

<b>Final Award and Title</b>	<b>UAwd Non-Medical Prescribing (Independent and Supplementary Prescribing by Allied Health Professionals)</b>  <b>UAwd Non-Medical Prescribing (Supplementary Prescribing by Allied Health Professionals)</b>
<b>Exit Award(s) and Title(s)</b>	Not applicable
<b>Name of Route / Pathway / Framework</b>	Independent and Supplementary Prescribing by Allied Health Professionals - Level 6 Supplementary Prescribing by Allied Health Professionals - Level 6
<b>Professional Qualifications</b>	The programme prepares students to be eligible to apply for annotation to the register of the Health and Care Professions Council
<b>Programme Accreditation</b>	Health and Care Professions Council
<b>Modes of Study</b>	Part-time
<b>Delivery Sites</b>	University of Cumbria Sites - Lancaster, Carlisle Fusehill Street.  This programme requires student attendance combined with online and practice-based learning.
<b>Programme Length</b>	The programme is scheduled for a period of approximately five months
<b>Work Based Learning</b>	Work based learning is integral to the programme. Work based learning is defined as "learning that takes place at work or away from work with the sole purpose of improving work performance by focussing on the challenges and realities of practice" (NHS North West, 2008)

## 1. Educational Aims of the Programme

The overall aims of the programme are to provide a challenging and flexible learning environment for registered allied health professionals to develop as competent prescribers who are fit for purpose and fit for practice and able to seek to apply for annotation of the registrant's entry on the register of the Health and Care Professions Council as an independent and /or supplementary prescriber.

The Programme is offered at Level 6 or Level 7. Typically, students studying at Level 6 do not have a requirement to gain Level 7 academic credit and simply wish to develop

their practice-based competency as a prescriber without the requirement to demonstrate their ability to write at academic Level 7. Completion of the award of Independent or Supplementary Prescribing at Level 6 does not permit progression to Level 7 study of this award.

There are six broad learning outcomes as specified by the Health and Care Professions Council. These are in relation to:

- the patient
- medicines
- the context
- legal and ethical frameworks
- public health
- clinical governance and continuing professional development.

On successful completion, the student will be able to:

**In relation to the patient/client:** critically reflect on their ability to consult effectively with patients and carers across the age spectrum, assessing their need for medicines, taking account of their wishes and demonstrate understanding of the pathophysiology, signs and symptoms of the presenting complaint and conduct a relevant physical examination;

**In relation to medicines:** critically review the science of and critically appraise the relevance of pharmacodynamics and pharmacokinetics, to apply this knowledge to their own prescribing practice, recognising and evaluating influences on prescribing practice at individual, local and national levels, to critically review commonly occurring drug-drug interactions and adverse drug reactions, to use problem solving skills, numeracy and an understanding of the way data is presented in complex situations to underpin the calculation of correct doses in prescribing and prescription writing;

**In relation to legal and ethical frameworks:** demonstrate an understanding of legal, ethical and professional frameworks including the responsibility that the role of a prescriber entails, aware of their own limitations and work within the limits of their professional competence, articulate and demonstrate how they will prescribe safely, appropriately and cost effectively, justifying the local application of legal and professional frameworks for accountability and responsibility in relation to independent and supplementary prescribing, demonstrate an understanding of the importance of record keeping in the context of medicines management and informing other prescribers/health care professionals;

**In relation to the context:** critique sources of information, advice and support, explaining how they will use them in prescribing practice, taking into account evidence based practice, national and local guidelines and the roles of others who are involved in prescribing practice.

**In relation to public health:** critically reflect on the factors which impact on prescribing at individual, local and national levels and in a public health context and which necessitate therapeutic monitoring and modification and practice based change;

**In relation to clinical governance and personal development:** demonstrate the ability to refer/ consult with other appropriate health care professionals in a timely manner, developing an effective relationship and communication channels with patients/carers and with other prescribers and members of the health care team to work within a prescribing partnership, critically reflect on the clinical governance frameworks that include audit and prescribing practice and development, provide evidence of their Continuing Professional Development plan post qualification as a prescriber.

## 2. Programme Features and Requirements

The overall aim of this programme is to provide a multi professional, flexible programme which will prepare allied health professionals for a role as a Non-Medical Prescriber, ensuring that they are fit for purpose and practice and therefore eligible to apply for annotation on the relevant Health and Care Professions Council (HCPC) register as an independent and /or supplementary prescriber.

