



Course Handbook

Advanced Certificate in Independent Prescribing for Pharmacists

2020-21

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School of Pharmacy and Biomedical Sciences



Please read this Handbook in conjunction with the University's Student Handbook.

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1. Welcome to the course

Welcome to the School of Pharmacy and Biomedical Sciences at the University of Central Lancashire. We hope that you'll enjoy your studies and experiences in Preston. The Student Handbook brings together information to help you to answer queries that you might have about the course. If we have missed something that you think should be included in this Handbook then please let us know.

We want this to be a positive learning experience for you. There will be some very hard work, but we hope that you'll find it interesting and stimulating, and that you'll have the chance to enjoy yourself along the way. We believe you *can* succeed, and we *want* you to succeed. The academic and support staff are here to help you achieve that goal. Good luck!

1.1 Rationale, aims and learning outcomes of the course



The aim of this programme is to equip pharmacists with the necessary knowledge, skills, attributes and behaviours to take on the role of a prescribing pharmacist. This will prepare pharmacists to practise as Independent Prescribers according to standards as stipulated by the General Pharmaceutical Council (GPhC).

1.2 Course Team

Name	Email address	Room
Ishaq Goga	IGoga@uclan.ac.uk	MB136
Louise Cogan	LSCogan@uclan.ac.uk	MB007
Emma Bremner	EBremner@uclan.ac.uk	MB032
Asa Auta	Aauta@uclan.ac.uk	MB026
Danielle Bradbury	DBradbury1@uclan.ac.uk	MB146
Anisha Mamu	AMamu@uclan.ac.uk	MB023
Esther Lim	ELim@uclan.ac.uk	MB107A

1.3 Expertise of staff

The academic staff that will be teaching you are all highly qualified in the areas that they teach. Many staff are engaged in research and/or scholarly activity which helps enrich your experiences. We also employ external speakers to deliver specialist teaching.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



1.5 Administration details

Course Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Foster Building

Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Allen Building

Medicine
Dentistry
telephone: 01772 895566
email: AllenHub@uclan.ac.uk

Harris Building

Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Computing and Technology Building

Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building

Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993

email: GreenbankHub@uclan.ac.uk

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The preferred method of communication to yourself will be through email but we will also post general information about the course via Blackboard. Individual queries to staff via email will normally be responded to within 3 working days.

Normal office hours for staff are Monday to Friday 9am to 5pm, appointments can be made via email.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Module Tutor and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Your External Examiner is Dr Christine Hirsch, Senior Lecturer in Clinical Pharmacy, Director of Clinical Pharmacy Education, University of Birmingham.



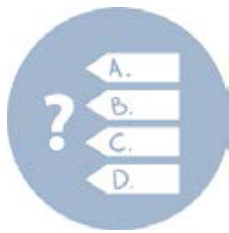
2. Structure of the module

2.1 Overall structure

The independent prescribing module is a 40 credit module that runs over two semesters, and typically will start in September or April. The module will contain 9 face to face teaching days plus an assessment day. Students are required to undertake 90 hours with their DPP (designated prescribing prescriber). The module is subject to accreditation by the GPhC.

2.2 Modules available

The Practice Certificate in Independent Prescribing module is the only one available.



2.3 Course entry requirements

All students must possess a pharmacy degree and be registered with the General Pharmaceutical Council.

In addition, students must have two years post registration experience, be able to nominate an identified DPP and satisfy the MSc course leader that they have sufficient expertise and competence.

Students may be interviewed at the discretion of the MSc course leader.

As a student undertaking this course, you are bound by the code of conduct as specified by the **General Pharmaceutical Council** and subject to the UCLan procedure for the consideration of Fitness to Practise.

2.4 Module Registration Options

Discussions about your progression through the course normally take place in April/September each year depending on what start date you join.

2.5 Study Time

2.5.1 Weekly timetable

The course will be delivered through blended learning using a variety of delivery methods including distance learning supplemented with face-to-face delivery on campus. Where face-to-face sessions are scheduled, active learning strategies will be used wherever possible. There will be eight face to face study days plus one assessment day for the independent prescribing module.

