment and may include in-class (blended learning), virtual (distance learning), and/or on-line activities such as presenting draft assignments, work in progress, or writing prescriptions. Peer and self-assessment are also used to give you timely feedback on formative tasks (University of Cumbria Centre for Academic Practice, 2019). The use of structured and facilitated learning opportunities and formative assessment within the programme particularly promotes developmental learning and assessment, and, as such, its development is scheduled throughout the programme so that formative, constructive comment can be provided by peer feedback in addition to that of the programme team and specifically, from your assigned Personal Tutor.

As a student, your active participation in formative opportunities is used to generate dialogue and feedback throughout the programme thus supporting your learning and development, and ultimately your successful achievement of the programme. Following formative feedback, you are encouraged to reappraise and, where appropriate, to redraft your work to reflect your learning from the feedback provided. You are encouraged to use a variety of resources designed to support learning and development for all students of the University, as well as those specifically designed for use on your programme.

Learning in practice is supported by an experienced prescribing practitioner (the DPP) who is also engaged in providing formative learning opportunities and feedback.

### **Summative assessment**

The summative assessment strategy for the programme reflects the University's Learning, Teaching & Assessment Strategy 2017-22. Summative assessment is authentic, in that, assessment clearly aligns to programme and module level learning outcomes, encourages and enables progressive development through feedback, and is of relevance to practice needs that also develop skills and capacity for a wider employability context.

Programme and module level Learning Outcomes support learning and assessment that can be fully aligned to the *Competency framework for all prescribers* (RPS, 2021). Summative assessment methods used within the programme therefore enable you to demonstrate achievement of the knowledge, understanding, skills and competencies in practice required by the HCPC (2019) for safe and effective practice as an Independent/Supplementary prescriber in one of the relevant professions.

Summative assessments will require presentation of the following:

- a practical skills assessment which involves the completion of a record of learning and the demonstration of competence in competencies identified for prescribers (RPS, 2021). This assessment is undertaken by your DPP and takes place in the context of your clinical practice;

- a set exercise which consists of a viva voce assessment linked to learning outcome one and two. This assessment is undertaken in the context of the quality assurance processes of the University and through a team's virtual room.
- a pharmacology exam; on campus (blended learning), online invigilated platform (distance learning)
- a numeracy assessment undertaken by exam; on campus (blended learning), online invigilated platform (distance learning)
- completion of a written assessment which requires the demonstration of knowledge and understanding applied to the practice area in identified programme Learning Outcomes.

The range of summative assessments supports a rigorous approach to the assessment of the outcomes to be demonstrated in the practice (i.e. the practical skills assessment) combined with assessment in the context of the quality assurance processes of the University (i.e. the set exercise assessment). The approach is required to ensure that the knowledge, understanding, skills and competencies identified by the HCPC have been demonstrated (for example the pharmacology and numeracy assessments) and to ensure that an academic mark may be appropriately awarded for the work undertaken (i.e. the written assessment).

Ultimately therefore, as a result of successful programme completion, you will be eligible to apply for annotation as an Independent/Supplementary prescriber to your record of registration with the HCPC.

### **The role of the Designated Prescribing Practitioner in the learning environment in practice**

At the point of application, you will be required to identify a DPP with appropriate qualifications and experience to be able to support your supervision, learning and assessment as a prescriber in training. NHS Trusts may hold their own register of practitioners whom they approve to fulfil these roles, and you should check this detail before submitting your application to the governance lead for non-medical prescribing within your organisation.

The DPP will have experience in the clinical field in which they will be supporting and supervising your learning and assessment as a prescriber in training. DPPs will also have prior experience or training in teaching and/or supervising practice and are required to confirm that they meet the competencies of the framework for Designated Prescribing Practitioners (RPS, 2019), the umbrella term that includes Practice Educators as these are identified by the HCPC (RPS, 2019). These competencies have been identified to ensure the safety and quality of your prescribing practice as well as for them to be able to optimise and the opportunities for your learning and assessment in practice (RPS, 2019). In addition to support for your learning, the DPP's role involves gathering and co-ordinating feedback from any others who may have been involved in your development as a prescriber, in order to make objective decisions for your assessment and progression.