The programme is designed to meet the standards of the HCPC for approval and monitoring against the standards it has set in the Outline Curriculum Framework (OCF) (AHPf, 2018) for independent and/or supplementary prescribing education programmes.

The programme consists of 40 credits of learning at Level 6. The programme consists of three modules **all** of which must be successfully passed in order to be eligible to record the Non-Medical Prescribing Qualification with the professional regulatory body:

**NMLB6244 Pharmacology for Prescribing** (a 10 credit module)

**HPHN6250 Principles of Prescribing Practice in the Context of Allied Health Professionals (Independent Prescribing)** (a 20 credit module)

*or*

**HPHN6251 Principles of Prescribing Practice in the Context of Allied Health Professionals (Supplementary Prescribing)** (a 20 credit module)

**NMLB6252 Developing Clinical Skills for Non-Medical Prescribing through Work Based Learning** (a 10 credit module).

Students will undertake the Independent or Supplementary prescribing programme which corresponds to the legal framework for prescribing afforded to their professional registration.

Work-based learning is an integral part of this learning. All students must complete 90 hours of supervised in practice by a Designated Medical Practitioner (DMP) who meets the criteria for eligibility as a DMP.

These modules and supervised practice run concurrently.

Students are required to attend all sessions.

Where registrants previously successfully completed programmes of preparation leading to a Supplementary prescribing role only, and where that legal framework has now been extended to enable an Independent prescribing role, the university is able to offer a conversion programme which, on successful completion, enables annotation on the register of the HCPC as an Independent prescriber.

## 3. Learning Teaching and Assessment

### **(i) Learning, Teaching and Assessment approaches, pedagogy and values that underpin LTA design throughout the programme**

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. Learning is based on a minimum of 26 days in academic study and 12 days in professional practice and students are actively facilitated to apply and integrate their professional knowledge within their specialist practice and to develop an enquiring critical approach to their study and professional practice.

Teaching and learning strategies will therefore engage students in significant activities that help them to connect theory to the context of real-life situations, which leads to meaningful 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.

Two other concepts that underpin contextual learning within the curriculum are evidence-based practice and reflective practice. Students will be required to analyse and evaluate their learning and their 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 one's own and others' expertise and from patient preferences and values (Melnyk and Fineout-Overholt, 2005).

Learning and assessment are considered as interrelated. Everything that the student undertakes – and the products of that learning – is couched amongst active participation and formative opportunities for dialogue and feedback throughout. Modules include formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nichol and McFarlane-Dick, 2006). Summative assessment is authentic, in that assessment clearly aligns to programme and module level learning outcomes, encourage and enable progressive development through feedback, and is of relevance to practice needs that also develop skills and capacity for a wider employability context.

Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skills development in their learning and practice contexts in order to develop their ability to make sound professional judgments.

The delivery of study, academic and digital skills are embedded and extend and adapt definitive resources available centrally through Library and Student Services (LiSS), creating an opportunity to present parity in the student experience across standalone modules and student-owned pathways.

Students are encouraged to consider public and patient perspectives as an integral part of the programme and we are actively seeking to develop these perspectives in curriculum development and delivery. Given that students cannot prescribe whilst on programme, public and patient perspectives are considered by drawing on the relevant literature. DMP mentors have opportunity to involve public and patients by considering their responses and seeking their opinions when supervising students in the context of clinical practice.

## **(ii) Contexts For Learning**

This programme will be delivered through flexible distributed learning, using a range of learning contexts for enactment of the curriculum. Learning will be based in academic study and in practice environments. Students are actively facilitated to use, apply and

integrate their developing knowledge within their practice and to develop an enquiring, evaluative approach to their study and practice.

Campus sites are used to deliver face-to-face learning and teaching, which is supported and enhanced by the use of a range of e-learning technologies, including our virtual learning environment Blackboard. In addition, we make use of a web-based resource developed for students on non-medical prescribing programmes in the region. It is a rich and comprehensive resource of video, case studies and other texts developed through the collaboration of the eight HEIs in the region delivering non-medical prescribing programmes.

Students will also engage in supported and interactive online learning. The programme has been designed to utilise a range of University of Cumbria (UoC) digital resources and supported communication through learning technology where suitable. Use will be made of UoC learning technology such as Blackboard and Turnitin.

Work based learning in practice settings is supported by the DMP mentors, who facilitate and support the underpinning philosophy of contextual learning, and the embedding of employable knowledge and skills within the curriculum.