Students will need to take an active role in their learning, and where content is reinforcement of prior knowledge they will be required to undertake this work themselves supported through directed study hosted via Blackboard, the VLE.

Students will need to evidence personal professional development, DPP supervision hours and how new knowledge and/or information has shaped their practice through an electronic portfolio. The e-portfolio will allow students to upload key pieces of evidence, e.g. peer testimonials.

Tutor-led feedback will support students through providing feedback on directed and independent study as well as formative and summative assessments. This will be achieved by using IT solutions such as Adobe Connect. Students will be encouraged to form learning sets to provide one another with peer support.

2.5.2 Expected hours of study

40 credits are a standard module size and equals 400 notional learning hours, which includes attendance at UCLan and time spent in private study.

You will need to prioritise your own workload and manage your own time. You are expected to drive your own study.



2.5.3 Attendance Requirements

You are required to attend all timetabled teaching sessions. Notification of illness or exceptional requests for leave of absence must be made to:

Ishaq Goga (IP course leader): IGoga@uclan.ac.uk

Notification of illness or exceptional requests for leave of absence must be made by e-mailing the course leader to notify staff that you will be absent and which sessions you will miss. If you do not e-mail your absence in, the absence will be classed as unauthorised, unless appropriate documentary evidence (e.g. a medical note) is provided.

When you e-mail the course leader, please ensure you have the following information ready: Student ID number and sessions that you will be missing. This information will be required to correctly update your attendance records.

Students who do not respond to communications concerning continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance.

NOTE: ATTENDANCE AT ALL FACE-TO-FACE SESSIONS THAT INVOLVE CLINICAL SKILLS ASSESSMENT ARE MANDATORY.

Please note that in any cases of absence (authorised or otherwise) it is your responsibility to find out what material you have missed, and by negotiation with staff (and perhaps other students) to catch up with your general learning and especially the work required for assessments. ***Where clinical skills sessions are missed this would ordinarily mean the course cannot be completed and the student would have to start the course again. However, in exceptional circumstances, it might be possible to re-arrange clinical skills training to allow continuation on the course.***

Please note that your employer will be notified of any absence.

Students can check their attendance record through myUCLan.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Fundamentally, you are committed to studying on your chosen programme in order to learn. We expect you to learn new knowledge, general (transferable) and subject-specific skills during your time in the School. The type of learning that you will acquire is indicated in the **module descriptor** for the module, included at the end of this Handbook. Learning is generally expressed in the form of **Learning Outcomes** and these are descriptions of what you will be able to do upon completion of your course as a whole, or upon completion of an individual module.

The module descriptor lists the Learning Outcomes that you are expected to demonstrate upon completion and the purpose of assessment is to test your success in achieving these learning outcomes.

Learning is an active process, and requires your engagement and commitment. This means that you will only be able to meet the Learning Outcomes of each module (and ultimately your course as a whole) if you commit yourself to:

1. Attending the timetabled sessions.
2. Completion of the assessment requirements.
3. Supplementing timetabled sessions by reading and use of any learning materials recommended by the Module Tutor – this out of class investment on your part is specified as 'directed learning' (or independent learning).
4. Playing an active part in group work and in-class discussions/debates.

You will be given guided reading based on the current literature, and will be expected to work independently to gain further information on the topic thereby extending your knowledge and understanding. Your learning process will culminate in submitting assignments, which require assimilation and expression of the knowledge and understanding gained during formal guided and independent learning.

3.2 Study skills

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

The University has an excellent study skills support facility for students called **WISER**. WISER is an acronym for the two ways in which you may wish to make use of this service.

Walk-In Study Enhancement through Review drop in, one to one **tutorial** consultations, which is available to all students during term-time. The focus is on specific and individual needs.

Wiser Interactions for Study Enhancement and Review workshops on topics of direct relevance to your study needs. The workshops are not credited and are weekly per semester.

There are a variety of services to support students and these include WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.3 Learning resources

3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

3.4 Personal development planning

The School actively supports University policy in the implementation of personal development planning (PDP) across both undergraduate and postgraduate programmes. At the postgraduate level within the MSc programme, students will be expected to demonstrate how their practice has changed and how they are utilising their new skills through critical reflection and evidence base to sustain their development.



