

Programme Specification

Programme Title and Name of Award	UAwd Independent Prescribing for Pharmacists (Practice Certificate in Independent Prescribing)		
Academic Level	7	Total Credits	40
Professional Body Accreditation / Qualification	The programme prepares students to be eligible to apply for annotation to the register of the General Pharmaceutical Council (GPhC) as an Independent Pharmacist Prescriber.		
Date of Professional Body Accreditation	September 2022	Accreditation Period	September 2022 to end of September 2025
UCAS Code	Not applicable		
HECoS Code	100246		
Criteria for Admission to the Programme	<p>The University's standard criteria for admissions apply. Please refer to the Application Information pages of the University website for more information. For APL, please refer to the University website. Accreditation of prior learning is not permitted for entry to the programme. All assessments must be undertaken and successfully completed.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: Independent Prescribing for Pharmacists (Practice Certificate in Independent Prescribing) - Level 7 University of Cumbria</p> <p>The following additional requirements apply for entry to this programme:</p> <ul style="list-style-type: none"> • 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. • Applicants must be registered and in good standing with the General Pharmaceutical Council (and any other healthcare regulator with which they are registered) – this will be checked on receipt of the application form. • Applicants must have relevant experience, appropriate patient-orientated experience post registration, in a relevant UK practice/pharmacy setting. • Applicants are required to provide evidence of a satisfactory enhanced disclosure clearance (DBS) within three years of the programme start date. Responsibility for application to the DBS 		

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	<p>rests with the programme applicant and is applied for by their employer.</p> <ul style="list-style-type: none"> • Applicants have an identified area of clinical or therapeutic practice in which to develop independent prescribing practice. The applicant must be able to recognise, understand and articulate the skills and attributes required during their prescribing, which is suitable to act as the foundation of their prescribing practice while training. • Applicants must demonstrate that they meet the governance requirements of their employing organisation/Clinical Commissioning Group (CCG). • Applicants must have an identified Designated Prescribing Practitioner (DPP) who meets the criteria for eligibility as a DPP identified by the programme application form. • The learning environment in practice is subject to an educational audit undertaken by the Designated Prescribing Practitioner. 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. <p>Where it is unclear whether the 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>						
Teaching Institution	University of Cumbria						
Owning Institute	Health						
Programme delivered in conjunction with	Not applicable						
Principal Mode of Delivery	Blended Learning						
Pattern of Delivery	<p>Part-time</p> <table> <tr> <td>Total weeks of study:</td> <td>18 – 24 weeks</td> </tr> <tr> <td>Delivery pattern:</td> <td>S1 & S2</td> </tr> <tr> <td>Standard semester dates:</td> <td>No</td> </tr> </table>	Total weeks of study:	18 – 24 weeks	Delivery pattern:	S1 & S2	Standard semester dates:	No
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Delivery pattern:	S1 & S2						
Standard semester dates:	No						
Delivery Site(s)	University of Cumbria campuses of Carlisle – Fusehill Street, Lancaster and London						

Programme Length	The programme is normally scheduled for a period of approximately 18-24 weeks. Completion of the programme is anticipated within one year.
Exit Awards	None
Period of Approval	August 2022 to August 2025 (this is aligned with the anticipated period of accreditation by the General Pharmaceutical Council).
This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, 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. The details of the programme offered for a particular intake year will be as detailed on the programme webpage: Independent Prescribing for Pharmacists (Practice Certificate in Independent Prescribing) - Level 7 University of Cumbria	

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 pharmacists for roles as Independent Pharmacist Prescribers, ensuring that they can demonstrate achievement of the Learning Outcomes identified by the General Pharmaceutical Council (GPhC) and are therefore eligible to apply for annotation as a prescriber to their registration with the GPhC.

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 pharmacists' roles to support patients to self-manage their well-being and long-term conditions, through optimising medicines, and enabling improved medicine related communication between general practice, hospital and community pharmacy is increasingly recognised (NHS England, 2015; NHS England 2018). For example, an increasing number of general practices are recruiting clinical pharmacists who, with a

prescribing qualification, are able to consult with patients to improve access to care in general practice and support improved health outcomes for patients.