Practice teachers are supported by the university to prepare for and undertake their role. Face-to-face workshops are facilitated to enable DMP mentors to be up-to-date with programme requirements and developments. DMPs have access to a webfolio of information and guidance. The Personal Tutor as well as Programme Leads are available to support both the student and DMP in the learning and assessment process in practice.

Students remain in contact with their tutors and other students through interactive media.

### **(iii) Learning, Teaching and Assessment Methods**

A variety of methods and strategies will be used to ensure development and acquisition of key knowledge and understanding. Students will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independence-based learning.

Learning is based in academic study and in professional practice. Students are actively facilitated to apply and integrate their professional knowledge within their practice and to develop an enquiring critical approach to their study and professional practice.

Acquisition of knowledge and understanding is through a combination of the following:

Use of virtual electronic learning environment

Lectures

Facilitated discussion and debate – online and classroom based

Individual and group presentations

Tutorials

Guided study and reading

Reflection on professional and inter-professional working

Work based learning.

This programme is practice-centred and directed towards enabling the student to demonstrate how they will prescribe safely, effectively and competently (Allied Health Professions Federation (AHPf), 2018). As such, students will be facilitated to develop practical and professional skills as identified in the Outline Curriculum Framework (AHPf, 2018) and *A competency framework for all prescribers* (Royal Pharmaceutical Society

Centre (RPS), 2016).

These will be developed throughout the programme using the interrelation of the practice environment, with the DMP, and the university environment. Methods used include work based learning, lectures and workshops, case study reviews and discussion forums, independent study and tutorials.

Intellectual and key transferable skills are developed throughout the programme. Methods used include work based learning, involvement in partnership working with patients/clients and carers, engagement with evidence based approach to assessment, decision making and prioritising, prescribing and monitoring, record keeping in written and electronic form, group discussion online and face-to-face. Students are actively encouraged to critically reflect on their development of skills in practice in order to develop their ability to make sound professional judgements.

The following is an indicative range of assessment methods utilised within the programme:

Written examination

Numerical assessment

Portfolio

Personal formulary

Objective Structured Clinical Examination (O.S.C.E.) (assessed by DMP)

Competency profile (assessed by DMP)

Viva voce.

Tutorial support is available through a Personal Tutor system as well as through access to module and specialist tutorial support. Additional support to learning is provided by Library and Student Services (LiSS).

#### **(iv) Formative Assessment**

Formative assessment is an important feature within the programme. Formative work comprises work that informs or becomes part of the summative assessment.

Formative work 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. (Reference: University of Cumbria [2011] Guidelines for Good Assessment Practice).

The use of a portfolio within the 20 credit modules HPHN6250 and HPHN6251 Principles of Prescribing Practice in the Context of Allied Health Professionals particularly promotes developmental learning and assessment, and, as such, it is scheduled throughout the programme as a *long, thin* module. Spaced throughout the programme, formative, constructive comment will be provided, and some of the formative feedback will include peer feedback. Following this 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.

## **4. Programme Outcomes**

This programme provides opportunities for students to develop and demonstrate the knowledge and skills required to practise safely, effectively and competently as an independent and/or supplementary prescriber, and to meet the standards of the HCPC for annotation of their entry on the Register.

### **(i) Knowledge and Understanding**

- a) Models of consultation and assessment, and structured history taking
- b) Effective use of communication skills in consultations
- c) Problem solving skills for effective consultations
- d) Problem solving and numeracy in relation to prescribing and prescription writing
- e) Principles of safe, appropriate, cost effective prescribing
- f) Influences on prescribing practice at individual, local and national levels
- g) Legal, ethical and professional frameworks for accountability and responsibility in relation to supplementary and independent prescribing
- h) The importance of record keeping in the context of prescribing
- i) The application of evidence based practice, including national/ local guidelines to prescribing decisions
- j) The roles of others who are involved in prescribing practice, and referral processes to another team member as appropriate
- k) Factors which impact on prescribing in a public health context and which necessitate therapeutic monitoring and modification and practice based change
- l) Clinical assessment, diagnostic and monitoring skills across the age spectrum
- m) Clinical governance frameworks and the importance of Continuing Professional Development as a prescriber.

