# Programme Specification

<table>
<thead>
<tr>
<th>Programme Title and Name of Award</th>
<th>UAwd Prescribing for Community Practitioner Nurses (V150)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Qualifications / Accreditation</td>
<td>The programme prepares students to be eligible to apply for annotation to the register of the Nursing and Midwifery Council (NMC) as a Community Practitioner Nurse Prescriber (V150)</td>
</tr>
<tr>
<td>Academic Level</td>
<td>Level 6</td>
</tr>
<tr>
<td>Total Credits</td>
<td>20 credits</td>
</tr>
<tr>
<td>UCAS Code</td>
<td>Not applicable</td>
</tr>
<tr>
<td>JACS Code</td>
<td>B710</td>
</tr>
</tbody>
</table>

## Criteria for Admission to the Programme

The University’s standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. APL entry to the programme is not permitted.

Detailed criteria for admission to this programme can be found on the programme webpage: [http://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/prescribing-for-community-practitioners-v150/](http://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/prescribing-for-community-practitioners-v150/).

To note, the following additional requirements for entry to this programme include:

- submission of a fully completed application form. Applications will be reviewed on an individual basis;
- registration with the Nursing and Midwifery Council – this will be checked on receipt of the application form;
- all criteria to be registered for a programme of preparation for community nurses (who are not also undertaking a specialist practice qualification) to prescribe from the Nurse Prescribers’ Formulary for Community Practitioners (NMC, 2009) to be met;
- practice for a sufficient period to be deemed competent by your employer in the area you intend to practise - this would normally be a minimum of 2 years;
- intention to practise in an area of clinical need for which prescribing from the Community Practitioner Formulary will improve patient/client care and service delivery;
- evidence of a satisfactory enhanced disclosure clearance (DBS) within three years of the programme start date. Responsibility for application to the DBS rests with the programme applicant and is applied for by his/her employer;
- evidence of successful study at level 5 within the past six years, and the ability to study at Level 6;
- nomination by the applicant of a Practice Assessor who meets
the criteria of the NMC for eligibility as a mentor. Where it is unclear whether the applicant has met 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.

<table>
<thead>
<tr>
<th>Teaching Institution</th>
<th>University of Cumbria</th>
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</thead>
<tbody>
<tr>
<td>Owning Department</td>
<td>Nursing, Health and Professional Practice</td>
</tr>
<tr>
<td>Program delivered in conjunction with</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Principal Mode of Delivery</td>
<td>Face to Face and Work-Based Learning</td>
</tr>
<tr>
<td>Pattern of Delivery</td>
<td>Part Time</td>
</tr>
<tr>
<td>Delivery Site(s)</td>
<td>All University of Cumbria campuses, sites and approved partner locations</td>
</tr>
<tr>
<td>Programme Length</td>
<td>The programme is normally scheduled for a period of 4-6 months. The programme must be completed in no longer than two years from the programme start date.</td>
</tr>
<tr>
<td>Higher Education Achievement Report (HEAR)</td>
<td>Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).</td>
</tr>
<tr>
<td>Exit Awards</td>
<td>None</td>
</tr>
</tbody>
</table>

### Programme Features

The standards set by the NMC for educational preparation for nurses who do not hold a specialist practice qualification have been introduced to enable the workforce to respond to a shift in patient care from secondary to primary care settings and to improve patient access to medicines. In addition, students have the opportunity to develop graduate knowledge and key transferable skills, through a critical and independent approach to learning. Successful completion of the programme therefore provides an important opportunity to enhance the care provided to patients/clients as well as supporting cost-effective service delivery, and a significant opportunity for the professional and academic development of the student.

The programme consists of 20 credits of learning at Level 6 supporting the development of knowledge and understanding of safe, appropriate and cost-effective prescribing as a Community Practitioner Nurse Prescriber (V150). Students complete 10 days of scheduled learning and teaching which comprises attendance for face-to-face sessions with further opportunities for guided independent study supported by an online learning environment.

Supervised work-based learning (WBL) is an integral part of this programme and scheduled to run
concurrently with theoretical learning throughout the programme. Students complete 65 hours in a relevant field of practice supervised by an appropriately qualified and experienced prescriber and mentor, and are required to demonstrate competence in accordance with the competencies identified for all prescribers (Royal Pharmaceutical Society (RPS), 2016).

