

## Template C4



# Programme Specification

**Title of Course:** *GradCert Independent/ Supplementary Prescribing for Nurses and Midwives*

<b>Date first produced</b>	04/08/2023
<b>Date last revised</b>	18/03/2022
<b>Date of implementation of current version</b>	31/08/2022
<b>Version number</b>	1
<b>Faculty</b>	Faculty of Health, Science, Social Care & Education
<b>School</b>	School of Nursing
<b>Department</b>	Department of Nursing
<b>Delivery Institution</b>	

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	GradCert Independent/ Supplementary Prescribing for Nurses and Midwives
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	UPISP1ISP67
<b>UCAS code</b> <i>For each pathway</i>	n/a

<b>FHEQ Level for the Final Award:</b>	
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	
<b>Location:</b>	Kingston Hill
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Part-time
<b>Available as:</b>	Half field
<b>Minimum period of registration:</b>	Part-time -
<b>Maximum period of registration:</b>	Part-time -
<b>Entry Requirements:</b>	<p>The entry requirements for the programme are as follows.</p> <ul style="list-style-type: none"> <li>• Current nurse (Level 1), midwife or SCPHN with at least 1 year's post Nursing and Midwifery Council (NMC) registration clinical experience in the speciality within which they will be prescribing.</li> <li>• Hold an Honours or Ordinary degree from the UK or Republic of Ireland. An equivalent Honours or Ordinary degree from an approved institution of higher education outside the UK and Republic of Ireland will be accepted. Advice on equivalence of overseas awards will be obtained from UK ENIC</li> <li>• Written confirmation of support to undertake the module from the applicant's Prescribing Lead or Employer within their organisation, who must confirm all placement areas have a current and satisfactory educational audit.</li> <li>• Written confirmation of agreement to provide support from an identified Practice Assessor, who should: <ul style="list-style-type: none"> <li>o be an experienced, active prescriber, o</li> </ul> </li> </ul>

	normally have at least 3 years' recent prescribing experience, o hold suitable equivalent qualifications for the module undertaken, o meet criteria in the NMC's (2018a) Standards for student supervision and assessment, the NMC's (2018b) Standards for prescribing programmes and the Royal Pharmaceutical Society's (RPS) (2019) Competency framework for designated prescribing practitioners. • Self-employed applicants must have an honorary contract in place and agreement of support from a suitably qualified Practice Assessor and the Prescribing Lead or Employer within that organisation, at the point of application. • Applicants may claim 30 credits Recognition of Prior learning (RPL) and exemption from the Clinical reasoning in health assessment: lifespan perspectives module, where they can evidence achievement of equivalent level 6 certificated learning from another Higher Education Institution, obtained within the last 5 years.
<b>Programme Accredited by:</b>	Nursing and Midwifery Council
<b>QAA Subject Benchmark Statements:</b>	none
<b>Approved Variants:</b>	none
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	none
<b>Recruitment, Selection and Admission process:</b>	none
<b>End Point Assessment Organisation(s):</b>	none

## **SECTION 2: THE COURSE**

### **A. Aims of the Course**

The aims of the programme are to:

- enable participants to develop in-depth knowledge and understanding of clinical pharmacology and prescribing practice,
- equip participants to become competent, safe and effective independent/supplementary prescribers, thereby meeting the standards set by the NMC for nurses and midwives.

### **B. Intended Learning Outcomes**

The course outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (2014) and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	pathophysiology, health assessment, pharmacology and prescribing practice.	B1	apply reasoning and decision-making skills to complex and unfamiliar healthcare contexts relating to prescribing, in order to deliver flexible, high quality, collaborative, person centred-care.	C1	incorporate a critical ethical/professional dimension into prescribing decision making.
A2	the wider socio-political, financial and cultural influences on prescribing practice.			C2	self-direct their own personal and professional development, based on the application of critical enquiry, reflective practice and appraisal of evidence.
A3	the wider ethical, legal and professional perspectives of prescribing practice.			C3	act as a professional role model, apply the principles of effective leadership, and explore strategies to enhance service delivery relating to prescribing.
				C4	apply specialist clinical skills to health consultation, physical assessment and prescribing practice.

