Student Handbook
Advanced Certificate
Non-Medical Prescribing
2015-16
Course Leader – Ruth Broadhead
School of Community Health & Midwifery
College of Health and Wellbeing

NU4023
Level 7
WE PROMOTE ACCESS TO EXCELLENCE ENABLING YOU TO DEVELOP YOUR POTENTIAL

We value, and practice equality of opportunity, transparency and tolerance.

We strive for excellence in all we do: locally regionally, nationally and internationally.

We work in partnership with business, the community and other educators.

We encourage and promote research innovation and creativity.

The Student Charter

UCLAN’s Commitments to You:

An excellent teaching and learning environment

- Active participation in learning with well qualified staff who have current research or work-related experience
- Space, facilities, academic resources and IT appropriate to your subject area
- Academic and pastoral support
- Feedback on your assessed work which is produced within the published timescales, is individual to you, and helps you to improve
- Timescales which are kept to

A world class and contemporary real world curriculum

- Courses based on research and on current theories and practice
- Opportunities for you to develop research skills
- Professional body accreditation for courses where appropriate
- Industry-standard qualifications as part of courses where appropriate
- Courses which are regularly reviewed to ensure quality

Enhancing your employability

- Information, advice and guidance on career and personal goals
- Opportunities for work experience to prepare you for the workplace
- Support in identifying, recording & presenting your knowledge, experience, skills & attributes

A safe, supportive, inclusive and welcoming environment

- A safe place which values differences & is free from harassment & discrimination
- Education and services which are accessible to all of our students
- Clear signposting of advice and support
- Rules, regulations and procedures which are clear, straightforward, thorough & fair
- Information & advice on all aspects of university life – for example, finance, accommodation, social activities, health and wellbeing
• Good quality, well maintained accommodation, access to UCLan-registered private landlords

Personal fulfilment

• Support for your personal development
• Opportunities for overseas travel and foreign language learning
• Extensive indoor and outdoor sports and recreational facilities and activities
• Opportunities for accredited volunteering and community action activities

Our Expectations of You:

That you talk to us

• If you need help
• If you have specific needs or any barriers to participating in learning
• If you have any concerns or if there is anything affecting your studies

That you will actively engage in your learning by

• Preparing for classes and attending punctually
• Taking part in all scheduled learning sessions
• Actively engaging with learning opportunities, both those that are scheduled and those that you organise yourself
• Completing your work to the best of your ability and submitting it on time
• Making sure that it is your own work and not copied from someone else
• Using the feedback you are given to improve
• Seeking support from your tutors when needed
• Making good use of staff’s time
• Keeping up-to-date with course information through UCLan email and the student portal

That you will inform us by

• Keeping your personal information up-to-date
• Telling us what you think to help us improve what we do

That you will act responsibly by

• Abiding by the University’s regulations, procedures, codes of conduct and local rules
• Engaging in an appropriate manner with all learning activities
• Respecting the campus environment, keeping it safe and pleasant
• Taking care of your and others’ health, safety and wellbeing and treating others with respect

That you develop yourself by

• Being proactive in identifying your goals and aspirations
• Taking responsibility for your personal and skills development by using the information, advice, guidance and support available to you
• Taking advantage of opportunities within and outside your university - for example work-related experiences, volunteering, community activities, global experiences, Students’ Union clubs and societies, sports and recreation
Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
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1. Introduction to the Course
1.1 Welcome

The Division of Family, Community and Public Health (FCPH) within the School of Community Health & Midwifery welcomes you to the Non-Medical Prescribing course. We offer you a multi-disciplinary learning environment that is designed to develop both your academic and practice related skills. You will be learning alongside nurses, physiotherapists and pharmacists during the course.

An overview of the course and important information is provided in this handbook. School of Health programme standards and protocols, study skills and student services are further explained in the School of Health Student Handbook 2015-16. In addition you should also refer to the Students’ Guide to Regulations 2015-16 for information about the University’s rules and regulations.

The course team wishes you well with your studies.

1.2 Rationale, Background, Aims and Learning Outcomes

1.2.1 Rationale

The purpose of the School of Health is to seek to promote and maintain a rich and stimulating multi-professional research, teaching and learning environment in order to provide education which encompasses the best and most relevant experience for students preparing for, or developing, their professional roles in healthcare. The vision for the school is to facilitate excellence in the delivery of health care and promote implementation and evaluation of changes within health care services. The Advanced Certificate Non-Medical Prescribing Course supports the School of Health ethos and current NHS changes by providing a medium for experienced nurses, pharmacists, physiotherapists and other Allied Health Professionals to continually professionally develop and attain an Independent and Supplementary prescribing qualification.

The Advanced Certificate Non-Medical Prescribing is regulated and validated by:

1. Nursing and Midwifery Council – revalidation due 2016
3. Health & Care Professions Council – revalidated 2013

All students undertaking the course must meet the requirements as determined by their respective professional standards (Nursing & Midwifery Council; General Pharmaceutical Council and the Health and Care Professions Council).

On successful completion on the course, as directed by the NMC, HCPC & GPhC, students will be awarded either:

<table>
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<th>Profession</th>
<th>Qualification</th>
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<tr>
<td>Nurses &amp; Midwives</td>
<td>Advanced Certificate Independent &amp; Supplementary Prescribing</td>
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<tr>
<td>Physiotherapists &amp; other AHPs</td>
<td>Advanced Certificate Independent &amp; Supplementary Prescribing</td>
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<tr>
<td>Pharmacists</td>
<td>Advanced Certificate Independent Prescribing (although pharmacists are expected to study and pass the supplementary prescribing component).</td>
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The course runs part-time over 5-6 months and is delivered at the Main University Campus site in Preston.

There are 3 main components to the course:

<table>
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<th>Component</th>
<th>Details</th>
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<tr>
<td>University taught days x 13 +1</td>
<td>These days typically start at 0900 prompt and finish at 1600 unless otherwise informed by the teaching staff. It is strongly advised that you attend</td>
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<tr>
<td>Duration</td>
<td>Description</td>
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<td>100% of the sessions to gain maximum benefit from the course theory.</td>
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**Directed theory study days x 12**  
A study day consists of 7.5 hrs. You are expected and strongly advised to use these days productively using a variety of directed resources. You should **NOT** be required to attend your workplace on these days. These directed study days are an integral and compulsory part of the course’s theoretical hours as stipulated by the NMC, HCPC and GPhC.

**Clinical hours x 90hrs**  
You are required to undertake a maximum of 90 clinical hours in your place of work during the prescribing programme.  
45 hrs **MUST** be undertaken under the direction and supervision of your Designated Medical Practitioner (DMP).  
The remaining 45 hrs can be undertaken with your DMP, other medical practitioners in your field of work, other non-medical prescribers for example.  
You are required to complete and log these hours during the course, then submit them with your Clinical Assessment Document at the end of the course.

### 1.2.2 Background to Course

The NHS Plan, published in July 2000, signalled a reform of healthcare changes throughout the NHS. The ethos was based on the needs and wants of service users and there was evidence that nurses were vital to the success of the plan. The publication of ‘Investment and Reform for NHS Staff – Taking forward the NHS Plan’ (Department of Health (DH), 2001a) stated clearly that working in new ways was essential to the successful delivery of the changes. One of these new ways of working was to give specified health professionals the authority to prescribe, building on the original proposals of the Crown Report (DH 1999).  
In May 2001, the Health Minister, Lord Philip Hunt announced an expansion of nurse prescribing (DH 2001b). Two significant elements to nurse prescribing were announced; the first concerned the development of prescribing to include further groups of nurses. The second declared the intention to expand the Nurse Prescriber's Formulary (NPF) to enable independent nurse prescribers to prescribe all General Sales List and Pharmacy medicines, which are prescribable by doctors under the NHS, together with a list of Prescription Only Medicines (POMs) for specified medical conditions. These specified conditions have since expanded to enable the nurse who has successfully completed the programme of training for extended formulary prescribing, to prescribe for those specified medical conditions set out in both the British National Formulary (BNF) and in Part XVIIIB(ii) of the Drug Tariff (DH, 2004a).  
In November 2002 proposals were announced by Lord Hunt in respect of ‘Supplementary’ prescribing (DH, 2002). The proposals were to enable nurses and pharmacists to prescribe for the management of long term conditions utilising clinical management plans. The success of these developments prompted further regulation and legislative changes, enabling specified Allied Health Professionals to train and qualify as supplementary prescribers (DH, 2005). Further legislative changes now permit pharmacists and physiotherapists to train as independent prescribers (DH, 2006; DH, 2013). There are further changes pending in respect of paramedics, dieticians and radiographers.
Patient safety and well-being are vital, and the training and education of Non-Medical prescribers is key to ensuring this. This course has been developed in response to these developments and follows the strict guidelines laid down by the relevant professional bodies (Department of Health, 2005, 2006, Nursing and Midwifery Council, 2006, the Health and Care Professions Council, 2010 and the General Pharmaceutical Council, 2010) to ensure that training and education is standard and uniform and generates safe effective prescribers.

It is stipulated by the NMC, HCPC & GPhC that if there is any evidence of unsafe practice identified during the course, the student will automatically refer/fail.

Students eligible for the course will have been identified by their employers as best placed to deliver care which would be enhanced by prescribing, as an independent and supplementary prescriber. The course enables students to develop their professional role and prescribe safely and effectively within their defined area of practice. Qualified prescribers must only prescribe within the parameters of their own sphere of expertise and competence.

1.2.3 Aims

The course aims to develop your professional role in order that you will prescribe safely and effectively within your own specialist area. This will enable you to prescribe as an Independent Prescriber and as a Supplementary Prescriber in accordance with your relevant professional standards as stipulated by the Health and Care Professions Council (HCPC), Nursing and Midwifery Council (NMC) and General Pharmaceutical Council (GPhC).

1.2.4 Course Learning Outcomes

At the end of the course the student should be able to:

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<td>1</td>
<td>Critically appraise the factors impacting upon and influencing safe prescribing practice (including unlicensed and off-label prescribing).</td>
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<td>2</td>
<td>Demonstrate and critically evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment.</td>
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<tr>
<td>3</td>
<td>Critically evaluate the contemporary pharmacological knowledge base underpinning prescribing practice.</td>
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Critically review the contribution of the multidisciplinary prescribing team in prescribing, supplying and administering medicines in Independent and Supplementary prescribing practice.

Critically reflect on continuing professional development of prescribing practice

Demonstrate achievement of the practice standards as set in the clinical assessment document.

When working with children, demonstrate an ability to take an appropriate history, undertake a clinical assessment and make an appropriate decision based on that assessment to either diagnose or refer, having considered the legal, cognitive, emotional and physical differences between children and adults.

### 1.3 Course Team

The course has been developed by and is delivered by a multi-professional team who are experienced in delivering prescribing programmes. All but one of the course team has a prescribing qualification recorded with the NMC, HCPC or GPhC.

**Ruth Broadhead (nurse)** is overall Course Leader. Please contact Ruth for advice regarding any issues during the course including informing of absences. She teaches across the programme and communicates with the NMC and HCPC.

**Janice Davies (pharmacist)** is the co-course leader and is the identified pharmacist who is responsible for teaching pharmacology, overseeing the progression of pharmacist students and communicating with the GPhC. She is supported by **Harun Juwale (pharmacist)** who also teaches pharmacology within the course.

**Jane Rutt-Howard (nurse)** and **Gill Armitage (nurse)** are responsible for the clinical skills sessions for pharmacists and general NMP teaching. **Jane** also supervises the OSCE assessments.

**Dawn Eccleston (nurse)** is the link lecturer between the University teaching team, the student and the SDMP. Dawn undertakes visits to all DMPs in practice.