The programme consists of 40 credits of learning at Level 7 supporting the development of knowledge, understanding and skills for safe, appropriate and cost-effective prescribing. As a pharmacist independent prescriber in training, you will complete 26 days of scheduled learning and teaching which combine attendance for virtual, face-to-face, in-class work with more flexible directed and self-directed study supported by e-learning approaches. Also, as a pharmacist independent 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 facilitate your clinical practice in your current environment as well as supporting your continuing development as a pharmacist prescriber in training. At all times, as a pharmacist independent prescriber in training who is a registrant of the General Pharmaceutical Council, you will be expected to adhere to the standards for pharmacy professionals (GPhC, 2019).

Supervised learning in practice time is an integral part of this programme and scheduled to run concurrently with theoretical learning throughout the programme. As a pharmacist independent prescriber in training, you will also complete 90 hours of learning in practice.

You are responsible for identifying a DPP who will demonstrate that they meet the criteria for eligibility as a DPP (GPhC, 2019), and complete a self-assessed practice placement audit. It is part of the application process that the course providers agree that the DPP nominated by you, has the core competencies and opportunities to carry out the role effectively. Although more than one person may be involved in supervising your practice as a pharmacist independent prescriber in training, the DPP will assume primary responsibility for your supervision, and responsibility for signing off your competence as a pharmacist independent prescriber in training. Therefore, the DPP will be required to support your learning and assessment on this course for a minimum of 30 hours. Further information for you and your DPP is available [here](#) .

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. Following formative feedback opportunities therefore, you are encouraged to reappraise and redraft your work to reflect your learning from the feedback provided.

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.

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 General Pharmaceutical Council (GPhC) where these are applicable. Successful completion of this programme is not a guarantee of annotation with the GPhC or of future employment as a pharmacist independent prescriber. Accreditation reports and the timescales for future accreditations are available at: [Accredited independent prescribing programmes | General Pharmaceutical Council \(pharmacyregulation.org\)](https://www.pharmacyregulation.org/)

Programme Learning Outcomes

By the end of this Programme learners will be able to:

The aims of the programme are to provide a challenging and flexible learning environment for registered pharmacists to develop as competent prescribers who are eligible to seek to apply for annotation on the register of the GPhC as pharmacist independent prescribers.

Learning outcomes for the programme are specified by the GPhC and linked to the RPS framework (2021). These can be demonstrated within the six broad Learning Outcomes identified below in relation to:

1. The patient/client
2. Shared decision-making/Public Health
3. Pharmacology
4. The context
5. Legal and ethical frameworks
6. Clinical governance and personal development.

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

- 1. In relation to effective consultation with the patient/client:** use current research to 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 evaluate 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 medicines:** demonstrate clarity of reasoning in relation to the relevance of pharmacodynamics and pharmacokinetics and apply the knowledge to your own prescribing practice, using relevant sources of information, advice and decision support to underpin accurate prescribing and prescription writing;
- 4. In relation to the evidence base for medicines use:** show a systematic and critical understanding of 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:** interrogate the benefits and demonstrate a critical awareness of legal, professional and ethical frameworks including the responsibility that your role as an independent prescriber entails, demonstrate initiative and 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, justify 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 a critical awareness 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 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes.
- Accept accountability for decision making including the use of supervision.
- Analyse complex concepts and professional situations by means of synthesis of personal and workplace reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the knowledge and understanding identified by the GPhC (2019) for pharmacist independent prescribers at the point of annotation:

Domain 1: Person-centred care:

K1.1 Knowledge of the psychological and physical impact of prescribing decisions on people;

K1.2 Legal responsibilities under equality and human rights legislation and respect diversity and cultural differences;

K1.3 The way in person-centred care should not be compromised because of personal values and beliefs;

K1.4 History-taking techniques for effective consultation skills;

K1.5 The role of the prescriber in working in partnership with people who may not be able to make fully informed decisions about their health needs;

K1.6 How to support individuals to make informed choices that respect people's preferences.