Students are responsible for nominating a suitably qualified and experienced, nurse prescriber and mentor who is willing to provide the student with opportunities to develop competencies in prescribing, and has agreed to supervise, support and assess the student during their clinical placement.

The mentor is required to demonstrate that s/he meets the NMC’s criteria for eligibility as a mentor, and complete a self-assessed practice placement audit. Placement audit at the point of application supports quality assurance of the learning environment in which clinical practice will take place. The audit tool is an integral part of the application form designed in collaboration with, and adopted by, the Higher Education Institutions in the region of Health Education England North West.

Mentors should be familiar with the requirements of practice learning and assessment for the programme, and are invited to meet with students and the programme team during the Induction period, in addition to comprehensive programme information available via a webfolio link. Contact is made with mentors prior to and during the programme to invite them to contact the student's Personal Tutor or the Programme Lead in the event of any queries regarding the programme, their role as a mentor or the student's progress whilst on the programme.

Students successfully completing this programme at Level 6 may be able to APL the prescribing programme into a Practice Development University Advanced Diploma or degree level programme.

### Aims of the Programme

The overall aim of this programme is to prepare registered nurses (who are not also undertaking a specialist practice qualification) to prescribe safely, appropriately and cost-effectively from the Nurse Prescribers’ Formulary for Community Practitioners, and therefore eligible to apply for annotation as a Community Practitioner Nurse Prescriber (V150) to their registration with the Nursing and Midwifery Council (NMC).

There are six broad learning outcomes which encompass the learning outcomes specified by the Nursing and Midwifery Council. These are expressed on the relevant Module Descriptor HPHN6356.

### 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 scholarly scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding
The programme provides opportunities for you to develop and demonstrate the following:

K1. Models of consultation and history taking which facilitate accurate assessment and diagnosis and the development of appropriate management plans;
K2. Communication skills used for effective consultations, and to enhance patient/client partnership in medicine-taking;
K3. Clinical assessment, diagnostic and monitoring skills;
K4. The relevance of pharmacodynamics and pharmacokinetics including the effect of the uniqueness of patients on the pharmacology of drugs;
K5. Drug-drug interactions and adverse drug reactions;
K6. Numeracy in relation to prescribing and prescription writing;
K7. Legal and professional frameworks for accountability and responsibility in relation to prescribing from the Community Practitioner Formulary;
K8. The importance of record keeping in the context of prescribing;
K9. The roles of others who are involved in prescribing practice, and referral processes to another team member as appropriate;
K10. Influences on prescribing practice at individual, local and national levels;
K11. Principles of safe, appropriate, cost effective prescribing;
K12. The application of evidence based practice, including national/local guidelines to prescribing decisions;
K13. Clinical governance frameworks including audit, monitoring and evaluation of prescribing practice and the importance of Continuing Professional Development as a prescriber
K14. Factors which impact on prescribing in a public health context and which necessitate therapeutic monitoring and modification and practice based change;
K15. Clinical assessment, history taking and diagnostic skills relating to child/young person with consideration of the legal, cognitive, emotional and physical differences between children and adults.

Programme Outcomes – Skills and other Attributes (including Employability Skills)
The programme provides opportunities for you to develop and demonstrate the following:

S1. Effective consultations with patients and carers, assessing their need for medicines, taking account of their wishes;
S2. Communication skills that develop effective patient/client partnerships in medicine-taking;
S3. Application of clinical assessment skills to inform a working diagnosis, formulate a treatment plan for the prescribing of medicines, if appropriate, and to monitor response to therapy;
S4. Application of pharmacokinetics and pharmacodynamics to prescribing practice;
S5. Uses appropriate resources to identify and manage drug-drug interactions and adverse drug reactions in practice;
S6. Demonstrates numeracy to underpin the calculation of correct doses in prescribing and accurate prescription writing;
S7. Applications of the legal, ethical and professional frameworks for accountability and responsibility in relation to Community Practitioner Nurse Prescribing (V150);
S8. Accurate, effective and timely record keeping, ensuring that other prescribers and health care staff are appropriately informed;
S9. Development of effective relationships and communication with patients, carers, other prescribers and members of the health care team;
S10. Acknowledgement of the limitation of own knowledge and appropriate referral to another member of the prescribing team;
S11. Recognition, evaluation and appropriate response to influences on prescribing practice at individual, local and national levels;
S12. Prescribe safely, appropriately and cost effectively within the legal parameters of their profession and prescribing authority;
S13. Identify and use appropriate sources of information, advice and decision support taking into account evidence based practice and national/local guidelines where they exist;
S14. Application of clinical governance frameworks including audit, monitoring and evaluation of prescribing practice in the context of their prescribing practice and the importance of Continuing Professional Development as a prescriber;
S15. Application of the principles of public health related to prescribing and medicines use;
S16. Understanding of appropriate history taking, clinical assessment and diagnosis, having considered the legal, cognitive, emotional and physical differences between children and adults.