**Charlotte Smith (nurse)** is a prescriber and teaches public health on the programme.

**Dilyse Nuttall (nurse)** is Principal Lecturer in the School and teaches across the programme.

**Gill Rawlinson (physiotherapist)** contributes to teaching, supervision and assessments from an AHP perspective.

Course Team contact details are as below:

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<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
<th>Tel</th>
<th>Office</th>
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<tbody>
<tr>
<td>Ruth Broadhead (Course Leader)</td>
<td>Independent &amp; Supplementary Prescriber Specialist Practitioner</td>
<td>Email: <a href="mailto:rbroadhead@uclan.ac.uk">rbroadhead@uclan.ac.uk</a> Tel: 01772 893614 Office: Greenbank 209</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janice Davies (Co-Course Leader)</td>
<td>Independent Prescriber Pharmacy Lecturer Practitioner</td>
<td>Email: <a href="mailto:JADavies5@uclan.ac.uk">JADavies5@uclan.ac.uk</a> Tel: 01772 895814 Office: MB023</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gill Armitage</td>
<td>General Practice Nurse/Nurse Practitioner</td>
<td>Email: <a href="mailto:garmitage@uclan.ac.uk">garmitage@uclan.ac.uk</a> Tel: 01772 893695 Office: Greenbank 208</td>
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1.4 Personal Tutor

You will be allocated an academic supervisor/personal tutor on the first day. You will have access to your academic supervisor for the duration of the course and their role is to advise you on the assessments and feed back on drafts of your work. However, for pharmacological supervision, you must contact the subject specialists, Janice Davies or Harun Juwale.

In theory:
1. Nurses and Midwives will be allocated an NMC registered lecturer
2. Pharmacists will be allocated a GPhC registered lecturer
3. Physiotherapists and other AHPs will be allocated a HCPC registered lecturer

However, in times of sickness or leave, this may alter. This does not disadvantage students in any way.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located at Brook Building (BB204) and is open from 8.45am until 5.15pm Monday to Thursday and until 4pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school Blackboard sites.

The hub telephone number is 01772 891992 or 01772 891993
The hub email contact: brookhub@uclan.ac.uk

1.6 Communication
Email: 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.

Telephone: You can also contact the course leader or other members of the team by telephone or by arranging a meeting in person. Please remember that it may not be possible for teaching staff to respond immediately to any messages left by either email or telephone but will reply as soon as possible. We aim to respond to emails within 3 working days within the School of Health. Sometimes this may be difficult depending on the member of staff's commitments that week. Please be patient. However, you need to ensure that you contact another member of the teaching team if you get an extended “out of office” response (due to sickness/annual leave or other off-campus duties), particularly if your enquiry is urgent.

In person: If you wish to speak to a member of the team in person, you should contact him/her to book an appointment. Try to avoid bringing queries and questions about your assessments/personal issues to the classroom. These can often be very specific to yourself and should be discussed in a tutorial with your supervisor or Course Leader. Please try to avoid approaching the lecturers at break times, lunchtimes or after class without prior arrangement. Lecturers have extremely busy schedules and may be required to be at another venue across campus, have pre-arranged commitments and appointments or simply wish to take their own lunch or coffee break.

Blackboard: During the course it is essential that you access Blackboard frequently. The course team may utilise the “Announcements” facility in order to send important information to all students as a group. It is recommended that you access Blackboard regularly to ensure that you do miss any vital information.

Online timetable: Please check your venue for the university taught sessions prior to each one, either the night before or on the actual morning. The Central Timetabling Unit staff endeavour to keep classrooms as shown, but occasionally there may be the need to change a venue at short notice. If you do not have the facility to check venues on a mobile phone, then please access any of the computers in any of the buildings or visit the School of Health Hub in BB204 for information.

If you need to speak to someone urgently and are unable to contact a member of the course team, please contact the School of Health office on 01772 891992 or 01772 891993

1.7 External Examiners

The quality of the course content, assessment process and student work is reviewed by two appointed external examiners:

Nurses & Midwives:
Louise Hales, Lecturer, RN, RM, RHV, NP, Queens University Belfast

Pharmacists and AHPs:
Dr. Andrea Hilton BPharm, MSc, PhD, MRPharms, University of Hull

It is not permissible for students to contact the external examiners themselves. Previous external examiner reports will be made available on Blackboard.

1.8 Supporting Documentation
Whenever you begin to study on a new module or course there is always a lot of information to read and digest. We advise you to take some time to read through all the available information and if you do not understand anything please see a member of the course team. It is important that you are fully aware of the expectations associated with undertaking a Level 7 (post-graduate / Master’s degree level) course and you should read this handbook in conjunction with the following documents, all of which are available via the student portal or the course Blackboard site:-

1. **School of Health Student Handbook 2015-16** provides you with information about the School of Health. You should pay particular attention to the section detailing the regulations governing assessment.

2. **Study Skills Handbook 2015-16** provides information and guidance on study skills.

3. **School of APA Health Referencing Guide 2015-16** details the expected format of references within your written work.

4. **UCLan University Regulations 2015-16** advises the student on issues pertinent to themselves, the university and wider guidelines.

**Course-specific documentation**

It is expected that all students on the programme read this Handbook in its entirety along with familiarising yourself with the content of the following associated documents and guidelines:

1. Portfolio guidelines
2. Clinical Assessment Document

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**2. Structure of the Course**

**2.1 Overall Structure**

The NU4023 Advanced Certificate Non-Medical Prescribing course consists of one 40 credit module at level 7 (see appendix one for the Module Descriptor). It may be undertaken as a stand-alone module or as part of another programme such as MSc Advanced Practice. The delivery of the course has been designed to enable you to learn through a variety of learning and teaching methods.

The course runs over 5-6 months. It consists of 26 days (195 hours) theory and 12 days (90 hours) of practice/observation. You will be required to attend thirteen direct taught multi-professional study days and one day for examinations at the University. The other twelve theory days will be undertaken as directed study, utilising an interactive e-learning Web Resource, supported by Blackboard materials. The course team suggest that you negotiate the equivalent of 1 study day (7.5 hours) per week in order to work through the interactive Web Resource lessons. The 12 days (90 hours) of clinical observation/practice should be arranged with your Designated Medical Practitioner (DMP) and manager at a time convenient to you all but these hours must be completed within the duration of the course.
Please note that previous study cannot be used to APEL from any aspects of the course due to stipulated professional requirements from the NMC, GPhC, HCPC.

2.2 Course Content

The content of the course reflects and meets the requirements stipulated by the relevant profession standards (Health & Care Professions Council, 2004, Nursing and Midwifery Council, 2006 and General Pharmaceutical Council, 2010) links to which can be found in appendix two of this handbook. In addition appendix three shows the mapping of the Professional Bodies' learning outcomes to the module learning outcomes. The principal areas addressed include:

- Context of prescribing – prescribing in a multi-disciplinary team, independent prescribing & supplementary prescribing
- Influences on and psychology of prescribing
- History taking
- Consultation models, clinical decision making, assessment, investigations, differential diagnosis
- Safe diagnosis & prescribing
- Clinical pharmacology, including the effects of comorbidity
- Pathophysiology, natural history and progression of defined conditions
- Principles and methods of patient monitoring
- Medicines optimization and review of therapy, including non-drug treatment
- Evidence based practice and clinical governance
- Legal, ethical & professional aspects of prescribing
- Professional accountability and responsibility
- Prescribing in respect of the public health agenda
- Prescription writing process
- Policy in local and national contexts
- Reflective approaches and continuing professional development including P-Formularies
- Prescribing for children & other specific groups
- Clinical skills (for pharmacists only)

You will be expected to relate theoretical principles and concepts from the taught sessions and apply these to your own individual practice. The subject areas will be delivered mainly in a generic style, but lecturers may refer to their own area of clinical practice and use anecdotes and examples to illustrate a point. You are encouraged to also apply this theory to your own patient group to enhance your understanding and application. In addition to the classroom teaching, these topic areas are reflected in the content of the interactive e-learning Web Resource that you can utilise on the Directed Study days.

2.2.1 Clinical Placement

The 12 days (90 hours) clinical placement experience will require the participation and direction of a medical colleague who will act as your Designated Medical Practitioner (DMP). It is they who will assess your clinical competency skills required to become a Non-Medical Prescriber in practice. Your DMP will be briefed by a member of the teaching team, given a pack to assist in his/her role and will be encouraged to access the course team for guidance as necessary. A minimum of 6 of the practice days (or 45 hours) must be spent with your DMP. It is important that you optimise the varied range of experiences in order that you achieve the required knowledge, skills and attributes to be a safe and competent prescriber.
Examples of other appropriate clinical experiences include attending a local prescribing forum, visiting specialist areas and observing other established non-medical prescribers. However, it is essential that these experiences are negotiated with your DMP and that he or she ensures the professional is able to offer an appropriate learning experience. The clinical competencies should be discussed with and signed off by your DMP.

2.2.2 Specific Professional Learning Needs

Due to the nature of this multi-professional programme many of the taught sessions are shared. However it is recognised that individual professions and practitioners have specific learning needs in relation to non medical prescribing. Therefore there may be timetabled sessions where you are taught within your own professional group. The aim of these sessions is to enable individual practitioners to develop knowledge and skills relevant to their own practice in order to prescribe safely and effectively.

For pharmacists these separate sessions will focus upon gaining clinical and diagnostic skills identified as core to safe prescribing and relevant to the condition(s) for which you intend to prescribe. These sessions will include the recognition and response to common signs and symptoms indicative of clinical problems ie. red flags. They will also address the use of common diagnostic aids for the assessment of the patient’s general health status. Core skills may include the examination of cranial nerves, stethoscope use, temperature, pulse, respiration, blood pressure monitoring, including the correct use of equipment such as sphygmomanometer, oxygen saturation device, tendon hammer, blood glucose monitoring machine, peak flow meters.

Nurses and Allied Health Professionals will focus on the pharmacology of drugs relevant to your area of clinical practice. There may be opportunities for you to also access clinical skills sessions if required.

2.2.3 Progression

Progression through the course is closely monitored by the Course Leader and your allocated personal supervisor. Classroom sessions will aim to ensure that taught content is applied appropriately by each student to their own workplace and patient group. Personal progression should be self-assessed by each student from day 1 and at strategic points through the course. It is the student’s responsibility to access supervision and inform the Course Leader if they feel as if progression is an issue. Students are helped to progress by the staggered assessments and submission of written work. If there is a problem with a student’s progression, either in clinical practice or in university, then the student will be seen by the Course Leader.

If students refer (fail) any component of the assessment process, a 2nd attempt will be offered. If this is then referred for a 2nd time, a formal progression meeting will take place with the Course Leader to determine whether or not the student can continue on the course.

2.2.4 Module Learning Outcomes

This double module consists of seven module learning outcomes. Students must demonstrate achievement of these module learning outcomes through the assessments indicated in section 5 of this handbook. The module learning outcomes for NU3023 are:
1. Critically appraise the factors impacting upon and influencing safe prescribing practice (including unlicensed and off-label prescribing).

2. Demonstrate and critically evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment.

3. Critically evaluate the contemporary pharmacological knowledge base underpinning prescribing practice.

4. Critically review the contribution of the multidisciplinary prescribing team in prescribing, supplying and administering medicines in Independent and Supplementary prescribing practice.

5. Critically reflect on continuing professional development of prescribing practice.


7. When working with children, demonstrate an ability to take an appropriate history, undertake a clinical assessment and make an appropriate decision based on that assessment to either diagnose or refer, having considered the legal, cognitive, emotional and physical differences between children and adults.

2.3 Study Time

See section 1.2.1

2.3.1 Weekly timetable

Your weekly timetable showing the days, times and venue of your lectures is available via the Student Portal. You will need your username and password to access this. The link to the timetable is https://www.uclan.ac.uk/students/study/timetabling.php

2.3.2 Level 7 study

As experienced practitioners, you are expected to be active participants in the process of multi-professional learning. The study you will undertake involves further development of your capacity to think critically and creatively to question current practice and theory through reflection and discussion. You will be expected to analyse and synthesise the literature and reach some independent illuminating and challenging ideas and practice recommendations. The course also encourages you to develop existing clinical skills applying them to the principles and practice of prescribing. As Nurses, Pharmacists and Allied Health Professionals you will identify the condition(s) for which you will prescribe and on which you will focus during the course. This will require a greater critical analysis of your practice, considering the role of independent prescribing and supplementary prescribing. This will link to self-directed study based on individual learning needs which you will be required to undertake during the course. On completion of the course you should be able to demonstrate knowledge, behaviour and attitudes necessary for prescribing competence but demonstrate an advanced academic rigour at Level 7. There is provision for in depth exploration of pertinent issues that will impact upon the prescriber. There are also opportunities to analyse and reflect upon those issues with a view to addressing their
significance in the clinical setting. These elements will provide you with an increased ability to meet the challenges of your clinical role.