### **(ii) Employability Skills**

- a) Consult effectively with patients and carers, assessing their need for medicines and taking account of their wishes
- b) Undertake appropriate history taking, conduct a relevant physical examination when appropriate, and form a diagnosis, having considered the legal, cognitive, emotional and physical differences which apply across the age spectrum
- c) Prescribe safely, appropriately and cost effectively prescribing within the legal parameters of their profession and prescribing authority
- d) Provide accurate and contemporaneous record keeping in the context of medicines management
- e) Undertake therapeutic monitoring ensuring safe and appropriate use of medicines
- f) Communicate prescribing decisions effectively with other members of the healthcare

team

- g) Acknowledge the limitation of their knowledge and refer appropriately to another member of the prescribing team
- h) Make prescribing decisions for individuals in the context of promoting public health
- i) Follow clinical governance frameworks to ensure safe prescribing and provide Continuing Professional Development plans to provide evidence of currency of knowledge.

### **(iii) Qualities, Skills and Other Attributes**

#### Intellectual Skills:

1. Make rational and sound professional judgements in relation to the assessment of need for prescribed medicines ensuring safe and appropriate prescribing and prescription writing
2. Seek and critically evaluate evidence based approaches to prescribing practice
3. Use problem solving skills, numeracy and an understanding of the way data is presented in complex situations to underpin the calculation of correct doses in prescribing and prescription writing
4. Consider issues of benefit and risk when prescribing and the effective application of clinical governance frameworks for non-medical prescribing.
5. Consider issues of legal, professional and ethical responsibility and accountability as a prescriber.

#### Key and Transferable Skills:

1. Work effectively within professional, ethical and legal frameworks, able to reflect upon own practice and take responsibility for own professional practice
2. Work in effective partnerships with others, in a range of different situations and settings
3. Use higher level communication skills that include verbal, non-verbal, written and electronic means to convey information and work effectively in teams
4. Use information technology systems effectively to access, analyse and interpret data, research findings and the evidence base for prescribing practice
5. Apply theoretical and practical knowledge in creating solutions to problems within the context of practice
6. Manage complex situations, drawing upon and applying appropriate evidence based tools and interventions.

## **5. Level Descriptors**



**At HE Level 6: (Year 3 undergraduate),** students will be able to demonstrate that they 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. They will develop and apply a range of problem solving strategies to solve complex problems in practice and be able to communicate solutions, arguments and ideas clearly, accepting accountability for their decision and actions, in line with the Standards for prescribing (HCPC, 2013) and the Standards of conduct, performance and ethics (HCPC, 2012). Students will develop skills in critical and analytical reflective practice in relation to both their personal development and their professional development within the field of independent and supplementary prescribing as a non-medical prescriber.

6. Curriculum Map					
Programme Structure					
UAwd Non-Medical Prescribing (Independent and Supplementary Prescribing by Allied Health Professionals)					
Level	Module Code	Module Title and Module Aims	Credit Points	Core/ Compulsory/ Optional/ Qualificatory*	Notes (eg pre/co-requisites, 'core optional' etc)
6	NMLB6244	<b>Pharmacology for Prescribing</b> This module will enable students to develop their knowledge and understanding of pharmacology and critically relate this to prescribing.	10	Core	Co-requisite are: HPHN6250, NMLB6252
6	NMLB6252	<b>Developing Clinical Skills for Non-Medical Prescribing through Work Based Learning</b> This module will enable students to develop the necessary consultation and clinical skills pertinent to their area of practice. The clinical skills identified will be those required to enable the student to make a full patient/client assessment eliciting the necessary information required prior to prescribing safely. The module will also address the following: legal aspects of prescribing, the writing of an accurate, legal prescription, and maintaining patient/client records to the standard required by their professional regulatory body.	10	Core	Co-requisite are: HPHN6250, NMLB6244
6	HPHN6250	<b>Principles of Prescribing Practice in the Context of Allied Health Professionals (Independent/ Supplementary Prescribing)</b> This module will enable allied health professionals to prepare	20	Core	Co-requisite are: NMLB6244, NMLB6252