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:

Nursing and Midwifery Council (2006) *Standards of proficiency for nurse and midwife prescribers.*
Nursing and Midwifery Council (2009) *Standards of educational preparation for prescribing from the community nurse prescribers formulary for nurses without a specialist practitioner qualification - V150*
Internal drivers which have informed the revalidation include: -
Teaching, Learning and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

This programme requires the development of a sound underpinning of theoretical knowledge to inform professional 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 and is therefore relevant for qualified and registered nurses with a current practice role.

Concepts that also underpin contextual learning within the curriculum are evidence-based practice and reflective practice. As a student, you will be required to analyse and evaluate your learning and your practice, and 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 (Melynk and Fineout-Overholt, 2011).

The programme will be delivered through face-to-face, guided independent study and work based learning. Face to face learning is based on the NMC’s standard (NMC, 2009) for a minimum of 10 days in academic study and an additional 10 days (65 hours) in professional practice. Students are actively facilitated to apply and integrate their professional knowledge within their clinical practice thus providing an educational experience which seeks to facilitate your clinical practice in its current context as well as supporting future development. Where necessary the programme team can call on a range of professional colleagues within and outwith the University for additional specialist area support for your learning. 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.

Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. As a student 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.

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.

Campus sites are used to deliver face-to-face learning and teaching, which is supported and enhanced by the use of a range of elearning technologies such as Blackboard and Turnitin where suitable. As a student therefore, you will be expected to use these technologies to supported your learning.

The delivery of study, academic and digital skills are embedded and extend and adapt definitive resources available centrally through Library and Student Services (LiSS), thus enhancing accessibility and inclusivity through flexible delivery, and the appropriate use of technology to support a high quality student experience.

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. Formative assessment is an important feature within the programme. 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 at the academic level chosen by you for the programme. Formative work also comprises work that informs or becomes part of the summative assessment, and may include in-class or on-line activities such as presenting draft assignments, work in progress, or writing prescriptions. Peer and self-assessment are also used to give students timely feedback on formative tasks (University of Cumbria current Guidelines for Good Assessment Practice).

Following formative feedback, the student is encouraged to reappraise and redraft their work to reflect their learning from the feedback provided. 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.

The assessment strategy for the programme reflects the University’s Learning, Teaching & Assessment Strategy 2014-17. 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. The use of a portfolio within the programme particularly promotes developmental learning and assessment.

Tutorial support is available through a Personal Tutor system as well as through access to module and specialist tutorial support. Tutors have relevant knowledge and skills to be able to support your learning on this programme and make use of a variety of scholarly and practice-based activities to ensure that you are engaged in a programme of study that can be contextualised in current practice as a Community Practitioner Nurse Prescriber (V150). The Lead Midwife will work with the programme lead for prescribing to ensure adequate support for student midwives undertaking the programme. Additional support to learning is provided by Library and Student Services.

Work based learning in practice settings is supported by an appropriately qualified and experienced Practice Assessor whose role is central to the contextualisation of professional knowledge within your clinical practice, thus supporting the underpinning philosophy of contextual learning, and the embedding of employable knowledge and skills within the curriculum.

Practice Assessors facilitating your learning and assessment in practice are supported by the programme team to prepare for and undertake their role. Face-to-face workshops are facilitated to enable Practice Assessors to be up-to-date with programme requirements and developments. Practice Assessors have access to a webfolio of information and guidance. The Personal Tutor as well as Programme Leads are available to support both you and your Practice Assessor in the learning and assessment process in practice. The Lead Midwife will work with the Practice Assessor to ensure adequate support for student midwives undertaking the programme.