The DPP will be supported by the programme team to prepare for and undertake their role as your DPP whilst you undertake this programme. Workshops are facilitated to enable DPPs to be up-to-date with the programme learning outcomes and requirements for assessment. DPPs have access to a webfolio of information and guidance. Your Personal Tutor as well as the Programme Lead are available to support both you and your DPP in the learning and assessment process in practice. Your Personal Tutor is responsible also for monitoring your progress in the academic environment and for working with your DPP to consider your achievement of the programme outcomes and competencies and recommendations for your progression to award. Personal Tutors have appropriate equivalent experience for the programme you are undertaking and receive ongoing support to fulfil their roles.

### **Use of student feedback on your experience of the programme**

The programme team uses student feedback in the continuing development of the programme, to enhance the experience of learning, teaching and assessment, and to ensure that the programme remains fit for the preparation of allied health professionals as Independent/Supplementary prescribers to work in the contemporary clinical environment. Feedback is received through

programme evaluations, Programme Partnership meetings and also the wider network of Non-Medical Prescribing Leads within the north-west. We recognise the challenges in establishing a Student Academic Representative System for part-time students who are responsible and accountable for busy professional roles and have significant personal responsibilities also. Therefore, your feedback shared with tutors informally as well as more formally is valued and used to help us to develop the programme and to offer an optimum learning experience.

Evaluations feed into the Annual Monitoring Report (AMR) for the programme and Institute of Health. The experience and recommendations of External Examiners are also used to review the programme and its comparability with similar programmes elsewhere, and to enhance the programme where this is indicated.

## **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

We recognise that undertaking this qualification can be a challenging, as well as a rewarding, process. Allied Health Professionals who are Independent/Supplementary prescribers in training are highly motivated to succeed with high expectations of their own performance development whilst on programme. You will often be exploring new knowledge from the position of demonstrated clinical competence, and in doing so, may need support to consolidate knowledge, integrate new skills and re-establish your own confidence in practice.

### **Induction**

You will be offered a well-structured induction programme during which you will be introduced to the programme team and to peers, to university services and support systems as well as to the learning and assessment strategy and learning resources for the programme. You will be given support and direction to develop confidence and fluency in accessing and using the eLearning technologies supporting learning. Embedded induction input will cover IT network passwords, basic introduction to the University VLE and webmail, library services and electronic resources (ebooks, ejournals, image collections etc).

### **Personal Tutoring**

You will also be allocated a Personal Tutor who will have appropriate equivalent experience for your field of practice and communicate and collaborate with DPPs at scheduled points in the programme to make and record objective, evidence-based decisions on your proficiency and achievement of the competencies and learning outcomes of the programme, and ultimately to be able to recommend your award.

For this reason, your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. This can take various forms, depending on what is most reasonably practical for you and your Personal Tutor to ensure timely and effective support of your learning and development. Regular individual and group tutorial support is offered in a group online

environment, and additional tutorial support in face-to-face meetings, via telephone, email and webcam link through the use of an online platform can all be utilised.

As previously identified (in section Learning and Teaching Strategy) work-based learning in practice settings is supported by an appropriately qualified and experienced DPP who facilitates and supports the underpinning philosophy of contextual learning, and the embedding of employable knowledge and skills within the curriculum.

### **Personal Development Planning**

As an allied health professional who is an Independent/Supplementary prescriber in training, you will already have experience of working in a particular clinical area and will be preparing to apply prescribing in different ways and in different healthcare contexts. Learning agreements will be used to support the identification of your learning needs throughout the programme, and aimed at the successful demonstration of all Learning Outcomes required for allied health professionals who are prescribers in training. At the point of assessment, you will be required to demonstrate your commitment and preparation for your continuing development as an Independent/Supplementary prescriber (subject to annotation by the HCPC as an Independent/Supplementary prescriber).