		for their roles as independent and/or supplementary prescribers, and enable the demonstration of knowledge and awareness of underpinning theoretical concepts.			
<b>UAwd Non-Medical Prescribing (Supplementary Prescribing by Allied Health Professionals)</b>					
<b>Level</b>	<b>Module Code</b>	<b>Module Title and Module Aims</b>	<b>Credit Points</b>	<b>Core/ Compulsory/ Optional/ Qualificatory*</b>	<b>Notes (eg pre/co-requisites, 'core optional' etc)</b>
6	NMLB6244	<b>Pharmacology for Prescribing</b> This module will enable students to develop their knowledge and understanding of pharmacology and critically relate this to prescribing.	10	Core	Co-requisite are: HPHN6251, NMLB6252
6	NMLB6252	<b>Developing Clinical Skills for Non-Medical Prescribing through Work Based Learning</b> This module will enable students to develop the necessary consultation and clinical skills pertinent to their area of practice. The clinical skills identified will be those required to enable the student to make a full patient/client assessment eliciting the necessary information required prior to prescribing safely. The module will also address the following: legal aspects of prescribing, the writing of an accurate, legal prescription, and maintaining patient/client records to the standard required by their professional regulatory body.	10	Core	Co-requisite are: HPHN6251, NMLB6244
6	HPHN6251	<b>Principles of Prescribing Practice in the Context of Allied Health Professionals (Supplementary prescribing)</b> This module will enable allied health professionals to prepare	20	Core	Co-requisite are: NMLB6244, NMLB6252

		for their roles as supplementary prescribers, and enable the demonstration of knowledge and awareness of underpinning theoretical concepts.			
Modules must be taken concurrently and all assessments successfully passed to be eligible for the Non-Medical Prescribing by Allied Health Professionals award.					

<b>Progression / Award requirements</b>	Module pass mark: 40% (Undergraduate); Module pass mark NMLB6244: for the written examination is 80%; for the numerical assessment is 100% (in line with the requirements of the HCPC, 2013 for these assessments); For students on this programme, condonement will not apply.
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(\*) Note: **Core Modules** – must be taken and successfully passed.

**Compulsory Modules** – must be taken but can be carried as fails (if the award permits).

**Optional Modules** – students would be required to take an appropriate number of optional modules

**Qualificatory Practice Unit** – Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies professional components that are not credit bearing and are pass/fail.

### 7. Programme Assessment Map

This map charts the assessment of the Programme Learning Outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the Programme Learning Outcomes including knowledge, understanding, academic and vocational skills, and other qualities.

The following letters denote the contribution of each module:

*D* = programme outcome is **developed** in this module

*F* = programme outcome, or aspects of the programme outcome, are **formatively** assessed on this module

*S* = programme outcome, or aspects of the programme outcome, are **summatively** assessed on this module

Independent and Supplementary Prescribing by Allied Health Professionals							
Module Code	Module Name	Programme outcome 1: In relation to the patient/client	Programme outcome 2: In relation to medicines	Programme outcome 3: In relation to legal and ethical frameworks	Programme outcome 4: In relation to the context	Programme outcome 5: In relation to public health	Programme outcome 6: In relation to clinical governance and personal development
NMLB6244	Pharmacology for Prescribing	D, F, S	D, F, S		D, F, S		
NMLB6252	Developing Clinical Skills for Non-Medical Prescribing through Work Based Learning	D, F, S	D, F, S	D, F, S	D, F, S		
HPHN6250	Principles of Prescribing Practice in the Context of Allied Health Professionals (Independent/ Supplementary Prescribing)	D, F, S	D, F, S	D, F, S	D, F, S	D, F, S	D, F, S

<b>Supplementary Prescribing by Allied Health Professionals</b>							
<b>Module Code</b>	<b>Module Name</b>	<b>Programme outcome 1:</b> In relation to the patient/client	<b>Programme outcome 2:</b> In relation to medicines	<b>Programme outcome 3:</b> In relation to legal and ethical frameworks	<b>Programme outcome 4:</b> In relation to the context	<b>Programme outcome 5:</b> In relation to public health	<b>Programme outcome 6:</b> In relation to clinical governance and personal development
NMLB6244	Pharmacology for Prescribing	D, F, S	D, F, S		D, F, S		
NMLB6252	Developing Clinical Skills for Non-Medical Prescribing through Work Based Learning	D, F, S	D, F, S	D, F, S	D, F, S		
HPHN6251	Principles of Prescribing Practice in the Context of Allied Health Professionals (Supplementary Prescribing)	D, F, S	D, F, S	D, F, S	D, F, S	D, F, S	D, F, S