Compassionate care of members of the public as service users or patients and their families/carers is the central focus of all our health and social care professionals’ curricula. We recognise that many service users or patients and their families/carers are experts by virtue of their experiences, and this means that we strive to incorporate their active participation in curriculum development and delivery, and in the recruitment and assessment of students. We seek to ensure that our students are fully aware of the fundamental and intrinsic value of service user/carer and patient contributions and concerns, however they are made, they will also be respectful and demonstrate the values and behaviours which are congruent with high quality patient/client-focused care and compassionate professionalism. Hence, you will be encouraged to consider the perspectives of experts by experience (service users) and carers, 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. Given that students cannot actually prescribe whilst on the programme, service user and carer perspectives are considered by drawing on the relevant literature. Practice Assessors have the opportunity to involve service users and carers by
considering their responses and seeking their opinions during their supervision of you as a student prescriber in the context of clinical practice.

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

- Lectures
- Facilitated discussion and debate
- Individual and group presentations
- Tutorials
- Guided and independent study and reading
- Reflection on professional and inter-professional working
- Use of virtual electronic learning environment
- Work based learning
- Involvement in partnership working with patients/clients and carers.

Summative assessment methods used within the programme to enable you to demonstrate achievement of the knowledge, understanding and competence in practice as a Community Practitioner Nurse Prescriber (V150) (NMC, 2009):

- Portfolio;
- Written examination
- Competency profile (record of learning and achievement of competence as assessed by Practice Assessor).

The programme team uses student feedback in the continuing development of the programme, to enhance the students’ experience of learning, teaching and assessment, and to ensure that the programme remains fit for the preparation of students to work in the contemporary clinical environment. Student feedback is received through programme evaluations, Programme Partnership meetings and also the wider network of NMP 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 students the optimum learning experience.

Evaluations feed into the Annual Evaluatory Report (AER) at both programme and departmental level (Department of Nursing Health and Professional Practice). The departmental level AER is then discussed and scrutinised at a strategic level through the University’s Academic Quality and Standards Committee. 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.

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**Student Support**

We recognise that undertaking this qualification can be a challenging, as well as a rewarding, process. Students are usually highly motivated to succeed with high expectations of their own performance development whilst on programme. Students 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 their own confidence in practice.

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. All students will be given support and direction to develop confidence and fluency in accessing and using the e-learning technologies supporting learning. Embedded induction input will cover IT network passwords, basic introduction to Blackboard and webmail, library services and electronic resources (e-books, e-journals, image collections etc).

You will also be allocated a Personal Tutor. 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 tutorials and other support as outlined in the Personal Tutor Policy.

Tutorial support is also available through access to module and specialist tutors (e.g. support with pharmacology support with knowledge, understanding and application of skills for the assessment of children is available from the specialist tutors). 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. 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.

Additional support for all students for learning and academic writing is provided by Library and Student Services. Also, the University is committed to ensuring that all disabled students are able to participate effectively in their chosen programme of study and all areas of University life. The University defines disability broadly, and includes:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's 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. The University has various 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 on in person or emailing LiSS 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.

Work based learning in practice settings is supported by appropriately qualified and experienced Practice Assessors, who facilitate and support the underpinning philosophy of contextual learning, and the embedding of employable knowledge and skills within the curriculum.

**Library and Student Services (LiSS)**

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. 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 our help is at hand search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. 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.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. 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 great electronic and print content using OneSearch and you can find out more about key texts and journals for your subject by accessing the library’s subject resources webpages. Where appropriate, module reading lists will be made available to you electronically using the university’s online reading list system.

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 LiSS 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 (2nd and 3rd year undergraduate). 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.
## Programme Curriculum Map

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Module Status*</th>
<th>Programme Outcomes achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>HPHN6356</td>
<td>UAwd Prescribing for Community Practitioner Nurses (V150)</td>
<td>20</td>
<td>Core</td>
<td>K1-K15, S1-S16</td>
</tr>
</tbody>
</table>

### Notes

This programme operates in accordance with the University’s Academic Regulations and Academic Procedures and Processes. However:

- all assessments must be successfully passed to be eligible for the University Award/ University transcript of credit of Community Practitioner Nurse Prescribing (V150). For students on this programme, condonement will not apply;
- in summative assessment, inaccuracies in numeracy will be deemed to be unsafe practice and result in a fail grade for the module;
- the NMC requires that if a student fails to correctly answer any question that may result in direct harm to a patient/client they must be referred;
- all components of assessment must be completed, normally within one year to ensure competence and currency of learning. In exceptional circumstances, completion is permitted within two years of the module start date;
- if a student has not completed all assessments within the allocated time, they must undertake the whole programme again, including all assessments.