Domain 2: Professionalism:

- K2.1 Your own role and the role of others in multi-professional teams;
- K2.2 Responsibility and accountability as a prescriber who understands legal and ethical implications;
- K2.3 Relevant legislation and ethical frameworks related to prescribing, including remote prescribing and the handling and sharing of confidential information;
- K2.4 Factors that may influence prescribing decisions;
- K2.5 Local, regional and national guidelines, policies and legislation related to healthcare;
- K2.6 Reflection and development of prescribing practice to ensure it represents current best practice;
- K2.7 Health economics when making prescribing decisions;
- K2.8 Clinical governance of prescribers, who may also be in a position to supply medicines to people;
- K2.9 Recognition of other professionals' practice and how to raise concerns related to inappropriate or unsafe prescribing by other prescribers.

Domain 3: Professional knowledge and skills:

- K3.1 Evidence-based decision-making in all aspects of prescribing;
- K3.2 The risks and benefits associated with prescribing decisions;
- K3.3 Pharmacology in relation to your own prescribing practice;
- K3.4 Clinical and diagnostic skills in clinical settings appropriate to your scope of practice;
- K3.5 Record keeping that ensures safe and effective care and align with relevant legislation;
- K3.6 Relevant investigations and interpret results and data in your prescribing practice;
- K3.7 Current and emerging systems and technologies in safe prescribing;
- K3.8 Identification and response to people's need when prescribing remotely;
- K3.9 Monitoring and management to improve patient outcomes;
- K3.10 Recognition and management of prescribing and medication errors;
- K3.11 Public health issues in promoting health as part of prescribing practice.

Domain 4: Collaboration:

- K4.1 Collaborative working to optimise individuals' care and your role in the prescribing process;
- K4.2 Your role and responsibilities for safeguarding children and vulnerable adults;
- K4.3 When and where to refer people appropriately;
- K4.4 Collaboration with people that encourages them to take responsibility for managing care;
- K4.5 Consultation skills to get information from individuals who are either unaware of or guarded about their health needs, to inform safe prescribing;
- K4.6 When to seek guidance from another member of the healthcare team or an appropriate authority.

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

The programme provides opportunities for you to develop and demonstrate the skills and competence identified by the GPhC (2019) for pharmacist independent prescribers at the point of annotation:

Domain 1: Person-centred care:

- S1.1 Application of knowledge that recognises the psychological and physical impact of prescribing decisions on people;
- S1.2 Understanding and meeting your legal responsibilities under equality and human rights legislation and respect diversity and cultural differences;
- S1.3 Taking responsibility for ensuring that person-centred care is not compromised because of personal values and beliefs;
- S1.4 Appropriate history-taking techniques through effective consultation skills;
- S1.5 The role of the prescriber in working in partnership with people who may not be able to make fully informed decisions about their health needs;
- S1.6 Support for individuals to make informed choices that respect people's preferences.

Domain 2: Professionalism:

- S2.1 A critical understanding of your own role and the role of others in multi-professional teams;
- S2.2 Recognition of your own role as a responsible and accountable prescriber who understands legal and ethical implications;
- S2.3 Application of knowledge of relevant legislation and ethical frameworks related to prescribing, including remote prescribing and the handling and sharing of confidential information;
- S2.4 Recognition and management of factors that may influence prescribing decisions;
- S2.5 Application of local, regional and national guidelines, policies and legislation related to healthcare;
- S2.6 Reflection on and development of your own prescribing practice to ensure it represents current best practice;
- S2.7 Application of knowledge and understanding of health economics when making prescribing decisions;
- S2.8 Understanding of the clinical governance of the prescriber, who may also be in a position to supply medicines to people;
- S2.9 Application of knowledge to recognise other professionals' practice and competence to raise concerns related to inappropriate or unsafe prescribing by other prescribers.