### **Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading and resource lists will be made available to you electronically using the University's online reading and resource list system. Books can be mailed out to distance learners in a timely manner.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](mailto:skills@cumbria) for more details.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Student Support Services**

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the website and/or via the Student Services guidance tile on the Student Hub.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

### **Head Start Plus**

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6. This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

The University is committed to ensuring that all students are able to participate effectively in their chosen programme of study and all areas of University life. Disability is broadly defined and includes:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLDs such as dyslexia, dyspraxia)
- mental health conditions.

The University has a disability statement that details the adjustments that are available to all disabled students at the University. There are also specialist advisers who have a range of different roles:

- Learning Development Adviser / Learning Adviser if you have a SpLD / Autism (ASD)
- Disability Officer if you have a disability /or a diagnosis mental health condition

If you have both a SpLD / disability you can see either. You can do this by contacting the learning centre at the campus you are linked to in person or booking a virtual appointment to discuss your needs and the reasonable adjustments that should be made to support your successful. These discussions will become part of an individual disability/SpLD action plan which, with your consent, will be circulated to your academic team and other services. This will ensure that there is an awareness of your needs and adjustments and the right support are available to you whilst you are studying with us.

<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
6	HPHN6450	Independent/ Supplementary Prescribing for Allied Health Professionals	40	Core	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10
<b>Notes</b>					
<p>This programme operates in accordance with the <u>University's Academic Regulations and Academic Procedures and Processes</u>, module pass mark: 40% (Undergraduate) with the following permitted exceptions due to the standards required for professional practice as a prescriber:-</p> <p>The pharmacology and numeracy written examination elements of the module assessment have higher pass marks than the standard University pass mark above, details of these pass marks are given on the Module Descriptor form.</p> <p>In the event that the module is failed, entitlement to module re-registration (F8.6) does not apply. However, a student who has failed the module, may be permitted to re-register for this same award. Re-registration is subject to satisfactory completion of the standard application process and approval of the Programme Leader (G4.4) in order to ensure that the admissions criteria of the HCPC continue to be met, and specifically, that decisions are made in conjunction with practice learning partners.</p> <p>However, please also note that:</p> <ul style="list-style-type: none"> <li>• all assessments must be successfully passed to be eligible for the University Award and transcript of credit of Independent/Supplementary Prescribing for Allied Health Professionals. For students on this programme, compensation will not apply.</li> <li>• all components of assessment (including reassessment) must be completed within two years of the module start date to ensure competence and currency of learning. If a student has not completed all assessments within the allocated time, the student will be deemed to have failed the module.</li> </ul> <p>Concerns regarding the student's practice will be managed according to the University's Fitness to Practise Policy and Procedures which are aligned to professional body standards and the <u>Student Code of Conduct</u>.</p> <p>Allied health professional Independent/Supplementary prescribers in training should note that they may only prescribe once their prescribing qualification has been annotated on the HCPC register.</p>					
<b>* Key to Module Statuses</b>					

Core Modules	Must be taken and must be successfully passed
--------------	---

**Programme Delivery Structure: Part Time**  
**September/January/March starts**

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester		
HPHN6450	Independent/Supplementary Prescribing for Allied Health Professionals	Normally delivered over a period of 16-24 weeks, starting Autumn semester (September) and Spring semester (January)	<p><b>Formative:</b> Assessment in practice, academic writing and prescription writing exercise</p> <p><b>Summative:</b></p> <p><b>Pharmacology examination:</b>  Qualificatory: Pass/Fail  (Minimum mark of 80% required to pass)</p> <p><b>Numeracy examination:</b>  Qualificatory: Pass/Fail  (Mark of 100% required to pass)</p> <p><b>Practical skills assessment:</b>  Qualificatory: Pass/Fail  achievement of all competencies in practice, record of learning and supervised learning hours assessed by the DPP in the practice learning environment</p>	<p>Completed by mid-way through programme</p> <p>Submission approximately midway</p> <p>Submission approximately midway</p> <p>End of programme assessment required</p>