2.3.3 Timetable and Attendance

Your programme consists of a minimum of 26 days with an additional 12 days supervised learning in practice. All registrants must undertake both independent and supplementary elements of the programme. You will be given a timetable on the first day of the course which will include information on room lecturer and content of the sessions.

The venue for each taught session is available on the Daily Timetable, accessed via the Student Portal online or https://www.uclan.ac.uk/students/study/timetabling.php

Attendance is closely monitored. A 100% attendance at university study days and practice days is expected. Notification of illness or exceptional requests for leave of absence must be made to the Course Leader. If your absence results in a level of 80% attendance or less thus putting you at risk of failing to meet the course outcomes, you and your line manager will be alerted by letter and offered support. However, if your level of attendance affects your ability to achieve the learning outcomes you will be required either to withdraw or recommence with a later cohort. 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.

You must complete the programme in no more than two years from the identified start date. If you have not acquired the necessary knowledge and skills to achieve the proficiencies and not completed all assessments within this period, you will have to undertake the whole programme again, including all assessments to ensure that competence is maintained. The repeated course will incur a full value cost.

NB Specific pharmacist attendance requirements

It is mandatory that pharmacist students attend all clinical skills and diagnosis sessions. Attendance is closely monitored and recorded throughout the programme. If you miss any mandatory clinical sessions due to extenuating circumstances such as sickness, it will still be necessary for you to undertake them in order to meet the requirements of the programme. The timing of these sessions will be negotiated with you.

2.3.4 Attendance Requirements

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

Course Leader – Ruth Broadhead by email r broadhead@uclan.ac.uk or 01772 893614
Lecturer taking the session
Line Manager (except if self-funding)
DMP

Attendance at taught sessions is monitored electronically by our internal Student Attendance Monitoring system (SAM). You are required to bring your student ID card with you and use the scanners outside each classroom to record your attendance. You must only enter your own details onto the system. To enter details falsely eg. for a fellow student, is not permitted as this would create inaccurate records and would be dishonest. Students could be disciplined under University Regulations.
If you have not gained the required authorization for leave of absence, if you do not respond to university communications, and if you are absent for two weeks or more, you may be deemed to have withdrawn from the course. If this is the case, the date of withdrawal will be recorded as the last date you attended.

If you are being sponsored or funded through the Course, sharing of this information with employers/line managers is the responsibility of the student and the Course Leader.

2.4 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clark to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk

3. Approaches to Teaching & Learning

3.1 Learning & Teaching Methods

The lecturers on the non-medical prescribing course have all gained a prescribing qualification. There is extensive clinical and prescribing expertise throughout the team including subject specialists, current clinicians, primary and secondary care specialists including nurses, midwives, pharmacists and physiotherapists. The course has been developed to provide you with a challenging learning environment which encourages shared learning and student contribution to the learning process. The content is the same for Level 7 as for Level 6 and students are expected to utilise the theory at the academic level at which they are studying. Level 6 and Level 7 are taught together. The generic nature of the course content and the adopted learning and teaching strategies will facilitate you and your fellow students to apply the underpinning principles of safe prescribing to your own practice areas or specialties. This will encourage professional development in prescribing in order to enhance the care provision to the clients through the critical appraisal of practice. The opportunity afforded by shared multi-professional learning will be capitalised on through the use of practice-based scenarios, portfolio, clinical observation, lectures, group discussion, and seminars. Multi-professional group discussion and guided reflection will encourage you to reflect on practice and identify how theory, research, standards and guidelines can be used to support your practice. They will also help you identify areas for further development and to develop an appropriate action plan.

N.B. Teaching and learning on the course includes the development of professional skills using the skills labs. These sessions will involve simulation of practice scenarios to promote understanding and application of the session themes. You will be given detailed information of the content of these sessions, after which you will be asked to consent to participate in these sessions by signing the consent form in appendix four.
3.2 Interactive Web Resource

The majority of the directed study element of the course will be centered around the interactive Web Resource. In order to use this resource, you will require IT skills and access to a computer, as indicated on the course fact sheet. Access details to the resource will be given to you on the first day. The interactive Web Resource package will also include a handbook which includes guidance on using the resource and the associated Website. The resource is divided into 12 modules which support and enhance the taught sessions in University.

3.3 Study Skills

You will be given support and direction from the course team on developing your study skills. However, it is recognized that this is a short course and therefore, ability to study at level 6 has been set by the professional bodies as a pre-requisite of the course. You will be encouraged to identify any areas in which you feel you need further support and development in relation to study skills. You may be directed to other services within the university for this support such as WISER. Further details regarding WISER & LIS (Library & IT Helpdesk) are available at:

<table>
<thead>
<tr>
<th>WISER</th>
<th><a href="https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_33_1">https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_33_1</a></th>
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<tr>
<td>LIS</td>
<td><a href="https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_25_1">https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_25_1</a></td>
</tr>
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3.4 Learning Resources

3.4.1 Learning Information Services (LIS)

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. The library offers a range of services and supportive material. Library facilities are available to you at the Main Library in Preston and at the Clinical Site Libraries at the following Acute Trust Hospitals: Blackpool, Burnley, Chorley, Ormskirk and Wigan. They provide a range of appropriate books, journals, CD-rom databases, online and Internet resources. These are supported by inter library loan services, making use of local and national networks e.g. British Lending Library, University Library facilities, Post Graduate Medical Libraries.

The University Central Library Opening Times during a normal term are:

The building is open 24 hours 7 days a week

Please note you will need a valid Library card to enter the Library building.

Visitors may only enter during staffed hours.

<table>
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<tr>
<th>Staffed services are available as follows:</th>
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<tr>
<td>Monday - Friday</td>
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<td>Saturday - Sunday</td>
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Outside the normal term times, the library will be open, but there is reduced access. This information is contained on LIS home page at:

http://www.uclan.ac.uk/library/index.htm

The Clinical Site Libraries have various hours of opening. You will need to identify those by consulting staff at the individual sites or via the LIS web pages.

You will have access to networked computers that are available at the Preston and the Clinical Campus Sites. At Preston, there is open access to workstations located in the Library on the 3rd floor. There is also access to Greenbank 275 and 277, Harrington 333, Harris 144, Livesey House 123 and the undergraduate and postgraduate base rooms in Brook Building. There are other computer rooms available at the Preston site. There is open access to these areas when no classes are in progress at the time.

### 3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – ejournals and databases, ebooks, images and texts. There is a dedicated BLACKBOARD site for the non-medical prescribing course. It is essential for all students to access Blackboard at least weekly during the course. A significant amount of additional resources are uploaded by all lecturers to support the taught sessions and the help with your progression through the assessments. Students cannot possibly progress if Blackboard has not been utilised. Announcements, assignment guidelines and assignment submission details are on this site along with session material and extensive course documentation.

### 3.5 Personal Development Planning

According to the Quality Assurance Agency (QAA), personal development planning (PDP):

“Helps learners reflect upon their own learning and achievement and plan for their personal, educational and career development.... Effective PDP improves the capacity of individuals to review, plan and take responsibility for their own learning and to understand what and how they learn. PDP helps learners articulate their learning and the achievements and outcomes of higher education more explicitly, and supports the concept that learning is a lifelong and life-wide activity.”


http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Personal-development-planning-guidance-for-institutional-policy-and-practice-in-higher-education.aspx

For all students, the defined condition and the consultation chosen for your portfolio from your specialist area of practice will direct your PDP. The overall aim of PDP is to improve your capacity to understand what and how you are learning, and to review, plan and take responsibility for your own learning. The following opportunities for PDP are integrated within this course.
You are encouraged to develop skills of reflection on your academic, personal and professional development through the collation of an evidence based portfolio.

All students are encouraged to develop a Personal Formulary (P-Formulary) to aid PDP in prescribing.

You will set a learning contract with your DMP in order to achieve competence in the 3 specified areas within the clinical assessment document. This process will enable you to set goals, implement your action plan and monitor and review your progress towards agreed goals.

You will further develop your IT and searching skills by utilising the interactive e-learning Web Resource and Blackboard.

You are advised to discuss your PDP with your personal tutor, either via individual appointments, email or telephone.

Group support is encouraged via taught University days and assignment discussion board on Blackboard.

Within the School of Health there is additional guidance and support on PDP via the School’s Blackboard site.

3.6 Preparing for your career

Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations.

On successful completion of the course, you will be awarded an Advanced Certificate Independent & Supplementary Prescribing (Pharmacists will be awarded a Certificate in Independent Prescribing). The certificate can be undertaken as a ‘stand-alone’ course to assist your continued professional development. You may be undertaking the non-medical prescribing course as an option or compulsory module within a degree or Master’s programme.

4. Student Support, Guidance & Conduct

4.1 Course Support

A range of support is available during the course. The course teaching team will provide advice and support on all course issues, the process of studying both in University and using the interactive e-learning Web Resource, electronic asynchronous discussions and academic writing. It is intended that this will help you to enjoy your study, enhance your practice, and also encourage the support of lifelong learning. Your course leader is responsible for your academic progress and ensures that you are aware of the practical arrangements for the course.

There will be times set on the timetable for assignment support. Assignment guidelines will be available on Blackboard. A discussion board will be utilised for FAQ regarding the assignment. Please note that the course team members have many teaching and research
responsibilities outside of this course and this means they may be away from their office for a number of days. Whilst you are not at the University e-mail is an effective method of communication and we encourage you all to use this form of communication whenever appropriate. Please note that your personal tutor may not respond immediately to your email but will endeavour to respond as soon as possible. A quick query may be effectively answered by telephone.

Through the experience of undertaking study in the classroom and from practice offered in the clinical environment, you will meet and learn from members of the multi-professional team working in a variety of different health care settings. This will enrich the many discussions that will occur during the course concerning current issues in prescribing and provide you with new perspectives from which to view your own and others’ area of practice.

The manager who is supporting and encouraging you during your prescribing course will prove a useful practical and psychological source of support and this partnership will facilitate reciprocal sharing of ideas and concepts that will potentially influence effective and relevant practice. This will complement the support you receive from the medical colleague who will function as teacher and assessor of practice (i.e. designated medical practitioner). This person will provide you with learning opportunities for observation, discussion and analysis and will provide you with meaningful comment to enhance your knowledge and skills. This support will facilitate the identification of your learning needs and the development of your learning contract and action plan. You will receive advice on developing an action plan on the first day of the course.

### 4.1.2 Personal Tutor

You will be allocated a personal tutor at the beginning of the course who will be available to provide academic advice and support as needed. It is important that you initiate this support early in your course in order to assist your continuing development.

As this is a multi-professional programme each student will be allocated a personal tutor according to their profession. Pharmacist students will be allocated to one of the pharmacist lecturers who are registered with the GPhC and allied health professional students will be allocated to the Allied Health professional lecturer who is registered with the HCPC. Students with a nursing qualification will be allocated to a personal tutor who is registered with the NMC.

### 4.1.3 Support using Blackboard

As part of the course, the content is delivered using the interactive Web resource and supported by the University’s on-line Virtual Learning Environment (Blackboard), there are a number of resources to facilitate and guide you in its usage. The School of Health web page provides guidance on how to use Blackboard:


Topics covered include:

- Navigation of Blackboard
- Discussion Boards
• Frequently Asked Questions
• Technical Support
• Turnitin guidance

In addition the Library also provides students with guidance to ‘getting started’ with Blackboard at: http://www.uclan.ac.uk/information/services/blackboard/index.php

Electronic Media Health and Safety Issues

As you will be studying part of this course using an interactive e-learning Web Resource, we request that you exercise caution with regard to the amount of time spent in each study session. The following web sites will provide you with some relevant health and safety advice and the Course team strongly recommend that you take time to read these.

Display Screen Equipment Guidance:

http://www.uclan.ac.uk/information/services/fm/safety_and_health/eyesight_tests.php

and VDU work and the hazards to health:

http://www.lhc.org.uk/members/pubs/books/vdu/vd_toc.htm

If you are new to this concept of e-learning we offer an introductory face to face workshop which allows you to develop your skills in this new and innovative way of learning. Additional support is also available via telephone and face to face discussion should these be required.