## 8. Indicative Assessment Calendar

### INDICATIVE YEAR ONE – Independent and Supplementary Prescribing by Allied Health Professionals

<b>Module Code</b>	<b>Module Title</b>	<b>Method(s) of Assessment</b>	<b>Weighting</b>	<b>Approx assessment deadline (eg mid semester)</b>
NMLB6244	Pharmacology for Prescribing	Summative: Written examination of 2 hours Pharmacology Part A & B Numerical assessment Part C	100%	Mid programme
NMLB6252	Developing Clinical Skills for Non-Medical Prescribing through Work Based Learning	Summative: OSCE (20 minutes equivalent)  Viva (20 minutes equivalent)	Qualificatory pass/fail  Qualificatory pass/fail	Between mid- and programme end  Programme end
HPHN6250	Principles of Prescribing Practice in the Context of Allied Health Professionals (Independent/ Supplementary Prescribing)	Formative: 550 word equivalent written submission Online group discussions Prescription writing practice  Summative: 3500 word portfolio Competency Profile	      100% Qualificatory pass/fail	      Programme end Programme end

**Indicative Assessment Calendar continued**

**INDICATIVE YEAR ONE - Supplementary Prescribing by Allied Health Professionals**

<b>Module Code</b>	<b>Module Title</b>	<b>Method(s) of Assessment</b>	<b>Weighting</b>	<b>Approx assessment deadline (eg mid semester)</b>
NMLB6244	Pharmacology for Prescribing	Summative: Written examination of 2 hours Pharmacology Part A & B Numerical assessment Part C	100%	Mid programme
NMLB6252	Developing Clinical Skills for Non-Medical Prescribing through Work Based Learning	Summative: OSCE (20 minutes equivalent)  Viva (20 minutes equivalent)	Qualificatory pass/fail  Qualificatory pass/fail	Between mid- and programme end Programme end
HPHN6251	Principles of Prescribing Practice in the Context of Allied Health Professionals (Supplementary Prescribing)	Formative: 550 word equivalent written submission Online group discussions Prescription writing practice  Summative: 3500 word portfolio Competency Profile	100% Qualificatory pass/fail	Programme end Programme end



## 9. Support for Students and their Learning

Students will engage in a well-structured induction programme during which they will be introduced to the programme team, and to peers, to university services and support systems. Students will be given support and direction to develop confidence and fluency in accessing and using e-learning technologies supporting learning.

You will have embedded skills interventions from LiSS as part of your induction experience and beyond. Typically, the interventions have taken the form of workshops but equivalent online input could be chosen through liaison. Embedded induction input will cover IT network passwords, introduction to Blackboard and webmail, library services and electronic resources (e-books, e-journals, image collections etc).

### **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**

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

### **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 (2<sup>nd</sup> and 3<sup>rd</sup> 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.

### **PASS**

[PASS](#) is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact [pass@cumbria.ac.uk](mailto:pass@cumbria.ac.uk)

### **Cumbria Mentor Scheme**

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact [melanie.bakey@cumbria.ac.uk](mailto:melanie.bakey@cumbria.ac.uk)

### **Career Ahead**

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).

The University of Cumbria highly values the personal tutoring system, and all students are allocated a named Personal Tutor, whose role is to support individual student achievement and maximise their potential throughout their programme.

The Personal Tutor role will normally encompass:

- academic monitoring and advice
- support for personal development planning
- non-academic guidance and personal support
- communication with other programme staff concerning the student experience of the programme.

Students will have access to tutorial support from their Personal Tutor on a regular basis, (this would normally be based on the equivalent of 3 hours per academic year). This can take various forms, depending on the mode of delivery, and can include on-line support on an individual and a group basis, as well as tutorial support via telephone, email and webcam link through use of Office Communicator.

We recognise that undertaking this qualification can be a challenging, if 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.

Work based learning is supported by a medical practitioner who meets the eligibility criteria for becoming a DMP.

## 10. Criteria for Admission

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website.

Detailed criteria for admission to this programme can be found on the programme webpage: <http://www.cumbria.ac.uk/study/courses/undergraduate/non-medical-prescribing-independent--supplementary-prescribing-by-ahp/>

The following additional requirements apply for entry to this programme:

Entry requirements are as follows:

- Students must fully complete the Non-Medical Prescribing application form, and satisfactorily meet the criteria identified therein. Applications will be reviewed on an individual basis
- Students must be registered with the Health and Care Professions Council – this will be checked on receipt of the application form
- All students are required to provide evidence of a satisfactory disclosure clearance (DBS) (formerly CRB) in accordance with the requirements of the Health and Care Professions Council (HCPC, 2013). Application to the DBS rests with the student and is most usually applied for by the student's employer
- Students from within the area of Health Education North West must successfully attain at least 80% on the pre-programme numeracy assessment
- Students must have an identified Designated Medical Practitioner (DMP) who meets the criteria for eligibility as a DMP (National Prescribing Centre, 2005)
- The learning environment in practice is subject to an educational audit. Where a student undertakes learning in a practice environment outside a contract of employment, there is an expectation that adequate arrangements for indemnity insurance will be in place
- APL entry to the programme is not permitted. All assessments must be undertaken and successfully completed.