Domain 3: Professional knowledge and skills:

- S3.1 Application of evidence-based decision-making in all aspects of prescribing;
- S3.2 Management of the risks and benefits associated with prescribing decisions;
- S3.3 The application of pharmacology in relation to your own prescribing practice;
- S3.4 Clinical and diagnostic skills in clinical settings appropriate to your scope of practice;

- S3.5 Creation and maintenance of appropriate records which ensure safe and effective care and align with relevant legislation;
- S3.6 Identification of relevant investigations and interpret results and data in your prescribing practice;
- S3.7 Use of current and emerging systems and technologies in safe prescribing;
- S3.8 Competence to identify and respond to people's need when prescribing remotely;
- S3.9 Application of the principles of effective monitoring and management to improve patient outcomes;
- S3.10 Competence to recognise and manage prescribing and medication errors;
- S3.11 Recognition of the public health issues in promoting health as part of your prescribing practice.

Domain 4: Collaboration:

- S4.1 Working collaboratively with others to optimise individuals' care, understanding your roles in the prescribing process;
- S4.2 Applies knowledge to recognise your own role and responsibilities, and those of others, in safeguarding children and vulnerable adults;
- S4.3 Recognition of when and where to refer people appropriately;
- S4.4 Collaboration with people to encourage them to take responsibility for managing care;
- S4.5 Appropriate consultation skills to get information from individuals who are either unaware of or guarded about their health needs, to inform safe prescribing;
- S4.6 Recognition of when to seek guidance from another member of the healthcare team or an appropriate authority.

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 GPhC accredits prescribing programmes leading to eligibility to apply for annotation as a pharmacist independent prescriber. Therefore, the programme must enable pharmacist independent prescribers in training to demonstrate the knowledge, skills and competence identified by the GPhC for pharmacist independent prescribers at the point of annotation:

- General Pharmaceutical Council (2019) [Standards for the education and training of pharmacist independent prescribers](#)

Other external reference points may include:

- General Pharmaceutical Council (2017) [Standards for pharmacy professionals](#)
- Royal Pharmaceutical Society (2021) [A competency framework for all prescribers](#)
- Royal Pharmaceutical Society (2019) [A competency framework for designated prescribing practitioners](#)

Other internal reference points may include:

- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)

Graduate Prospects

The programme leading to the award of the Practice Certificate in Independent Prescribing is offered at Level 7 only (GPhC, 2019). As a result of successful completion, 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 7 as APCL or APL, or simply 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 pharmacist independent 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, pharmacist independent 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., George, J., Maclure, K., Stewart, D. (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

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. 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, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Learning and Teaching

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.

The programme will be delivered through flexible distributed learning, using a range of learning contexts for enactment of the curriculum. Learning is based on a minimum of 26 days of structured learning activities and 90 hours (approximately 12 days' equivalent) of learning in professional

practice. In-classroom and virtual classroom sessions provide opportunities for the development of identified clinical skills to support a range of clinical assessments and diagnostic decision-making.

As a pharmacist independent 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 facilitate your clinical practice in your current environment as well as supporting future development. The role of the Designated Prescribing Practitioner (DPP) is central to the contextualisation of professional knowledge within your clinical practice. Where necessary the programme team can call on a wide range of professional colleagues within and out with 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.

Two other concepts that underpin contextual learning within the curriculum are evidence-based practice and reflective practice. As a pharmacist independent prescriber in training, 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 considering knowledge gained from your own and others' expertise and from patient preferences and values (Melnyk and Fineout-Overholt, 2011).

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 and at the academic level chosen of the programme.

The 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.

Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. As a pharmacist 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 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 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 a pharmacist independent prescriber in training therefore, you will be expected to engage in supported and interactive online learning.

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.

Learning in practice is supported by the DPP, who will facilitate and support the underpinning philosophy of contextual learning, and the embedding of employable knowledge and skills within the curriculum, which is linked to the Royal Pharmaceutical Society Framework (RPS) (2021).