We are sure that you will enjoy both the direct taught and the interactive e-learning components of the course. It is important that you participate fully whilst on this course and this will mean that you will be required to invest time and energy into the preparation and presentation of your studies. Your overall success of the course will ultimately depend on this.

4.2 Student Support

The University has a comprehensive student services system, offering advice and support on a wide range of issues. If you experience any problems during the course (no matter how minor they may appear to you) try to discuss them with your personal tutor as soon as possible, as delays can make them harder to resolve. Remember, if you have a problem that you don't feel you can discuss with teaching staff, professional counsellors are available. We can help arrange appointments or you can consult your copy of the University’s Guide to Student Services. The Students’ Union also operates a Welfare Unit, which can offer advice on both personal and financial difficulties. The ‘i’ is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the ‘I’ shop and UCLan Financial Support Bursary (first year students only). Student Liaison Officers have recent experience of what it is like to be a student and can advise you of the support systems available. They work towards improving your student experience here at UCLan, more information about their role can be found at the following link:

http://www.uclan.ac.uk/students/life/student_liaison_officer/index.php
4.3 Students with Disabilities

If you have a disability that may affect your studies, please let one of the course team know as soon as possible. If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.4 Health & Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLAN expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLAN expectations in the regulations for the Conduct of Students.

4.6 Students’ Union

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.
We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.

5. Assessment

It is important that, as a student on the non-medical prescribing course, the NMC, HCPC and GPhC stipulate that if the student’s work contains evidence of unsafe or illegal practice or if the student fails to answer correctly any question that may result in direct harm to a patient/client, he/she would fail the programme.

5.1.1 Assessment Strategy

The regulations for the assignments in this course are those common to the University and interpreted by the School within the School Student Handbook. You will be given detailed information regarding the assignments on the first study day. The course leader(s) will discuss all aspects of the assessment process with you during the course. This will include expected submission dates/ examination dates and the subsequent timescale for feedback of agreed results.

You are required to complete a range of assessment strategies to demonstrate that you have met the required learning outcomes relevant to the scope of your prescribing responsibilities.

The assessment consists of:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Learning outcomes</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence based portfolio consisting of 4,000 words of evaluative narrative, reflecting all learning outcomes and incorporating appropriate underpinning evidence</td>
<td>1, 2, 3, 4, 5, 7</td>
<td>70%</td>
</tr>
<tr>
<td>Observed Structured Clinical Examination (OSCE)</td>
<td>1, 2</td>
<td>Pass / refer</td>
</tr>
<tr>
<td>Viva</td>
<td>1, 2, 4</td>
<td>30%</td>
</tr>
<tr>
<td>Written Examination (2 hour)</td>
<td>3</td>
<td>Pass / refer</td>
</tr>
<tr>
<td>A satisfactory completion of the clinical assessment document</td>
<td>6</td>
<td>Pass / refer</td>
</tr>
</tbody>
</table>

- You must achieve a pass in all parts of the assessment process to pass the course.

- Each assessment may be attempted twice. If you fail to achieve a pass mark at re-assessment of any component of the assessment strategy, you will be deemed to have failed the programme.
• If you fail to correctly answer any question that may result in direct harm to a patient/client, you WILL be referred.

PORTFOLIO
The evidence based portfolio is a 4,000 word reflective and critical analysis of the principles and concepts inherent in Non Medical Prescribing. It will demonstrate application of theory to prescribing practice and personal development in prescribing practice within the practice area. Supportive evidence must also be included in the work, part of which will be generated whilst undertaking the activities on the interactive e-learning resource. More detailed guidance will be given at the commencement of the course.
The pass mark at L7 is 50%

EXAM
The written examination is in two parts:
NUMERACY – you are required to answer 5 drug calculation questions. 100% pass mark is required.
PHARMACOLOGY – this part of the assessment requires you to answer 10 multiple-choice questions (MCQ) and 10 short-answer questions to test pharmacological knowledge and its application to practice. Students must achieve a minimum 80% pass in this element.
The whole written examination will be marked as a PASS/REFER.

OSCE & Viva
Observed Structured Clinical Examinations (OSCE) are an approach to the assessment of practice competence. The OSCE requires you to demonstrate your skills in therapeutic communication and history taking. You will also be required to write a safe, accurate prescription as part of the assessment. An examiner will observe your actions and score your performance. The scoring is carried out according to pre-set criteria.
The OSCE will be marked as a PASS/REFER.
The Viva is a 15 minute critical discussion following the OSCE that addresses specific questions around learning outcomes 1,2,4.

CAD
A Clinical Assessment Document will be used as a means to assess your competence in clinical practice. This is a PASS/REFER (see section 5.2)
Your unratted results, along with feedback from each component of the assessment strategy, will be sent to you by email and/or be available on Blackboard. The results will be ratified at the Assessment Board and you will then receive notification from the University following the board of your successful completion of the course. Assessment boards are held three times a year. You will be informed by the course leader which Assessment Board will ratify your results.

The assessments and their criteria will be discussed with you by the course leader. Please note that you can find level 7 marking criteria in the current School of Health Student Handbook and on Blackboard. This criteria is useful in guiding you to produce the standard of work expected at level 7 study.

The practice component of the Non Medical Prescribing course is of vital importance to your success and therefore it is essential that you have an appropriate designated medical practitioner (DMP) who will supervise and assess your competence in practice. Your Trust NMP Lead should already have helped you to identify a DMP and you are unable to commence the course without one. The DMP is responsible for assessing achievement of ALL the competencies within the clinical assessment document. The purpose of the practice element of the course is to enable you to be exposed to the necessary learning
experiences to enable you to achieve the competences of the programme. This may mean that it is appropriate for you to spend some time with other professionals in order to achieve some of the competencies. It is important that the learning objectives of any such practice experience are agreed beforehand and that the DMP ensures that the professional is able to provide an appropriate learning experience for you. It is also essential that an agreement is made regarding the evidence you must provide to demonstrate learning has taken place. A testimonial is the most commonly used evidence in this instance and a template is available to the student on the course Blackboard page.

However, you must spend a minimum of 50% (6 days) of the 12 practice days with your DMP (ie. 45 hours out of a total of 90).

The following are the principal areas where you must be able to demonstrate competence in order to pass this component of the module. There are three specific areas which will be assessed. They are:

1. The consultation
2. Prescribing effectively
3. Prescribing in context

The clinical assessment strategies are commensurate with the teaching strategies that progress you through the taxonomic levels of:

- Exposure - where you as a student have through direct observation prescribing techniques demonstrated to you including patient assessment, diagnosis, intervention options and clinical decision making
- Participation - where you are encouraged to participate in the assessment process, and consideration of intervention options.
- Identification - where you become an active participant in the clinical processes and given opportunity to articulate his/her hypothesis, that is, the diagnosis and treatment plan.
- Internalisation - where your learning has been incorporated into your behaviour and attitudes to include problem solving, the ability to analyse the situation, to interpret findings and to express the treatment plan.

Adapted from Steinaker and Bell (1979).

Competence is dynamic and always developmental in orientation; it is continually re-formulated through work and the assessment process needs to take into account this complexity. The development of competence takes place in a relationship of mutual support and critique with colleagues and ultimately competence is ‘the state of having the knowledge, skills, energy, experience and motivation required to respond to the demands of one’s professional responsibilities’ (Roach 1985).

In clinical practice it is the behavioural manifestations of actions that allow the designated medical practitioner to form a judgement of the student’s competence. The behavioural indicators relevant to the core competencies of prescribing practice on which your clinical practice is assessed are based upon the National Prescribing Centre’s ‘Maintaining Competency in Prescribing: An Outline Framework’ (NPC, 2003, 2004 and 2006). You are required to have reached the level of ‘internalisation’ (as defined on previous page) to be deemed competent.

5.1.2 Designated Medical Practitioner (DMP)
It is essential that the designated medical practitioner is a registered medical practitioner who:

- Has medical, treatment and prescribing responsibilities for a group of patients/clients in the relevant field of practice in the NHS.
- Is in possession of a Joint Committee for Post-Graduate Training in General Practice (JCPTGP) within a GP practice
  Or
- Is a Specialist Registrar, Clinical Assistant or a Consultant within a Trust or employing organisation.
- Has the support of the employing organisation to act as the designated medical practitioner who will provide supervision, support and opportunities to develop competence in prescribing practice, including shadowing opportunities.
- Is familiar with the requirements of the prescribing programme and in particular the achievement of the learning outcomes.
- Should have experience or training in education or educational supervision.

The Designated Medical Practitioner:

- Provides support, shadowing opportunities and facilitates the assessment process.
- Facilitates the identification of learning opportunities in line with learning outcomes and competencies of the course.
- Provides formal and informal constructive feedback on your performance that should be prompt and relevant to the course learning outcomes.
- Assesses clinical outcomes and level of competence. This should be a gradual, phased procedure building upon your existing competence and response to feedback. This will allow the designated medical practitioner to plan any specific input required to help you achieve the required outcome/competence.
- Where certain experiences are unavailable to you, the designated medical practitioner will assess your knowledge and understanding of the associated issues.

The designated medical practitioner is responsible for:

- Facilitating the clinical assessment process
- Establishing a strategy to support you in attaining the course learning outcomes/competencies
- Providing formative and summative assessment
- Liaising with the course leaders and your manager in the event of any problems regarding the assessment process and your progress.

The clinical practice element of the course enables you to achieve learning outcome 6 by achieving competence in all elements stated within the clinical assessment document. Your designated medical practitioner will need to set time with you to undertake the following activities:

**Establishment of learning contract.** The purpose of the learning contract is to identify your individual learning needs and identify appropriate learning opportunities to enable you to achieve the competencies and identified learning needs.

**Conducting a preliminary interview.** The course competencies will be reviewed, your learning needs identified and an action plan developed to facilitate the achievement of the competencies. This interview should be undertaken with the student, the student's manager and the DMP. It is likely that this meeting will last for about two hours and therefore should be pre-planned to avoid interruptions. You are expected to play a full part in determining the learning needs required in order for you to achieve the competencies.
Provide dedicated time and opportunities to observe how the designated medical practitioner conducts consultations with patients and/or carers and the development of a subsequent management plan.

Allow opportunities for in-depth discussion and analysis of treatment scenarios when patient care and prescribing behaviour could be further examined using a case analysis approach.

Facilitate your learning through critical thinking and reflection with the use of the clinical assessment document (CAD).

The designated medical practitioner will not necessarily work with you each week themselves but will ensure that you develop suitable networks and opportunities in order to achieve the course competencies.

Holding an interim interview to assess progress and review achievement of learning outcomes. Although the designated medical practitioner will work with you throughout the course this interim interview allows for a more structured forum to discuss and record your progress towards meeting the competencies. It also allows you to note any problems and to contact the course leaders if necessary.

Conducting the final interview at the end of the course. At this point the designated medical practitioner will review the evidence supporting your achievement of the course competencies in order to ensure that you are competent. This interview should be undertaken with the student, the student's manager and the DMP. The interview will probably require an appointment of about two hours and should be booked by all involved well in advance. This interview allows the designated medical practitioner to judge that all competencies are met and to make a final judgement on your ability. The document should be checked to ensure that all assessment boxes are completed and both you and the designated medical practitioner should sign the final page of the document.

5.1.3 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

5.2 Notification of assignments and examination arrangements

You should take careful note of when you are expected to submit work (submission dates are indicated on the timetable).

The only piece of work that is submitted electronically via Turnitin is the PORTFOLIO including references. The portfolio should be submitted as ONE complete document and

- Have a frontispiece correctly filled in. This form is available on Blackboard.
- Be within + or - 10% of 4000 words (not including the reference list). Please note that work that is more or less than 10% of 4000 words will be penalised.
- Be submitted by the identified date and time. If scripts are not submitted by 12 midday on the due date they will be deemed as not submitted and the result will be adjusted or given a refer result. Please refer to the School of Health Handbook (Section A13.2: Submission of Assignments) regarding penalties for late submission.
5.3 Referencing

All work should be referenced using the APA referencing system. This system is explained in the School Study Skills handbook:
This guidance is also available on the course Blackboard page.

5.4 Confidential material

Confidentiality of patient names, Trusts, departments and members of staff should remain anonymous throughout your written work. This is an ethical, professional and legal requirement as stipulated by the NMC, GPhC and HCPC.