Prompt completion of online processes and return of forms and ID documents is crucial and

compliance is carefully monitored by staff throughout the programme to ensure fitness to practice as required by the HCPC.

Where it is unclear whether the student has met the entry requirements satisfactorily, applicants will be contacted for interview. Advice and guidance may be given to the student 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.

Applicants also:

- Must be settled in the UK – (British Citizen, holder of Certificate of Entitlement to the Right of Abode in the UK, have Indefinite Leave to Enter/Remain or Refugee status.
- Must also be ordinarily resident in the UK on the first day of the first academic year of the course and must have been ordinarily resident in the UK and islands for the full three year period before the first day of the first academic year of the course.

IELTS

If English is not your first language you must have an IELTS score of 7.0 with a minimum of 6.5 in each component, or equivalent.

## 11. Methods for Evaluating and Improving the Quality and Standards of Learning and Teaching

<b>Mechanisms for review and evaluation of LTA, the curriculum and outcome standards</b>	HCPC monitoring External Examiner reports Module/programme evaluation Annual Evaluatory Report Staff/Student Programme Forums Operational (programme) Team meetings Peer review of teaching activities
<b>Committees with responsibility for monitoring and evaluating quality and standards</b>	Staff/Student Forums Departmental Quality Committee Faculty Academic Quality and Standards Committee Academic Quality and Standards Committee
<b>Mechanisms for gaining (and responding to) student feedback on the quality of teaching and their learning experience</b>	Staff/student liaison through programme Module/programme evaluations Student representation on Staff/Student Forums Regional network meetings with Non-Medical Prescribing Leads
<b>Staff development priorities for staff teaching this programme</b>	Annual professional updating Continued research and scholarly activity Personal Development and Review Plans

## 12. Additional Information

The programme is delivered by a team with ongoing involvement in a range of activities in clinical and academic practice and development which support currency of the curriculum

issues presented, and responsiveness to the dynamic context of clinical practice.

Students on this programme are qualified allied health professionals and, as such, must practise according to the HCPC (2016) Standards of conduct, ethics and performance.

The programme involves a minimum of 26 days of teaching and learning activity as required by the HCPC. Work based learning is an integral part of the programme, and the HCPC also requires that students complete at least 12 days of learning in a practice environment whilst being mentored by a medical practitioner.

All students receive an induction into the programme, which includes embedded skills interventions and will cover IT network passwords, basic introduction to Blackboard and webmail, library services and electronic resources (e-books, e-journals, image collections etc). Induction will also include an introduction to the programme aims, outcomes and structure, and students will be supported to gain an early understanding of the professional nature of the programme in terms of fitness to practise and expected codes and conduct.

Details of support services available will be provided. For students with disabilities, an assessment will be made in relation to any reasonable adjustments that may be required, in line with the QAA Code of Practice – Students with Disabilities. *For more information, refer to the following:*

[QAA Quality Code – Chapter B4: Student Support, Learning Resources and Careers Education, Information and Guidance](#)  
[Special Educational Needs and Disability Act \(2001\) \(SENDA\)](#)  
[Techdis](#)

On successful completion of this programme, the HCPC will be notified of the student's successful completion of the relevant prescribing award and will annotate the registrant's entry on the Register. The programme will facilitate opportunities for career progression as well as enhancing the care of patients/clients in diverse fields of practice.

Where registrants have successfully completed programmes of preparation leading to a Supplementary prescribing role only, and where that legal framework has now been extended to enable an Independent prescribing role, the university is able to offer a conversion programme which, on successful completion, enables annotation on the register of the HCPC as an Independent prescriber. Further information, and the criteria which must be met prior to entry to the conversion programme, are indicated in the Additional Notes section of the relevant Module Descriptor Forms.