Please see the Academic Regulations [http://www.cumbria.ac.uk/Public/AQS/Documents/AcademicRegulations/AcRegs.pdf](http://www.cumbria.ac.uk/Public/AQS/Documents/AcademicRegulations/AcRegs.pdf) Section G for guidance. Concerns regarding the student’s practice will be managed according to the University’s Fitness to Practise Policy and Procedures (2015) which are aligned to professional body standards and the [Student Code of Conduct](http://www.cumbria.ac.uk/Public/AQS/Documents/AcademicRegulations/AcRegs.pdf).

* Key to Module Statuses – Core Modules – Must be taken and must be successfully passed
<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Delivery Pattern</th>
<th>Method(s) of Assessment</th>
<th>Approximate Assessment Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPHN6356</td>
<td>UAwd Prescribing for Community Practitioner Nurses (V150)</td>
<td>4-6 months</td>
<td><strong>Formative:</strong> Assessment in practice, portfolio development and prescription writing exercises&lt;br&gt;&lt;br&gt;<strong>Summative:</strong>&lt;br&gt;Set exercise (Portfolio) 100%&lt;br&gt;Written examination (Qualificatory: Pass/Fail)&lt;br&gt;Practical skills assessment (Qualificatory: Pass/Fail)</td>
<td>Throughout programme&lt;br&gt;End of programme&lt;br&gt;4 weeks prior to end of programme&lt;br&gt;End of programme</td>
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<tr>
<td></td>
<td><strong>Example 1: Semester 1</strong>&lt;br&gt;Academic year, week 8 - Induction</td>
<td></td>
<td>Formative assessment in practice, portfolio development and prescription writing exercises&lt;br&gt;Formative assessment of practical skills&lt;br&gt;Summative assessment by written examination&lt;br&gt;Summative assessment by</td>
<td>Academic year week 14 submission and throughout programme&lt;br&gt;Throughout the programme&lt;br&gt;Week 26 approx&lt;br&gt;Week 28 approx</td>
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</tbody>
</table>
| practical skills assessment and portfolio submission | Formative assessment in practice, portfolio development and prescription writing exercises  
Formative assessment of practical skills  
Summative assessment by written examination  
Summative assessment by practical skills assessment and portfolio submission | Academic year week 42 submission and throughout programme  
Throughout the programme  
Week 47 approx  
Week 51 approx |
|---|---|---|
| **Example 2: Semester 2E**  
Academic year, week 34 - Induction | | |
### Methods for Evaluating and Improving the Quality and Standards of Learning

<table>
<thead>
<tr>
<th>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</th>
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<tbody>
<tr>
<td>• Programme validation and revalidation</td>
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<tr>
<td>• NMC monitoring</td>
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<tr>
<td>• Module/programme Evaluation</td>
</tr>
<tr>
<td>• Programme Partnership Committees</td>
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<td>• Operational (programme) Team meetings</td>
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<tr>
<td>• External Examiner Reports</td>
</tr>
<tr>
<td>• Module Assessment Boards</td>
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<tr>
<td>• University Assessment Board</td>
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<tr>
<td>• Academic Quality and Standards Committee (AQSC)</td>
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<tr>
<td>• Annual Evaluatory Reports</td>
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<tr>
<td>• Peer Review of Teaching</td>
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<tr>
<th>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.</th>
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<tbody>
<tr>
<td>• Staff/student liaison throughout programme including informal discussion with students</td>
</tr>
<tr>
<td>• Module/programme Evaluation Forms</td>
</tr>
<tr>
<td>• Module/Programme/Personal tutorials</td>
</tr>
<tr>
<td>• Meetings with External Examiners</td>
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<tr>
<td>• Student representation on Programme Partnership Committee</td>
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<tr>
<td>• Regional network meetings with Non-Medical Prescribing Leads</td>
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<tr>
<td>• Health Education England (NW Regional office) annual review meeting</td>
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<thead>
<tr>
<th>Date of Programme Specification Production:</th>
<th>28th November 2016</th>
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<tbody>
<tr>
<td>Date Programme Specification was last updated:</td>
<td>27th March 2017</td>
</tr>
</tbody>
</table>

For further information about this programme, refer to the programme page on the University website:–