The DPP supervising your learning and assessment in practice will be supported by the programme team to prepare for and undertake their role. Virtual or Face-to-face workshops are facilitated to enable DPPs (Designated Prescribing Practitioner) to be up-to-date with the programme learning outcomes and requirements for assessment. DPPs have access to a webfolio of information and guidance, as well as e-learning resources. The Personal Tutor as well as Programme Leads are available to support both you and your DPP in the learning and assessment process in practice.

You will be encouraged to consider the perspectives of patients, 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. Although as a pharmacist prescriber in training you cannot prescribe whilst on the programme, you and your DPP have the opportunity to involve patients, service users and carers by considering their responses and seeking their opinions during your supervised learning in practice and in the context of clinical practice. In addition, patient, service user and carer 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
- Lectures
- Facilitated discussion and debate – online and classroom based
- 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.

Summative and Formative Assessment

Summative assessment methods used within the programme to enable you to demonstrate achievement of the knowledge, understanding and competence in practice as a pharmacist independent prescriber (GPhC, 2019). The 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;
- The set exercise consists of practical demonstration of prescribing skills through a direct observation of practical skills and viva voce assessment of prescribing skills. This assessment is undertaken in the context of the quality assurance processes of the University.
- A portfolio. The written portfolio requires the demonstration of knowledge and understanding applied to the practice area for each of the Learning Outcomes.

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 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 current Guidelines for Good Assessment Practice). The use of a portfolio 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 the 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 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.

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 pharmacist prescribers in training 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.

Evaluation provided by students are fed 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. Pharmacist 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 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).

Induction portfolios are available from the New Students My.Cumbria page:

<https://my.cumbria.ac.uk/Student-Life/New-Students/>

Personal Tutoring

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 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/Group tutorial support is offered in a variety of ways; group online environment, tutorial support in face-to-face meetings, via telephone, email and webcam link through the use of TEAMS can all be utilised.

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

Personal Development Planning

As a pharmacist 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 (GPhC, 2019). Learning agreements will be used to support the identification of your learning needs throughout the course, and aimed at the successful demonstration of all Learning Outcomes required for pharmacist prescribers in training. At the point of assessment, you will be required to demonstrate your commitment and preparation for your continuing development as a pharmacist independent prescriber (subject to annotation by the GPhC as a pharmacist independent prescriber).

Library Services and Academic Skills

The library home page can be accessed here: <https://my.cumbria.ac.uk/Student-Life/Learning>.

Module leaders will collaborate with Library Services to ensure that your online 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 [NMP resource webpages](#). The module/programme reading and resource lists will be made available to you electronically on Blackboard.

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site.

The [Student Enquiry Point](#) is a simple way to contact Library and [Skills@Cumbria](#) Services. Additional skills support for students is offered via:

- [Workshops](#)
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[Head Start to Postgraduate Study](#) This free online pre-entry Master's level course is available free of charge through Blackboard. It provides a useful insight into the academic requirements of study at postgraduate level, including advice from academic tutors and current students, and an opportunity to refresh and develop the library, academic and digital skills for this level. It is recommended to students who are about to start their PG qualification.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the [Head Start webpage](#).

Student Support Services

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)

- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

Student Voice

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at [www.ucsme](#).

You can email at any time on studentvoice@cumbria.ac.uk.

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 [IT 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 [IT Services 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.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at [www.ucsme/support](#).