5.5 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the course leader, Ruth Broadhead.

**Authorisation of the late submission** of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your School office. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

5.5.1 Extenuating Circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday
commitments or by work commitments in the case of full-time students. The normal work
commitments of part-time students would not constitute an extenuating circumstance. A
disability or learning difficulty does not constitute an extenuating circumstance (see
Academic Regulations).

Further information is available on the Student Portal at:
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstanc
es.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later
than 3 days after any examination or assessment submission date. Do not wait until you
receive your assessment results to submit a claim. It is in your own interests to submit the
claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester.

All evidence that is provided relating to extenuating circumstances will be treated in a
sensitive and confidential manner. Supporting evidence will not be kept for longer than is
necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at:
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstanc
e_submission.php

In determining assessment recommendations, Assessment Boards will consider properly
submitted claims from students who believe their performance has been adversely affected
by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual
assessment marks to take account of extenuating circumstances (Academic Regulations
and Assessment Handbook).

5.5.2 Late Submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to
your work:
- If you submit work within 5 working days following the published submission date you
  will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be
  awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark
  of 0% for that element of assessment.

5.6 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your
assessments (Academic Regulations). You are expected to review and reflect on your
feedback and learn from each experience to improve your performance as you progress
though the course.

You will be provided with generic feedback for in-module formative and summative elements
of assessment which contribute to a module within 15 working days of the scheduled
submission or examination date. Generic feedback on end of module assessment and
dissertations will be made available within 15 days of publication of results. Feedback may
be oral, written, posted on a website or other.

Individual results for NU4023 will be provided as follows:
5.6.1 Initial record of qualification

Once you have successfully completed your programme the University will inform the relevant professional body (NMC, GPhC or HCPC) of your completion. Nurses will be contacted by the NMC to request completion of specific documentation that enables the V300 qualification to be recorded on the NMC register. Pharmacists must complete specific documentation available on the GPhC website and return this to them along with the final results letter from the course leader. The Course Leader will inform the HCPC regarding Allied Health Professionals’ success and they will annotate the register.

NB. The process from submission, through marking, moderation, Assessment Board ratification, informing the NMC, GPhC and HCPC can be a lengthy process. It can take a number of weeks or sometimes months for this process to be completed. Please be patient. It is only once your name has been recorded on the relevant professional register that you can prescribe.

5.7 Cheating, plagiarism, collusion or re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own. You should complete, sign and attach a university frontice-piece to your portfolio before putting it through Turnitin.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- **Cheating** is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- **Plagiarism** describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- **Collusion** is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- **Re-presentation** is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:
• the penalty will be 0% for the element of assessment, and an overall fail for the module.
• the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
• when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:
• the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

5.8 Appeals against Assessment Board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:
1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

5.9 Procedure in the event of failing the Non-Medical Prescribing course

In order to pass the course you must achieve a pass in all four parts of the assessment. If you fail to achieve a pass in one or more parts you are deemed to have failed the course and are referred at the first attempt. You are only required to resit or resubmit the part or parts that you have failed. Students will only receive a maximum grade of 50% for any re-submitted part may still attain more than 50% for the overall mark.
Procedures are in accordance with the University Assessment Regulations. If you are referred at the first attempt, a notification of the need to be re-assessed will be forwarded to you with details of the actions that you need to take and the date that your re-submission work is due.

Your personal supervisor will offer academic advice and support with your reassessment work. You are strongly advised to make use of this support. If you fail to achieve a pass mark for the course on re-assessment, you will be deemed to have failed to qualify for the award for which you registered.

Details regarding progression processes in the event of failing the assessments / programme, can be found on the course Blackboard page. Appeals procedures can be found in the Students’ Guide to Regulations. Copies are available via the course leaders and in the School of Health Office. The document may also be found on the University web site.

6. Course regulations

6.1 Course requirements

You are required to meet all the specified entry requirements. Any misrepresentation will be investigated and you may have to leave the course until the entry criteria are met. Non-suitability for the course is usually identified via the strict application process. Students are required to inform the course leader if they are undertaking the course as:
- Part of a Master’s degree programme
- As a stand-alone module
- As a self-funding student

Please inform the Course Leader if you have any changes to your circumstances relating to the course eg. any issue with your DMP, a change in work area (if changed from area on application) or if you withdraw from a programme of study that NMP is part of or any issues with funding the course. NB. If you are a self-funding student and there is any delay or arrears in payment, your access to Blackboard, UCLan emails and Turnitin will be terminated. Please advise the Course Leader of any such issues.

6.2 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.

If you are undertaking the NMP Course as a stand-alone module, the award will be recorded as a pass, pass with Merit or pass with distinction. If you are undertaking the NMP course as part of a Master’s degree, the overall mark you attain as an aggregate of the four assessments will go towards your final Master’s degree classification in the normal way.

7. Student Voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your
experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the UCLan Student Survey.

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

7.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected for both September and January cohorts on Non-Medical Prescribing courses. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

At the start of the Non-Medical Prescribing Course, the Course Leader will request a nomination for the cohort representative and a deputy. The role of these students is to act as the voice for the cohort in alerting the course leader to any feedback, positive or negative for the duration of the course. This is an essential role in maintaining a structured communication avenue between the students and the course team. However, all students are encouraged to offer feedback throughout the course, but particularly at the evaluation session on the last day. Your comments are taken seriously and often serve in structuring the course for future cohorts.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk.
7.1.1 Evaluation and Opportunities for Feedback

Module evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. You can see the module team responses to previous student feedback on Blackboard.

Examples of feedback include:

“The course team were all very approachable”
The team’s response is to continue the module supervisor approach to both academic and pastoral support.

“The pharmacology sessions were hard to understand at times”
The pharmacology sessions can be quite a new concept for some students. The pharmacist lecturers are approachable within the classroom environment for students to ask for clarification on the theory and application. There is a session on the timetable before the exam for a Q&A type of pharmacology workshop. This is not compulsory but is highly recommended to those students who have not studied pharmacology before.

“The portfolio is too complicated and I had difficulty understanding what was required”
The portfolio structure has been simplified for 2015-16 intakes.

“Could a sample exam paper be made available on Blackboard?”
The students now have access to practice exam questions on Blackboard and also do a mock exam.

“This was the best course I’ve ever done and the support from the lecturers was excellent”
All staff are involved in module supervision and regular meetings allow for lecturers to share good practice in respect of student support.

You are requested and encouraged to complete an end of course evaluation questionnaire and an annual University Student Satisfaction Survey. This contributes to the School's quest for continuing quality enhancement to its programmes of study. The University procedures involve a yearly review of all programmes. This allows for periodic updating of contents as a result of student feedback. You will be asked to participate in these mechanisms.

The School has regular meetings of the staff/student liaison committee. This forum facilitates the formal input of ideas from student's representatives. Their views are seen as important in the educational provision strategy. It is anticipated that the students of this course will elect representatives who are willing to undertake these roles.

In addition, you will be encouraged to provide ad hoc feedback on your learning experiences. We value your comments and depend upon two way communications to promote the course’s success.

7.2 Student Staff Liaison Committee (SSLC) Meetings

The purpose of a SSLC is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Your Course Leader will facilitate the meetings using guidelines and provide a record of the
meeting with any decisions and/or responses made and/or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year). The course team encourages student feedback in all areas and recognises that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National/UCLAN student surveys.
- Review of enrolment/induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of module - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. resources, IT, library;
- Any other issues raised by students or staff.

The SSLC for the Non-Medical Prescribing course will take the format of a whole group meeting as per timetable. The Course Leader and other members of the teaching team will be present. DMPs and/or line managers may be offered an open invitation to attend.

**7.3 Complaints**

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information Complaints Procedure

**Conclusion**

We hope that you enjoy this course and we look forward to working with you throughout the programme. Please do not hesitate to contact the course leader, or indeed any member of the course team, if you wish to discuss any issues connected to your studies.

Ruth Broadhead & NMP team
References


General Pharmaceutical Council (2010). *Pharmacist independent prescribing programme -learning outcomes and indicative content.* London: GPhC

General Pharmaceutical Council (2010). *Standards of conduct, ethics and performance.* London: GPhC


Nursing and Midwifery Council (2006). *Standards of proficiency for nurse and midwife prescribers.* London: Nursing and Midwifery Council (NMC)


Further Reading and Support Material
* indicates key texts


National Prescribing Centre, National Institute for Mental Health in England and Department of Health (2005). Improving mental health services by extending the role of nurses in prescribing and supplying medication: good practice guide. Liverpool: NPC, NIMHE and DH.


Nursing and Midwifery Council (2010). Nurse and midwife independent prescribing of unlicensed Medicines. NMC Circular 04/2010.London: Nursing and Midwifery Council (NMC)


Nursing and Midwifery Council (2007). Additional requirements to include within the indicative content of nurse independent prescribing education and training programmes. NMC Circular 30/2007. London: Nursing and Midwifery Council (NMC)


Nursing and Midwifery Council (2006). Standards of proficiency for nurse and midwife prescribers. London: Nursing and Midwifery Council (NMC)


Journals

Journal of Advanced Nursing
MeReC publications by National Prescribing Centre
Nurse Prescribing
National Prescribing Centre Bulletins
Pharmaceutical Journal

Web Addresses

www.inst-chiropodist.org.uk  www.nmc.org
www.cochrane.org  www.nmplearningnw.org
www.csp.org  www.npc.co.uk.
www.dh.gov.uk  www.nurse-prescriber.co.uk.
www.dtb.org.uk  www.publichealth.nice.org.uk
www.feetforlife.org  www.pharmacyregulation.org.uk
www.hpc-uk.org  www.sor.org
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.

*Sources of information on the programme can be found in Section 17*

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>UCLAN</th>
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<tr>
<td>2. Teaching Institution and Location of Delivery</td>
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</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Community Health and Midwifery</td>
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<td>4. External Accreditation</td>
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<td>5. Title of Final Award</td>
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<td>6. Modes of Attendance offered</td>
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<td>7. UCAS Code</td>
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<tr>
<td>9. Other external influences</td>
<td>NHS NORTHWEST NORTH WEST NMP EDUCATION GROUP</td>
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### 10. Date of production/revision of this form

| Date of production/revision of this form | 16<sup>th</sup> December 2013 |

### 11. Aims of the Programme

To prepare Nurses, Midwives, Specialist Community Public Health Nurses, Chiropodists, Podiatrists, Physiotherapists and Pharmacists to practise as Independent Prescribers and as Supplementary Prescribers using clinical management plans, according to relevant professional standards as stipulated by Nursing & Midwifery Council (NMC), Health and Care Professions Council (HCPC) and General Pharmaceutical Council (GPhC).

### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

**A. Knowledge and Understanding**

By the end of the course, successful students will be able to:

**Level 6**

A1. Critically appraise the factors impacting upon and influencing safe prescribing practice (including un-licensed and off-label prescribing).
A2. Demonstrate and evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment.
A3. Critically evaluate the contemporary pharmacological knowledge base underpinning prescribing practice.
A4. Review the contribution of the multidisciplinary prescribing team in prescribing, supplying and administering medicines in Independent and Supplementary prescribing practice.
A5. When working with children, demonstrate an ability to take an appropriate history, undertake a clinical assessment and make an appropriate decision based on that assessment to either diagnose or refer, having considered the legal, cognitive, emotional and physical differences between children and adults.

**Level 7**

A1. Critically appraise the factors impacting upon and influencing safe prescribing practice (including un-licensed and off-label prescribing).
A2. Demonstrate and critically evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment.
A3. Critically evaluate the contemporary pharmacological knowledge base underpinning prescribing practice.
A4. Critically review the contribution of the multidisciplinary prescribing team in prescribing, supplying and administering medicines in Independent and Supplementary prescribing practice.
A5. When working with children, demonstrate an ability to take an appropriate history, undertake a clinical assessment and make an appropriate decision based on that assessment to either diagnose or refer, having considered the legal, cognitive, emotional and physical differences between children and adults.