Once the award as a prescriber has been completed at level 6, students would not be able to progress to study the programme at Level 7. We currently give students holding the Level 6 qualification the option to complete bridging work in order to gain accreditation against the Independent Prescribing modules on the MSc Advanced Practice in Health and Social Care and MSc Advanced Practice (Clinical). Please refer to the Programme Specifications of these courses for further details.

Students are able to use this programme towards another University award including a University Advanced Diploma (UAD) in Practice Development or UAD in Prescribing and Pharmacology or towards a BSc (Hons) in Practice Development or Nursing Practice.

Further information regarding these programmes is available from the University website and from the following link: <http://tiny.cc/healthcpd>

### 13. Administrative and Supporting Information

<p><b>Key sources of information about this programme and its development can be found in the following:</b></p>	<ul style="list-style-type: none"> <li>• For QAA benchmarking statements see: <a href="#">QAA website</a></li> <li>• Health and Care Professions Council (2016) <i>Standards of conduct, ethics and performance</i>. London: HCPC.</li> <li>• Health and Care Professions Council (2013) <i>Standards for prescribing</i>. London: HCPC.</li> <li>• Allied Health Professions Federation (2018) <i>Outline Curriculum Framework for Education Programmes to Prepare Physiotherapists, Podiatrists Therapeutic Radiographers and Paramedics as Independent/ Supplementary Prescribers and to Prepare Diagnostic Radiographers and Dietitians as Supplementary Prescribers</i>. London: AHPf.</li> <li>• Department of Health (2006) <i>Improving Patients' Access to Medicines: A Guide to Implementing Nurse and Pharmacist Independent Prescribing within the NHS in England</i></li> <li>• National Prescribing Centre (2005) <i>Training non-medical prescribers in practice: a guide to help doctors prepare for and carry out the role of designated medical practitioner</i>. Available at: <a href="http://www.npc.nhs.uk/non_medical/resources/designated_medical_practitioners_guide.pdf">http://www.npc.nhs.uk/non_medical/resources/designated_medical_practitioners_guide.pdf</a></li> <li>• Royal Pharmaceutical Society (2016) <i>A competency framework for all prescribers</i>. Available at: <a href="https://www.rpharms.com/resources/frameworks/prescribers-competency-framework">https://www.rpharms.com/resources/frameworks/prescribers-competency-framework</a></li> </ul>
<p><b>Quality Group:</b></p>	<p>Department of Nursing, Health and Professional Practice</p>
<p><b>Faculty</b></p>	<p>Health and Science</p>
<p><b>Teaching Institution</b></p>	<p>University of Cumbria</p>
<p><b>Collaborative Partners</b></p>	<p>Not applicable</p>
<p><b>Description of type of Collaboration</b></p>	<p>Not applicable</p>
<p><b>JACS code:</b></p>	<p>B900</p>
<p><b>Programme code (CRS):</b></p>	<p>UA-NMPPHA</p>
<p><b>Date of last engagement with external bodies (eg QAA, Ofsted, etc)</b></p>	<p>Health and Care Professions Council accreditation, March 2010          Health and Care Professions Council Major Change process, August 2016          Health and Care Professions Council Annual Monitoring, March 2018</p>

<b>Date of Programme Specification validation</b>	September 2013	
<b>Validated period of programme:</b>	3 years (January 2014 to December 2016) Update: Validation period extended to December 2020	
<b>Date of changes to Programme Specification:</b>	<i>Reason for change: (eg minor changes)</i>	<i>Date:</i>
	Web link update	July 2016
	<i>Update to terminology</i>	Feb 18
<p>The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data, but will only do so within the terms of this Act. Please see the University of Cumbria website for more information.</p>		

### About Programme Specifications

This programme specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information is provided in the Programme Handbook and associated Module Guides.

Programme Specifications are written with the student audience in mind and are available to students. In addition, they are used in a number of ways:

- As a source of information for students and prospective students seeking an understanding of the programme.
- For the teaching team to ensure there is a common understanding about the aims and learning outcomes for a programme.
- As a reference point for audit, review and monitoring purposes
- As a source of information for employers, and professional bodies to provide evidence that required skills or abilities are developed by the programme.

For more details about Programme Specifications, refer to the [QAA Quality Code, Chapter A3: The Programme Level](#).

<b>DEFINITIVE DOCUMENT</b>		<b>Date:</b>	
<b>Record of Changes:</b>			
<b>Date</b>	<b>Section(s) affected</b>	<b>Actioned by</b>	<b>SITS updated (Y/N/NA)</b>