Programme Curriculum Map (Blended Learning)					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	HPHN7416	Independent Prescribing for Pharmacists	40	Core	K1.1-1.6, K2.1-2.9, K3.1-3.11, K4.1-4.6 S1.1-1.6, S2.1-2.9, S3.1-3.11, S4.1-4.6
Notes					
<p>This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the General Pharmaceutical Council that:</p> <p><i>In any assessment, a failure to identify a serious problem or an answer which would cause the patient harm, should result in overall failure of the programme.</i></p> <p>Please also note that:</p> <ul style="list-style-type: none"> • all assessments must be successfully passed to be eligible for the University Award of Independent Prescribing for Pharmacists (Practice Certificate in Independent Prescribing). For students on this programme, compensation (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. <p>Concerns regarding the student's practice will be managed according to the University's Fitness to Practise Policy and Procedures (2021) which are aligned to professional body standards and the Student Code of Conduct.</p> <p>Pharmacist independent prescribers in training should note that they may not prescribe until they have successfully completed the programme and their registration with the GPhC is annotated accordingly.</p> <p>Where a student has not succeeded in their programme, they will be permitted to re-register on the same programme, but a new application form must be submitted and the criteria met.</p>					

* Key to Module Statuses	
Core Modules	Must be taken and must be successfully passed.

Programme Delivery Structure: Part Time (Blended Learning)				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Indicative week number of Assessment Deadline
		Sept – Dec		
		Jan – May		
HPHN7416	Independent Prescribing for Pharmacists	<p>Normally delivered over a period of 18-20 weeks</p> <p>However, may be delivered over a period of 12-26 weeks where delivery arrangements are indicated</p>	<p>Formative: Assessment in practice, portfolio development and prescription writing exercise</p> <p>Summative:</p> <p>Practical skills assessment:</p> <p>Qualificatory: Pass/Fail achievement of all competencies in practice, record of learning and supervised learning hours assessed by DPP in the context of clinical practice;</p> <p>Set exercise assessment:</p> <p>Qualificatory: Pass/Fail practical demonstration of clinical and prescribing skills and Direct Observation of</p>	<p>Completed by mid-way through programme</p> <p>End of programme assessment required</p> <p>End of programme assessment</p>

		<p>Practical Skills and viva voce assessment undertaken in the context of the quality assurance processes of the University;</p> <p>Portfolio: (100%) 3500-word assessment demonstrating knowledge and understanding applied to the practice area for each of the Learning Outcomes. 3500-word portfolio submission at end of programme.</p> <p>(Please see also additional information regarding the indicative assessment timeline below)</p>	End of programme assessment
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Students exiting at this point with 40 credits would receive a University transcript of credit.

Successful students will also be awarded a 'Practice Certificate in Independent Prescribing' confirming that the candidate has successfully completed the programme and period of learning in practice.

As a result of successful completion of the module, pharmacists will be eligible to apply for annotation as an independent prescriber to their registration with the General Pharmaceutical Council.

Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the GPhC:

- Students would not be entitled to module re-assessment, and will fail the programme if within any assessment, a failure to identify a serious problem or an answer which would cause the patient harm - Academic Regs (F8.1 & F8.6)
- Programme Length scheduled for a period of approximately 18-24 weeks – Academic Regs (D.3)
- Number of summative assessments exceeds two – Academic Regs (F5.5)
- Contact hours are stipulated by the GPhC – Curriculum Design Framework

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	<ul style="list-style-type: none">• General Pharmaceutical Council accreditation processes• Module Evaluation• Programme Validation and Periodic Review• Annual Monitoring• Peer Review• External Examiner Reports• Student Success and Quality Assurance Committee• Programme Partnership Committees• Operational (programme) Team meetings
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	<ul style="list-style-type: none">• Staff Student Forum• Module Evaluation Forms• Programme Evaluation• Module/Programme/Personal tutorials• Meetings with External Examiners• Student representation on Programme Partnership Committee• Regional network meetings with Non-Medical Prescribing Leads• Health Education England review meetings• Online Forums (e.g. using the University's VLE)• Personal Tutor meetings with feedback to Module and Programme Leads• Informal discussion with students

Date of Programme Specification Production:	January 2022
Date Programme Specification was last updated:	August 2023
For further information about this programme, refer to the programme page on the University website	

The following information has implications for potential international applicants who require a Student Visa to study in the UK	
Is the placement requirement more than 50% of the programme?	Not applicable
If yes, what % of the programme is the placement requirement?	Not applicable
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	Not applicable