3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your course, but an important part of it which will help you to show future employers just how valuable your course is. These "Employability

Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

Careers offers a range of support for you including:

- Career and employability advice and guidance appointments
- Support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- Workshops, seminars, modules, certificates and events to develop your skills

A daily drop in service is available from 09:00-17:00 for CV checks and initial careers information. For more information, visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4 Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

We realise that for some of you this can be a daunting time. We are sure that in the next few weeks you will make friends with people on your course and this friendship could last for much longer than the few years you will be at UCLan. If you wish to discuss issues around this, then please contact your Course Leader or Academic Advisor.



4.1 Academic Advisors

You will be assigned an Academic Advisor at the start of your diploma. The Academic Advisor will generally be a member of Academic Staff who has a good understanding of your course.

The role of the Academic Advisor is to provide the opportunity for you to discuss course matters and to provide a focal point for academic development, to provide individual feedback on progress, to identify areas needing improvement and discuss strategies for achieving this and to monitor attendance and progress through the course.

The Academic Advisor also gives guidance to students following Assessment Boards. In addition, Academic Advisors should provide personal support, taking account of current problems in the student's life and be available for informal appointments through email.

When appropriate, your Academic Advisor may well refer you to specialised central University support e.g. WISER, and may liaise with Futures to help provide you with careers guidance.

4.2 Students with disabilities

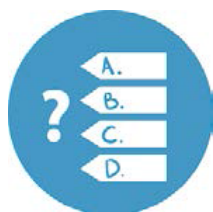
In your School, Dr Lisa Shaw is the point of contact for students with disabilities. You can contact her via email at LShaw1@uclan.ac.uk

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

5. Assessment



5.1 Assessment Strategy

The module will utilise formative assessment at relevant points, to prepare students for the associated summative assessments. Students will receive feedback on their formative assessment, at a mutually convenient time that is driven by the student. The summative assessment strategy in the module is designed to best test the achievement of the module learning outcomes and so a range of assessment methods are utilised.

You are strongly advised to make an early start on the preparation of assignments and to plan well ahead in order to avoid an accumulation of work that could adversely affect your performance.

5.2 Notification of assignments and examination arrangements

Full details relating to the assessment of your module, (including policies on deadlines, penalties for late submission, plagiarism and feedback) can be found in the "Student's Guide to Assessment" which will be updated annually and made available to you via Blackboard.

The course leader will also provide details of the assessment brief and assessment criteria, well in advance of the submission date. The marking criteria that is used to assess your work can be found on Blackboard.

Students have to complete the learning in practice to the satisfaction of their designated prescribing practitioner DPP and through submission of a learning log. ***Failure to complete learning in practice will result in failure and no other element of assessment will compensate this failure.***

The School operates a Patient Safety Panel that considers potential patient harm that results from student actions/inactions in assessments. Any instances of potential harm in any assessment will be referred to the Panel. The Panel has the power to impose assessment penalties depending on the nature and seriousness of patient harm, which ultimately could result in student failure.

5.3 Referencing

Vancouver style. The web link gives full guidance on how to use Vancouver referencing. <https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/library/public/vancouver.pdf>

5.4 Confidential material

Your assignments will require you to access confidential patient information. Remember your ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments. Please ensure that all patient identifiers are removed from all submitted work.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as 'critical friends' and confirm that marking standards

are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give through module feedback questionnaires (MFQ's).

7.1 Student Staff Liaison Committee meetings (SSLCs)

Formal awards that have 60 credits of learning or more have a SSLC. As this is a short CPD course with only 40 institutional credits we will not be running a SSLC.

8. Appendices

8.1 Programme specification

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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 he/she takes full advantage of the learning opportunities that are provided.