**Teaching and Learning Methods**
In order to facilitate this learning, a number of learning and teaching strategies are utilised. Direct University classroom contact includes key lectures, multi-professional group discussion, practice based scenarios and seminars. Directed study, utilising interactive e.learning resource and on line managed learning environment materials will be enhanced by small group discussion, portfolio development, clinical observation and practice.

The generic nature of the course content will facilitate the student to apply the knowledge and understanding to safely prescribe within their own practice speciality. Professional development in prescribing is achieved through critical analysis of practice and supervised practice with a designated medical practitioner.

**Assessment methods**

Assessment of knowledge and understanding is undertaken through:

- evidence based portfolio
- clinical practice assessment
- written examination
- observed structured clinical examination (OSCE).

Level 7 has viva with OSCE

**B. Subject-specific skills**

By the end of the course, successful students will have developed specific skills relevant to safe prescribing practice:

**Level 6**

B1. Critically appraise the factors impacting upon and influencing safe prescribing practice (including un-licensed and off-label prescribing)
B2. Demonstrate and evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment.
B3. Critically evaluate the contemporary pharmacological knowledge base underpinning prescribing practice.
B4. Review the contribution of the multidisciplinary prescribing team in prescribing, supplying and administering medicines in Independent and Supplementary prescribing practice.
B5. Demonstrate achievement of the practice standards as set in the clinical assessment document
B6. When working with children, demonstrate an ability to take an appropriate history, undertake a clinical assessment and make an appropriate decision based on that assessment to either diagnose or refer, having considered the legal, cognitive, emotional and physical differences between children and adults

**Level 7**

B1. Critically appraise the factors impacting upon and influencing safe prescribing practice (including un-licensed and off-label prescribing).
B2. Demonstrate and critically evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment.
B3. Critically evaluate the contemporary pharmacological knowledge base underpinning prescribing practice.
B4. Critically review the contribution of the multidisciplinary prescribing team in prescribing, supplying and administering medicines in Independent and Supplementary prescribing practice.
B5. Demonstrate achievement of the practice standards as set in the clinical assessment document
B6. When working with children, demonstrate an ability to take an appropriate history,
undertake a clinical assessment and make an appropriate decision based on that assessment to either diagnose or refer, having considered the legal, cognitive, emotional and physical differences between children and adults

### Teaching and Learning Methods

The learning and teaching strategies adopted to facilitate the development of the subject specific skills reflect the clinical practice element at their core. The course facilitates the student to appraise the underpinning evidence base for the subject specific skills in order to develop safe prescribing practice. A period of clinical observation and supervised practice provides a relevant learning environment, supported by clinical skills laboratories teaching, practice based scenarios, multi-professional discussion groups; seminars, lectures, interactive e.learning resource and Web based materials.

### Assessment methods

Achievement of the learning outcomes in practice will be assessed by:

- The designated medical practitioner through achievement of the standards set in the clinical assessment document, which include consultation, prescribing effectively and prescribing in context.

The application of theory to practice will be assessed through:

- the evidence based portfolio
- observed structured clinical examination (OSCE).

Level 7 has viva with OSCE

### C. Thinking Skills

By the end of the course, successful students will be able to:

**Level 6**

- C1. Critically appraise the factors impacting upon and influencing safe prescribing practice (including un-licensed and off-license prescribing)
- C2. Critically evaluate the contemporary pharmacological knowledge base underpinning prescribing practice.
- C3. Reflect on continuing professional development of prescribing practice

**Level 7**

- C1. Critically appraise the factors impacting upon and influencing safe prescribing practice (including un-licensed and off-license prescribing)
- C2. Critically evaluate the contemporary pharmacological knowledge base underpinning prescribing practice
- C3. Critically reflect on continuing professional development of prescribing practice.

### Teaching and Learning Methods

The course has been designed to equip the student with the skills to be a lifelong, independent learner. Fundamental to this is a range of thinking or cognitive skills and therefore, the course will facilitate the student to enhance their skills in thinking as well as in learning. The learning and teaching strategies used to develop cognitive skills include critical reflection, critical reading, practice based scenarios, debate, observation and appraisal of clinical practice.

### Assessment methods

Assessment of cognitive skills is undertaken through:
• clinical practice  
• written examination  
• observed structured clinical examination (OSCE).  
• an evidence based portfolio.  
Level 7 has viva with OSCE

D. Other skills relevant to employability and personal development

By the end of the course, successful students will be able to:

Level 6
D1. Critically appraise the factors impacting upon and influencing safe prescribing practice (including un-licensed and off-license prescribing)  
D2. Reflect on continuing professional development of prescribing practice

Level 7
D1. Critically appraise the factors impacting upon and influencing safe prescribing practice (including un-licensed and off-license prescribing)  
D2. Critically reflect on continuing professional development of prescribing practice.

Teaching and Learning Methods

The use of the interactive Web resource requires the student to develop skills in IT, which include undertaking web based activities and searching the world wide web. This and the other transferable skills developed during the course are not only fundamental to effective prescribing practice but will also enhance other aspects of the students practice both during and following successful completion of the course. In order to develop interpersonal communication skills, problem solving, team working, numeracy and time management skills, learning and teaching strategies are adopted within the classroom setting which include discussion groups and seminars. This is further enhanced by supervised clinical practice experience and the development of a reflective evidence based portfolio based on critical analysis of clinical practice.

Assessment methods

The development of transferable skills will be assessed through:

• assessment of an evidence based portfolio  
• review of clinical practice  
• written examination  
• observed structured clinical examination (OSCE).  
Level 7 has viva with OSCE
13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
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<tbody>
<tr>
<td>Level 6</td>
<td>NU3023</td>
<td>Non Medical Prescribing</td>
<td>40</td>
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<tr>
<td>OR Level 7</td>
<td>NU4023</td>
<td>Non Medical Prescribing</td>
<td>40</td>
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</table>

14. Awards and Credits*

Advanced Certificate
Requires 40 credits at Level 6 or 7

Advanced Certificate Non Medical Prescribing

15. Personal Development Planning

Students are encouraged to develop skills of reflection on their academic, personal and professional development through the collation of an evidence based portfolio.

Students will set a learning contract with their designated medical practitioner and manager in order to achieve competence in the specified areas within the clinical assessment document. This process will enable students to set goals, implement their action plan and monitor and review their progress towards agreed goals.

Students will further develop their IT and searching skills by utilising the on-line Managed Learning Environment materials.

Personal Tutor support – individual appointments and via email and telephone contact.

Group support via taught University days and discussion board on Blackboard

University support through the ‘i’ and student services which is available to all UCLan students.

16. Admissions criteria

Application is through the Health & Education Co-operative nomination form found at [http://www.beccaoperative.co.uk/](http://www.beccaoperative.co.uk/)

All entrants must meet the following requirements:

Be registered with the NMC (Level 1 Registered Nurse, Midwife and/or Specialist Community Public Health Nurse), the GPhC and/or the Pharmaceutical Society of Northern Ireland, or the HCPC.

Nurses, Midwives and Specialist Community Public Health Nurses and relevant Allied Health Professionals are required to have a minimum of three years relevant post registration experience. Nurses, Midwives and Specialist Community Public Health Nurses are required to have been in the clinical area and field in which they intend to prescribe for at least one year immediately preceding application to the course. Pharmacists must have a minimum of two years appropriate patient orientated experience in addition to the pre-registration year
following graduation and must be on the practising register.

Approval by the relevant Trust Prescribing Lead and Clinical Manager.

Successful completion of the pre-numeracy test arranged by the relevant Trust Prescribing Lead.

Ability to identify the benefits to practice of undertaking the course.

Every applicant must hold a current criminal identity check (enhanced disclosure) via Disclosure and Barring Scheme (DBS) prior to admission to the programme. It is a requirement of the HCPC that Allied Health Professionals show the original copy to the admissions tutor or sign a self declaration form regarding criminal conviction status until such time as the formal DBS has been completed and cleared and that the DBS check has been undertaken in the three months prior.

All applicants must have identified a Designated Medical Practitioner (DMP) who has experience in a relevant field of practice; trained and experienced in supervising, supporting and assessing trainees; and has agreed to provide the trainee with opportunities to develop competencies in prescribing, supervise support and assess clinical practice.

All applicants must be able to demonstrate an ability to study at academic level 6/7 through providing evidence via the Accreditation of Prior and Experiential Learning (APEL) process.

All entrants must have a basic familiarity with Internet and Microsoft word processing is required. University support is available for less confident students.

Some of the course content is delivered via an interactive e.Learning resource. The University computer labs meet the specification requirements to use this resource. If you choose to use this resource at home, you will need:

- Internet access
- Adobe reader (to view PDF files)

### 17. Key sources of information about the programme

- Course Entry Proforma - available on [http://www.hecooperative.co.uk/](http://www.hecooperative.co.uk/)
- Prescribing Leads within Trusts
- Course Leader Ruth Broadhead – [rbroadhead@uclan.ac.uk](mailto:rbroadhead@uclan.ac.uk)
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
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<td></td>
<td>NU302</td>
<td>Non Medical Prescribing</td>
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**Note:**

Mapping to other external frameworks
Appendix 1

MODULE DESCRIPTOR

Available on programme Blackboard page
Appendix 2

Curriculum Requirements for Non Medical Prescribing Training Programmes

The outline curriculum requirements for each professional body provide detail on:

- Entry requirements
- Aim
- Learning outcomes
- Course content
- Assessment strategies

These outline curriculum can be accessed using the following links


All three documents are available in pdf version on Blackboard

IMPORTANT READING

Single Competency Framework for ALL Prescribers – this document forms the basis of your CAD


This document forms part of the CAD that will be given to you on Day 1.
## Appendix 3a: Mapping of Professional Learning Outcomes (Allied Health Professionals and Nursing) to Module Learning Outcomes

### (level six) and Assessment Strategy

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Learning Outcomes</th>
<th>NU3023 Module Learning Outcomes</th>
<th>Portfolio</th>
<th>Examination paper</th>
<th>OSCE</th>
<th>Designated Medical Practitioner Clinical Assessment</th>
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<tbody>
<tr>
<td>4.1. Demonstrate effective partnership working with Independent Prescriber(s), patient(s) and the wider care team.</td>
<td>7. Demonstrate an understanding the roles and relationships of others involved in prescribing, supplying and administering medicines</td>
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<td></td>
<td>Review the contribution of the multidisciplinary prescribing team in prescribing and administering medicines in Independent and Supplementary prescribing practice.</td>
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<td>4.2. Develop and document a clinical management plan (CMP) within the context of a prescribing partnership.</td>
<td>10. Develop a clinical management plan within legislative requirements (supplementary only)</td>
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<td>4.3.1 Ability to communicate effectively with patients and carers.</td>
<td>1. Assess and consult with patients/clients, clients, parents and carers</td>
<td>2. Demonstrate and evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment</td>
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<td>7When working with children, demonstrate an ability to take an appropriate history, undertake a clinical assessment and make an appropriate decision based on that assessment to either diagnose or refer, having considered the legal, cognitive, emotional and physical differences between children and adults</td>
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<td>4.3.2 Ability to conduct a relevant physical assessment/examination of patients with those conditions for which they may prescribe.</td>
<td>1. Assess and consult with patients/clients, clients, parents and carers</td>
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<td>2. Undertake a thorough history, including medication history and current medication (including over the counter, alternative and complementary health therapies) to inform diagnosis</td>
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<tr>
<td>4.3.3 The process of effective clinical decision-making.</td>
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<td>4.3.4 How to assess patients' needs for medicines, taking account of their wishes, values, ethnicity and the choices they may wish to make in their treatment.</td>
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<td>4.4 Understand the way medicines work in relation to the disease process (pharmacodynamics and pharmacokinetics).</td>
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<td>1. Assess and consult with patients/clients, clients, parents and carers</td>
<td>1 Critically appraise the factors impacting upon and influencing safe prescribing practice</td>
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<td>3. Critically evaluate the contemporary pharmacological knowledge base underpinning prescribing practice</td>
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<td>4.5 Demonstrate the ability to monitor response to medicines and modify treatment or refer the patient as appropriate.</td>
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<td>4.6 Identify sources of information, advice and decision support, e.g. Prodigy in primary care settings, and explain how they will use them in prescribing practice</td>
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4 Critically appraise, use sources of information/advice and decision support systems in prescribing practice
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<td>4.7 Recognise, evaluate and respond to influences on prescribing practice at individual, local and national levels.</td>
<td>5. Understand the influences that can affect prescribing practice and demonstrate your understanding by managing your prescribing practice in an ethical way</td>
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<td>4.8 Demonstrate an understanding of the legal and professional framework for accountability and responsibility in relation to supplementary prescribing and demonstrate how the law relates to supplementary prescribing practice.</td>
<td>3 Understand and apply the relevant legislation relevant to the practice of nurse/midwife prescribing</td>
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<td>9. Practise within a framework of professional accountability and responsibility</td>
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<td>4.9 Demonstrate a reflective approach to continuing professional development of prescribing practice.</td>
<td>5. Reflect on continuing professional development of prescribing practice</td>
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<td>Learning Outcomes</td>
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<td>4.10 Demonstrate an understanding of the importance of record keeping in the context of medicines management including:</td>
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<td>• Accurate recording in patients’ notes.</td>
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<td>• The reporting of near misses.</td>
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<td>• Adverse reactions.</td>
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<td>• Ability to access the CMP</td>
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<td>8 Prescribe safely, appropriately, and cost effectively</td>
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</tr>
</tbody>
</table>
## Appendix 3b: Mapping of Pharmacist Professional Learning Outcomes to Module Learning Outcomes & Assessment Strategy