			<p><b>Set exercise assessment:</b></p> <p>Qualificatory: Pass/Fail</p> <p>viva voce assessment of prescribing skills undertaken in the context of the quality assurance processes of the University</p> <p><b>Written assignment:</b></p> <p>2500 word (equivalent) assessment demonstrating knowledge and understanding applied to the practice area. Assessed using the University Grade Descriptors and the module mark based on this assessment</p>	<p>End of programme assessment</p> <p>End of programme assessment</p>
--	--	--	---	---

**Students exiting at this point with 40 credits would receive a University transcript of credit confirming successful completion of the programme and period of learning in practice 'University Award Independent/ Supplementary Prescribing for Allied Health Professionals'.**

**As a result of successful completion of the module, students will be eligible to apply for annotation with the Health and Care Professions Council.**

## Exceptions to Academic Regulations

The following exceptions to the Academic Regulations apply for the University Award Independent/Supplementary Prescribing for Allied Health Professionals:

- Exception 1: in the event that the module is failed, entitlement to module re-registration (F8.6) does not apply. However, a student who has failed the module, may be permitted to re-register for this same award. Re-registration is subject to satisfactory completion of the standard application process and approval of the Programme Leader (G4.4) in order to ensure that the admissions criteria of the HCPC (2019) continue to be met, and specifically, that decisions are made in conjunction with practice learning partners.
- Exception 2: the maximum registration period of one year for a single module (D3.1) does not apply. Instead, the maximum registration period for this module is extended to two years (D3.2). This is due to the curriculum delivery arrangements required to support successful completion by all students undertaking this 40-credit module and in order for the University to apply other regulations including those permitting re-assessment, the consideration of Extenuating Circumstances and the opportunity for student suspension of their studies where appropriate circumstances apply.
- Exception 3: The combination of five elements of summative assessment identified by the Module Descriptor for this programme, is outwith the standard expectation of the Curriculum Design Framework and Academic Regulations (F5.5) which is that no more than two pieces of summative assessment will normally be required, regardless of the module size or level. However, regulations also permit that "where programmes of study lead to the qualifications of professional bodies... full account is taken of the regulations and requirements of the professional bodies in respect of assessment requirements" (F5.3). The elements of assessment for this programme are required to provide assurance that the student has demonstrated the outcomes required by the HCPC and specifically, in respect of a pharmacology examination and numeracy assessment to meet the standards of the HCPC for prescribing programmes.

## Methods for Evaluating and Improving the Quality and Standards of Learning

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Health and Care Professions Council annual monitoring process
- University Annual Monitoring
- University Programme Validation and Periodic Review
- Peer Review of Teaching
- External Examiner Reports
- Module Confirmation Boards
- Module Evaluation
- Programme Partnership Committees
- Operational (programme) Team meetings
- Student Success and Quality Assurance Committee

### Mechanisms used for gaining and responding to feedback on the

- Staff/student liaison throughout the programme
- Module/Programme Evaluation Forms

<b>quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.</b>	<ul style="list-style-type: none"> <li>• Module/Programme/Personal tutorials</li> <li>• Meetings with External Examiners</li> <li>• Student representation on Programme Partnership Committee</li> <li>• Regional network meetings with Non-Medical Prescribing Leads</li> <li>• Health Education England review meetings</li> <li>• Online Forums (e.g. using the University’s VLE)</li> <li>• Personal Tutor meetings with feedback to Module and Programme Leads</li> <li>• Informal discussion with students</li> <li>• Module Evaluation</li> </ul>
---	--

<b>Date of Programme Specification Production:</b>	5 <sup>th</sup> May 2020
<b>Date Programme Specification was last updated:</b>	08/05/26
<p><b>For further information about this programme, refer to the programme page on the University website:</b></p> <p><a href="https://www.cumbria.ac.uk/study/courses/undergraduate/independent--supplementary-prescribing-for-allied-health-professionals-level-6/">https://www.cumbria.ac.uk/study/courses/undergraduate/independent--supplementary-prescribing-for-allied-health-professionals-level-6/</a></p>	