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire, Preston Campus
3. University School/Centre	School of Pharmacy and Biomedical Sciences
4. External Accreditation	None
5. Title of Final Award	Advanced Certificate in Independent Prescribing for Pharmacists
6. Modes of Attendance offered	Part-time
7. UCAS Code	
8. Relevant Subject Benchmarking Group(s)	QAA Master's degree characteristics 2015 http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2977#.V_Tur4VeE70
9. Other external influences	General Pharmaceutical Council standards for independent prescribing https://www.pharmacyregulation.org/education/pharmacist-independent-prescriber Health Education England https://hee.nhs.uk/ RPS foundation and advanced level frameworks https://www.rpharms.com/development-files/foundation-pharmacy-framework---final.pdf http://www.rpharms.com/non-member/non-member-faculty.asp
10. Date of production/revision of this form	April 2018
11. Aims of the Programme	

The aim of this programme is to equip pharmacists with the necessary knowledge, skills, attributes and behaviours to take on the role of a prescribing pharmacist.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

At the end of the programme of study the student will be able to:

- A1 Apply the principles of legal, ethical and professional frameworks for accountability and responsibility in relation to prescribing.
- A2 Perform safe clinical assessment of patients when prescribing and monitoring therapy using appropriate diagnostic aids; underpinned by knowledge of the pathophysiology of the condition(s) being treated.

Teaching and Learning Methods

A blend of distance learning and face-to-face instructional delivery supported by practice-based activities.

Assessment methods

Portfolio and exam

B. Subject-specific skills

At the end of the programme of study the student will be able to:

- B1 Prescribe as part of the multidisciplinary team, apply the limitations of professional competence and maintain effective records.
- B2 Prescribe safely, appropriately and cost-effectively using an evidence-based approach, taking into account public health issues.

Teaching and Learning Methods

A blend of distance learning and face-to-face instructional delivery supported by practice-based activities.

Assessment methods

Portfolio and exam

C. Thinking Skills

At the end of the programme of study the student will be able to:

- C1 Plan and work within clinical governance frameworks that include audit and CPD, reflecting upon factors that can influence prescribing.

Teaching and Learning Methods

A blend of distance learning and face-to-face instructional delivery supported by practice-based activities.

Assessment methods

Portfolio

D. Other skills relevant to employability and personal development

At the end of the programme of study the student will be able to

- D1 Communicate effectively with patients and carers using a shared decision making approach

Teaching and Learning Methods

A blend of distance learning and face-to-face instructional delivery supported by practice-based activities.

Assessment methods

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	PJ4699	Practice Certificate in Independent Prescribing	40	<p>Advanced Certificate in Independent Prescribing for Pharmacists Requires 40 credits at level 7</p> <p>Successful completion of this programme will allow students to be annotated on the General Pharmaceutical Council's register to act as independent prescribers</p>
15. Personal Development Planning				
<p>Practice based activities will form the corner stone by which students self-assess their educational needs and shape their professional development planning. The programme employs a portfolio to allow students to reflect and plan as well as demonstrate learning through assessment. Furthermore, we utilise the Royal Pharmaceutical Society's prescribing framework to encourage students to benchmark their learning and professional development.</p>				
16. Admissions criteria				
<p>Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.</p> <p>Students will be informed of their personal minimum entry criteria in their offer letter.</p>				
<ul style="list-style-type: none"> • Have a current registration as a Pharmacist with the General Pharmaceutical Council • Be working in, or able to access a practice environment that will enable them to meet and achieve the course learning outcomes • Students applying for postgraduate programmes must have a minimum level of English language proficiency equal to IELTS 7.0 or equivalent • Meet all of the above criteria, plus: <ul style="list-style-type: none"> ○ Be able to satisfy the Course Leader that they have sufficient expertise and competence in the area in which they wish to prescribe ○ Demonstrate a commitment to continuous professional development ○ Must have been registered with the GPhC for a minimum of 2 years ○ Must be able to nominate an identified Designated Prescribing Practitioner (DPP) ○ Interview at the discretion of the course leader 				
17. Key sources of information about the programme				
<ul style="list-style-type: none"> • University web site www.uclan.ac.uk 				

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes					
				Knowledge and understanding	Subject-specific Skills		Thinking Skills	Other skills relevant to employability and personal development	
				A1	A2	B1	B2	C1	D1
	PJ4699	<i>Certificate in Independent Prescribing for Pharmacists</i>	COMP	X	X	X	X	X	X