<table>
<thead>
<tr>
<th>Learning Outcomes Pharmacists (GPhC 2010)</th>
<th>NU3023 Module Learning Outcomes</th>
<th>Portfolio</th>
<th>Examination paper</th>
<th>OSCE</th>
<th>Designated Medical Practitioner (DMP) Clinical Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Understand the responsibility that the role of Independent prescriber entails, be aware of their own limitations and work within the limits of their professional competence-knowing when and how to refer/consult/seek guidance from another member of the healthcare team</td>
<td>Critically appraise the factors impacting upon and influencing safe prescribing practice.</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate and evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment.</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review the contribution of the multidisciplinary prescribing team in prescribing, supplying and administering medicines in Independent and Supplementary prescribing practice.</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate achievement of the practice standards as set in the clinical assessment document.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>2. Develop an effective relationship and communication with, patients, carers, other prescribers and members of the health care team.</td>
<td>Demonstrate and evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment.</td>
<td>√</td>
<td></td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Review the contribution of the multidisciplinary prescribing team in prescribing, supplying and administering medicines in Independent and Supplementary prescribing practice.</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Demonstrate achievement of the practice standards as set in the clinical assessment document.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>When working with children, demonstrate an ability to take an appropriate history, undertake a clinical assessment and make an appropriate decision based on that assessment to either diagnose or refer, having considered the legal, cognitive, emotional and physical differences between children and adults.</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Describe the pathophysiology of the condition being treated and recognise the signs and symptoms of illness, take an accurate history and carry out a relevant clinical assessment where necessary.</td>
<td>Demonstrate and evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment.</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Demonstrate achievement of the practice standards as set in the clinical assessment document.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes Pharmacists (GPhC 2010)</td>
<td>NU3023 Module Learning Outcomes</td>
<td>Portfolio</td>
<td>Examination paper</td>
<td>OSCE</td>
<td>DMP Clinical Assessment</td>
</tr>
<tr>
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<td>------------------------</td>
</tr>
<tr>
<td>4 Use common diagnostic aids e.g. stethoscope, sphygmomanometer</td>
<td>Demonstrate and evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment.</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5 Demonstrate the ability to use diagnostic aids relevant to the condition(s) for which the pharmacist intends to prescribe, including monitoring response to therapy.</td>
<td>Critically appraise the factors impacting upon and influencing safe prescribing practice.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Demonstrate and evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Demonstrate achievement of the practice standards as set in the clinical assessment document.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6 Apply clinical assessment skills to: Inform a working diagnosis Formulate a treatment plan The prescribing of one or more medicines if appropriate Carry out a checking process to ensure patient safety Monitor response to therapy, review the working/differential diagnosis and modify treatment or refer/consult/seek guidance as appropriate.</td>
<td>Critically appraise the factors impacting upon and influencing safe prescribing practice.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Demonstrate and evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Demonstrate achievement of the practice standards as set in the clinical assessment document.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7 Demonstrate a shared approach to decision making by assessing patients' needs for medicines, taking account of their wishes and values and those of their carers when making prescribing decisions</td>
<td>Critically appraise the factors impacting upon and influencing safe prescribing practice.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Demonstrate and evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Demonstrate achievement of the practice standards as set in the clinical assessment document.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>When working with children, demonstrate an ability to take an appropriate history, undertake a clinical assessment and make an appropriate decision based on that assessment to either diagnose or refer, having considered the legal, cognitive, emotional and physical differences between children and adults.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Learning Outcomes Pharmacists (GPhC 2010)</td>
<td>NU3023 Module Learning Outcomes</td>
<td>Portfolio</td>
<td>Examination paper</td>
<td>OSCE</td>
<td>DMP Clinical Assessment</td>
</tr>
<tr>
<td>-------------------------------------------</td>
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</tr>
<tr>
<td>8 Identify and access sources of information, advice and decision support and demonstrate how they will use them in patient care taking into account evidence based practice and national / local guidelines where they exist</td>
<td>Critically appraise the factors impacting upon and influencing safe prescribing practice.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Critically evaluate the contemporary pharmacological knowledge base underpinning prescribing practice.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review the contribution of the multidisciplinary prescribing team in prescribing, supplying and administering medicines in independent and supplementary prescribing practice.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Demonstrate achievement of the practice standards as set in the clinical assessment document.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9 Recognise, evaluate and respond to influences on prescribing practice at individual, local and national levels</td>
<td>Critically appraise the factors impacting upon and influencing safe prescribing practice.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critically evaluate the contemporary pharmacological knowledge base underpinning prescribing practice.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate achievement of the practice standards as set in the clinical assessment document.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10 Demonstrate how they will prescribe safely, appropriately, clinically and cost effectively</td>
<td>Critically appraise the factors impacting upon and influencing safe prescribing practice.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critically evaluate the contemporary pharmacological knowledge base underpinning prescribing practice.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review the contribution of the multidisciplinary prescribing team in prescribing, supplying and administering medicines in independent and supplementary prescribing practice.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate achievement of the practice standards as set in the clinical assessment document.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Work within a prescribing partnership</td>
<td>Review the contribution of the multidisciplinary prescribing team in prescribing, supplying and administering medicines in independent and supplementary prescribing practice.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate achievement of the practice standards as set in the clinical assessment document.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes Pharmacists (GPhC 2010)</td>
<td>NU3023 Module Learning Outcomes</td>
<td>Portfolio</td>
<td>Examination paper</td>
<td>OSCE</td>
<td>DMP Clinical Assessment</td>
</tr>
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</tr>
<tr>
<td>12 Maintain accurate, effective and timely records and ensure that other prescribers and health care staff are appropriately informed.</td>
<td>Critically appraise the factors impacting upon and influencing safe prescribing practice.</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review the contribution of the multidisciplinary prescribing team in prescribing, supplying and administering medicines in independent and supplementary prescribing practice.</td>
<td>√</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Demonstrate achievement of the practice standards as set in the clinical assessment document.</td>
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<td></td>
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<td>√</td>
</tr>
<tr>
<td>13 Demonstrate an understanding of the public health issues related to medicines use.</td>
<td>Critically appraise the factors impacting upon and influencing safe prescribing practice.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14 Demonstrate an understanding of the legal, ethical and professional framework for accountability and responsibility in relation to prescribing.</td>
<td>Critically appraise the factors impacting upon and influencing safe prescribing practice.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Demonstrate achievement of the practice standards as set in the clinical assessment document.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>When working with children, demonstrate an ability to take an appropriate history, undertake a clinical assessment and make an appropriate decision based on that assessment to either diagnose or refer, having considered the legal, cognitive, emotional and physical differences between children and adults.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15 Work within clinical governance frameworks that include audit of prescribing practice and personal development.</td>
<td>Critically appraise the factors impacting upon and influencing safe prescribing practice.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Demonstrate and evaluate the clinical decision making strategies which underpin autonomous practice in assessment/examination, diagnosis and treatment.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Demonstrate achievement of the practice standards as set in the clinical assessment document.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>16 Participate regularly in CPD and maintain a record of their CPD activity</td>
<td>Reflect on continuing professional development of prescribing practice.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Demonstrate achievement of the practice standards as set in the clinical assessment document.</td>
<td></td>
<td></td>
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<td>√</td>
</tr>
</tbody>
</table>
References


Appendix 4: Consent Form

Student Consent – Statement of Consent

Non Medical Prescribing Course
School of Community Health & Midwifery
College of Health & Wellbeing
University of Central Lancashire

Students’ consent to participate in the development of professional skills

Statement of Student Consent 2015/16

• I understand the range of practical activities incorporated into the course and I agree to participate in these classes.
• I understand that apart from the health issues disclosed I am at present in good health.
• I understand that should any information regarding my health status be discovered during a practical procedure, it is my responsibility to seek appropriate advice. This may include referral to my General Practitioner or other appropriate health professional. Such information will remain confidential unless I have given explicit permission for the information to be divulged to another party.
• I understand that it is my responsibility to inform the course leader of any change in health status occurring since completion of this consent form and any subsequent change during the course, which may impact on my ability to participate in professional skills development. I am aware that the University cannot be liable if I have failed to declare such a change in health status.
• I understand that it is my responsibility to inform the School of any disability. The University or course team cannot be liable where there has been inaccurate / incomplete or non-declaration of any disability.
• I understand that it is my responsibility to ensure that I have undertaken the self-study, which has been directed, prior to undertaking any practical procedure. I also undertake to query any aspects of the knowledge base or procedure if I am in any way uncertain.
• I understand that it is my responsibility to be aware of the precautions and contraindications for each of the practical skills.
• I understand it is my responsibility to inform either the module leader or the staff member who is teaching that particular skill if I feel unable to undertake any of the skills for whatever reason. Should this occur I will discuss this with the course leader / staff member, we will record this information and, if appropriate, construct
and agree a learning contract to guide my future participation in professional skills development.

- Where additional consideration / support is required for me to develop my professional skills I understand that I am required to negotiate a learning contract with an appropriate member of staff which will document the adjustments required.
- I understand that when carrying out independent practice I must only practice those skills which have been taught to me and that when this practice takes place in university skills labs I will practice with due reference to the School of Health Policy related to independent use of skills labs.
- I understand that some components of the course may be photographed or videoed for teaching or marketing purposes. The purpose/intended use of the photograph/video will be explained to me so that I can decide if I wish to give consent or not.
- I have read and understood the above and declare that I am willing and able to take part in professional skills development in the Non Medical Prescribing Course.

Signature of student:

Date:

Student name and number:

Year of study:

Witness countersignature:

Date:

Post held:

Normally students confirm their ongoing compliance regarding consent by completing a new form each year. In accordance with the Data Protection Act this confidential form will be stored in the student’s personal file, which is kept in a secure place.
## Appendix 5: Key Dates Cohort 20 September 15 INTAKE

<table>
<thead>
<tr>
<th>Module Supervision Opportunities</th>
<th>Please note that individual appointments need to be made with your module supervisors. If you prefer to see your module supervisor on a timetabled university day, you should arrange this as early as possible. Please note that it will not always be possible to see your supervisor on your timetabled university day.</th>
</tr>
</thead>
</table>
| Assessment                       | Exam: 17.12.15  
Portfolio and CAD: 28.01.16  
OSCE & Viva: 11.02.16  |
| Submission Method                | Portfolio, including evidence section to be scanned & submitted via Turnitin  
Hard copy of entire portfolio to course leader  
CAD to be submitted to course leader within the portfolio.  |
| Marking Team                     | Ruth Broadhead  
Gill Armitage  
Janice Davies  
Dilyse Nuttall  
Gill Rawlinson  
Jane Rutt-Howard  
Dawn Eccleston  
Charlotte Smith  
Harun Juwale  
Gill Rawlinson  |
| Moderator[s]                     | As above  |
| Feedback Date [15 working days post submission] | Exam: 21.01.16  
Portfolio and CAD: 18.02.16  
OSCE & Viva: 02.03.16  |
| Method of feedback               | Exam: electronic  
Portfolio: electronic via Turnitin  
CAD: electronic  
OSCE & Viva: electronic  |
| Date scripts to be sent to external examiners | Exam: 21.01.16  
Portfolio and CAD: 18.02.16  
OSCE & viva: 02.03.16  |
| Date feedback requested from external examiner | 3 weeks  |
| Module Board Date                | June 2015  |
| Re-submission date               | Exam: 03.03.16  
Portfolio and CAD:31.03.16  
OSCE & viva: 14.04.16  |
| Re-submission feedback date      | 15 working days after submission / re-sit  |
| Re-assessment Module Board date  | TBC  |
**Tuition fees:**

Your tuition fees include:

- Scheduled course tuition, academic, technical and administrative support, use of course equipment and facilities.
- Course related induction activities.
- Placement academic support (where the course includes a placement).
- Course assessment and awards.
- Access to the university’s library and online resources, including on-campus wifi, networked and remote access to the university’s virtual learning environment,
- Use of the university’s estate and resources for scheduled activities and learning support
- Use of the university’s technical equipment and materials identified by the course teaching team as essential for the completion of the course.
- The extra items listed against your course in Table One below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Additional items included in the tuition fees for your course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons) Counselling &amp; Psychotherapy Studies</td>
<td>Frontier Education event (year 1)</td>
</tr>
<tr>
<td>BSc (Hons) Midwifery</td>
<td>DBS initial screening, One set of NHS issue uniform, Travel expenses and/or accommodation on placement (recoverable via NHS bursary if eligible costs)</td>
</tr>
<tr>
<td>BSc (Hons) in Operating Department Practice</td>
<td>DBS initial screening, Travel expenses and/or accommodation on placement (recoverable via NHS bursary if eligible costs), Rivington Pike Orienteering - Travel Cost</td>
</tr>
<tr>
<td>BSc Pre-registration Nursing (Adult)</td>
<td>DBS initial screening, One set of NHS issue uniform, Travel expenses and/or accommodation on placement (recoverable via NHS bursary if eligible costs)</td>
</tr>
<tr>
<td>BSc Pre-registration Nursing (Child)</td>
<td>DBS initial screening, One set of NHS issue uniform, Travel expenses and/or accommodation on placement (recoverable via NHS bursary if eligible costs)</td>
</tr>
<tr>
<td>BSc Nursing Pre-Registration (Mental Health)</td>
<td>DBS initial screening, One set of NHS issue uniform, Travel expenses and/or accommodation on placement (recoverable via NHS bursary if eligible costs)</td>
</tr>
<tr>
<td>BSc Sexual Health Studies</td>
<td>DBS initial screening, Year one residential</td>
</tr>
<tr>
<td>Dip HE Paramedic Practice</td>
<td>DBS initial screening, frontier experience</td>
</tr>
<tr>
<td>Foundation Degree in Health and Social Care (Rehab)</td>
<td>DBS initial screening, frontier experience</td>
</tr>
<tr>
<td>Foundation Certificate in Health and Social Care (Rehab)</td>
<td>DBS initial screening, Travel expenses on placement max £10 per day</td>
</tr>
</tbody>
</table>

The items listed in Table Three are optional and the costs are not included in your Tuition Fees.

| Optional items not in the Estimated costs |

**Table Two:**
<table>
<thead>
<tr>
<th>Course</th>
<th>tuition fees for your course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons) Counselling &amp; Psychotherapy Studies</td>
<td>Trip to Amsterdam year 3</td>
</tr>
<tr>
<td>BSc Health and Social Care (Top up)</td>
<td>Dissertation binding year 3</td>
</tr>
<tr>
<td>BSc (Hons) Midwifery</td>
<td>DBS update service</td>
</tr>
<tr>
<td></td>
<td>Extra mobile phone for patient contact</td>
</tr>
<tr>
<td></td>
<td>Additional uniform (per set)</td>
</tr>
<tr>
<td></td>
<td>Shoes</td>
</tr>
<tr>
<td>Year 1</td>
<td>Trip to Blood Transfusion Centre, Manchester.</td>
</tr>
<tr>
<td></td>
<td>Missed Occupational Health appointment (cost passed onto student if fails to attend).</td>
</tr>
<tr>
<td>Year 2</td>
<td>Opportunity to undertake an alternative placement/international placement in year two – there are scholarships available to contribute to this but a percentage of this will be paid by the student</td>
</tr>
<tr>
<td>BSc (Hons) Nurse Practitioner (top up)</td>
<td>Stethoscope</td>
</tr>
<tr>
<td></td>
<td>Poster printing</td>
</tr>
<tr>
<td>BSc (Hons) in Operating Department Practice Year 1, 2 and 3</td>
<td>Membership of Professional Associations (CODP / AfPP)</td>
</tr>
<tr>
<td></td>
<td>DBS update service</td>
</tr>
<tr>
<td>BSc (Hons) Professional Practice</td>
<td>Printing costs for poster presentation</td>
</tr>
<tr>
<td>BSc Pre-registration Nursing (Adult)</td>
<td>DBS update service</td>
</tr>
<tr>
<td>BSc Pre-registration Nursing (Child)</td>
<td>Extra mobile phone for patient contact</td>
</tr>
<tr>
<td>BSc Nursing Pre-Registration (Mental Health)</td>
<td>Additional uniform (per set)</td>
</tr>
<tr>
<td></td>
<td>Shoes</td>
</tr>
<tr>
<td></td>
<td>Missed Occupational Health appointment (cost passed onto student if fails to attend).</td>
</tr>
<tr>
<td></td>
<td>Opportunity to undertake an alternative placement/international placement in year two – there are scholarships available to contribute to this but a percentage of this will be paid by the student</td>
</tr>
<tr>
<td>BSc (Hons) Psychosocial Mental Health Care top up</td>
<td>Digital recorder to record therapy sessions</td>
</tr>
<tr>
<td>Course</td>
<td>Additional Items</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>BSc (Hons) Sexual Health Practice</td>
<td>Placement year one</td>
</tr>
<tr>
<td></td>
<td>Dissertation binding year three</td>
</tr>
<tr>
<td>BSc Sexual Health Studies</td>
<td>DBS update service</td>
</tr>
<tr>
<td></td>
<td>Zambia trip year 2</td>
</tr>
<tr>
<td></td>
<td>Amsterdam trip year 3</td>
</tr>
<tr>
<td>Dip HE Paramedic Practice</td>
<td>DBS update service</td>
</tr>
<tr>
<td>Foundation Degree in Health and Social Care (Rehab)</td>
<td>International Residential DBS update service</td>
</tr>
<tr>
<td></td>
<td>DBS update service</td>
</tr>
<tr>
<td>Foundation Degree in Health and Social Care (Rehab)</td>
<td>DBS update service</td>
</tr>
<tr>
<td>Graduate Certificate Critical Care Nursing</td>
<td>External practice learning day</td>
</tr>
<tr>
<td></td>
<td>Poster printing</td>
</tr>
<tr>
<td>Graduate Certificate Psychosocial Interventions in Mental Health</td>
<td>Digital recorder to record therapy sessions</td>
</tr>
<tr>
<td>Return to practice module</td>
<td>Placement costs</td>
</tr>
<tr>
<td></td>
<td>DBS update service</td>
</tr>
<tr>
<td>MA Philosophy and Mental Health</td>
<td>Books</td>
</tr>
<tr>
<td>MSc Advanced Practice</td>
<td>Stethoscope</td>
</tr>
<tr>
<td>MSc Advanced Stroke Practice</td>
<td>Poster costs</td>
</tr>
<tr>
<td>MSc Applied Public Health</td>
<td>Optional placement – travel costs</td>
</tr>
<tr>
<td>MSc Herbal Medicine</td>
<td>Webcam &amp; microphone headset</td>
</tr>
<tr>
<td>MSc Nursing</td>
<td>Conference costs</td>
</tr>
<tr>
<td></td>
<td>Poster costs</td>
</tr>
<tr>
<td>MSc Sexual Health</td>
<td>fee may be charged by the provider for the student to go on placement</td>
</tr>
<tr>
<td>Post Graduate Certificate Enhanced Clinical Practice</td>
<td>Stethoscope</td>
</tr>
<tr>
<td>Diploma Integrative Psychotherapy</td>
<td>Books and journals</td>
</tr>
<tr>
<td></td>
<td>Personal therapy year 1 or 2</td>
</tr>
<tr>
<td></td>
<td>DBS updating service</td>
</tr>
</tbody>
</table>

**Additional costs.**
The costs below are incurred by some but not all students and are not included within the Tuition Fees.

<table>
<thead>
<tr>
<th>Optional items – all courses</th>
<th>Estimated costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel to course related work placements, work experience, voluntary work, or site visits (for example costs of petrol, business level motor insurance cover, taxis, train fares, bus fares etc.).</td>
<td>Variable depending on the distance travelled and the method of transport chosen.</td>
</tr>
</tbody>
</table>
| Library fines & charges      | On time £0.00  
0-8 days overdue £0.10-0.50 per day  
9+ days overdue £0.50-£1.00 per day |

*Avoid these by returning on time or*
renewing books!

40+ days replacement cost and administrative charges/account suspension

Costs of obtaining medical or other evidence to support applications for extenuating circumstance applications relating to assessments. For example a medical certificate may cost from £10.

Fees for arranging and invigilating course examination(s) off campus are payable by the student (Note this only applies where permitted by course regulations and approved by course leaders) £300

Printing of electronic books, journals etc. You are strongly recommended to access these electronically. Estimated £0.10 per copy sheet

Printing of reports, course materials and other course documents, which have been supplied or are available electronically or in hard copy in the library. Estimated £0.10 per copy sheet

Living costs:
Living costs are not included in your tuition fees. You will need to budget for these separately. Below is an indication of some typical living costs, but everyone is different and you are strongly advised to plan your own budget.

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Estimated weekly costs lower range</th>
<th>Estimated weekly costs higher range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation: University Halls of Residence based on a 42 week contract. Private Halls of Residence (Living at home may reduce your accommodation costs)</td>
<td>£79.03 (£70)</td>
<td>£107.83 (£110)</td>
</tr>
<tr>
<td>Food</td>
<td>£20</td>
<td>£30</td>
</tr>
<tr>
<td>Internet connection</td>
<td>£0</td>
<td>£12</td>
</tr>
<tr>
<td>Toiletries/Laundry</td>
<td>£5</td>
<td>£15</td>
</tr>
<tr>
<td>Gas/electricity/water</td>
<td>£0</td>
<td>£20</td>
</tr>
<tr>
<td>Printing, copying, stationery.</td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td>Travel expenses</td>
<td>£0</td>
<td>£40</td>
</tr>
<tr>
<td>Mobile phone or landline</td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td>Books</td>
<td>£5</td>
<td>£10</td>
</tr>
<tr>
<td>------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Leisure</td>
<td>£5</td>
<td>£25</td>
</tr>
<tr>
<td><strong>Total per week</strong></td>
<td><strong>£110</strong></td>
<td><strong>£282</strong></td>
</tr>
<tr>
<td><strong>Total for 42 weeks</strong> (typical halls of residence contract)</td>
<td><strong>£4,620</strong></td>
<td><strong>£11,844</strong></td>
</tr>
<tr>
<td><strong>Total for 52 weeks</strong></td>
<td><strong>£5,720</strong></td>
<td><strong>£14,664</strong></td>
</tr>
</tbody>
</table>

You may also need to budget for ‘one off’ or irregular costs

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedding</td>
<td>From £20</td>
</tr>
<tr>
<td>Clothes</td>
<td>Costs vary depending on your needs</td>
</tr>
<tr>
<td>TV licence</td>
<td>£145.50 per year</td>
</tr>
<tr>
<td>Insurances</td>
<td>Costs vary depending on your needs.</td>
</tr>
<tr>
<td>Computer/laptop/telephone</td>
<td>You will have access to University computers or laptops for your studies or you may have your own you wish to bring. If you are acquiring one to come to university the cost varies depending on model and whether it is new or refurbished.</td>
</tr>
<tr>
<td>Furniture, crockery etc.</td>
<td>Furnished accommodation may include all your needs. Check your accommodation to see what is included.</td>
</tr>
</tbody>
</table>