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

<b>Key Skills</b>						
<b>Self-Awareness Skills</b>	<b>Communication Skills</b>	<b>Interpersonal Skills</b>	<b>Research and information Literacy Skills</b>	<b>Numeracy Skills</b>	<b>Management &amp; Leadership Skills</b>	<b>Creativity and Problem Solving Skills</b>
Take responsibility for own learning and plan for and record own personal development	Synthesise information to express ideas clearly in writing and the spoken word to diverse and multiple audiences	Work well with others in a group or team	Identify and use effective ways to search and validate information	Handle and understand numbers as required for context	Seek opportunities to initiate and determine the scope of a task/project	View problems from a diverse range of perspectives to find solutions
Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	Present, challenge and defend ideas effectively	Work flexibly and respond to change	Critically evaluate information and use it appropriately	Summarise and visualise numerical data	Seek opportunities to identify and secure resources needed to undertake the task/project; efficiently schedule and manage the resources	Seek opportunities to address global and long-term challenges
Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	Actively listen to ideas of others in an unbiased way	Discuss and debate with others and make concession to reach agreement	Apply the ethical requirements in both the access and use of information	Navigate, interact and contribute effectively, safely and legally with various digital platforms, including the web	Seek opportunities to set the direction, successfully complete and evaluate a task/project, revising the plan where necessary	Imagine, create and exploit solutions and more abstract ideas, including experimentation and risk-taking
Work effectively without supervision in unfamiliar contexts		Give, accept and respond to constructive feedback	Comply with legal requirements in both the access and use of information	Use personal and professional digital tools and environments	Seek opportunities to motivate and direct others to enable an effective contribution from all diverse participants	Work with complex ideas and problems, making evidence-based recommendations
		Show sensitivity and respect for diverse values and beliefs	Accurately cite and reference information Sources	Use technologies to effectively communicate and collaborate across dispersed/global teams.		Enterprise skills (ability to anticipate, identify, and grasp opportunities)

						Commercial acument
--	--	--	--	--	--	-----------------------

### C. Outline Programme Structure

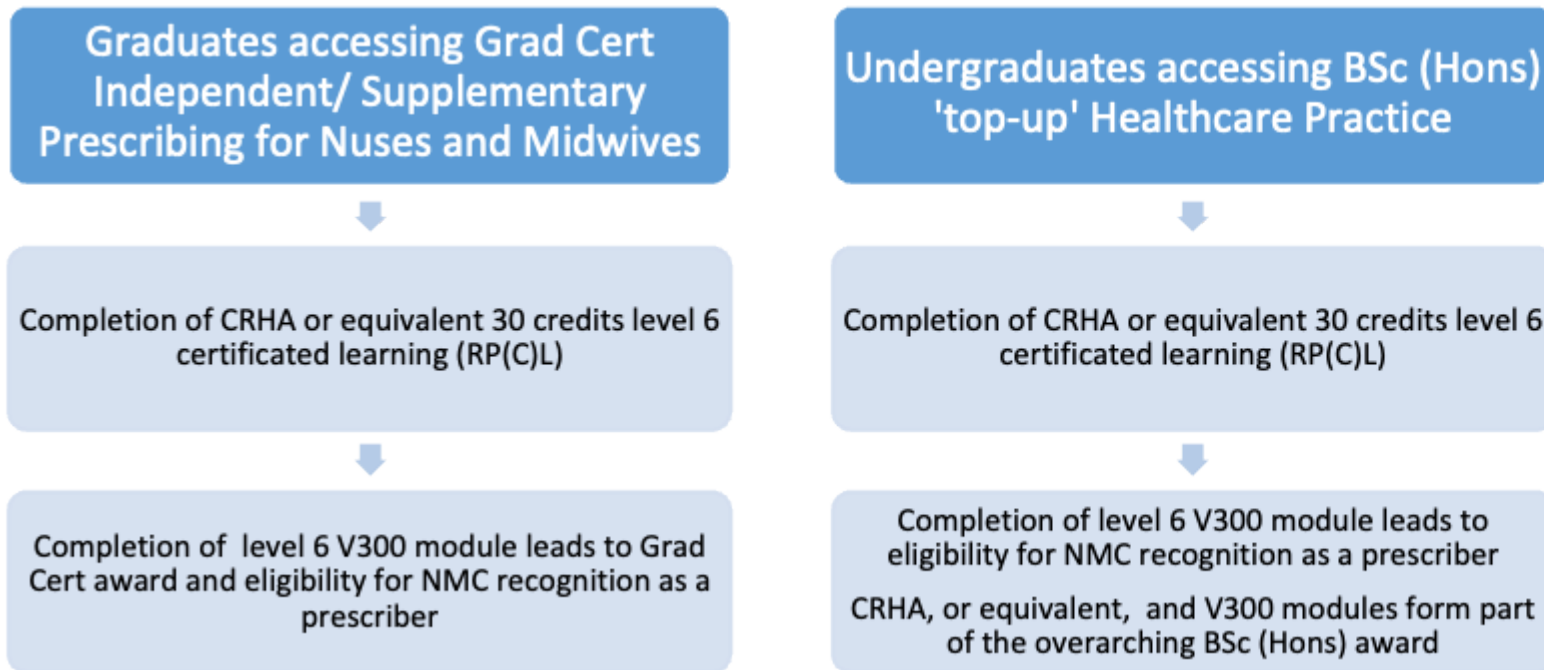
Both modules are offered multiple times per year to maximise flexibility for part-time students. The start dates and modes of delivery are listed in the table below:

#### Level 6 (60 credits core modules)

Core modules	Module code	Credit Value	Teaching Block	Delivery mode
Clinical reasoning in health assessment: lifespan perspectives (CRHA)		30	1 or 2 (Sept, Oct, Jan, March, June start dates available)	2 taught days per week for 5 consecutive weeks
Independent/ supplementary prescribing for nurses and midwives (V300)		30	1 or 2 (Sept and March start dates available)	12 taught days over 20 consecutive weeks

Progression to the Independent/supplementary prescribing for nurses and midwives (V300) module is contingent on a pass mark in Clinical reasoning in health assessment: lifespan perspectives (CRHA) or Recognition of Prior Certificated Learning (RP(C)L) from equivalent level 6, 30 credits certificated learning. In cases where equivalent certificated learning can be evidenced, but RPL and therefore the Grad Cert requirements are not met e.g. credits are not free standing, the V300 can be taken as a standalone module, leading to eligibility for NMC recognition as a prescriber.

Entry and progression routes for the V300 are illustrated below:



Full details of the modules will be provided in the module descriptors and on Canvas, the University's Virtual Learning Environment (VLE).



## GradCert Independent/ Supplementary Prescribing for Nurses and Midwives

Progression to Level 5

N/A

Progression to Level 6

N/A

<b>Level 6</b>							
<b>GradCert Independent/ Supplementary Prescribing for Nurses and Midwives</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Clinical reasoning in health assessment: lifespan perspectives (CRHA)	NW603 2	30	6	1 or 2 (Sept, Oct, Jan, March, June start dates available)			3
Independent/ supplementary prescribing for nurses and midwives (V300)	NW603 3	30	6	1 or 2 (Sept and March start dates available)			3
<b>Optional Modules</b>							

Level 6 requires the completion of

ALL 60 CREDITS

Level 7 information

N/A

### **D. Principles of Teaching, Learning and Assessment**

#### **Programme design**

The programme is designed to integrate theory and practice. Students engage with a number of key relationships – service users, their families and carers; lecturers, supervisors and assessors; the learning environment (university and practice); knowledge and evidence. The Royal Pharmaceutical Society (RPS) Competency framework for all prescribers (2021) provides the main curriculum themes, which are further informed by the NMC Standards for prescribing programmes (NMC, 2018b). Key skills such as numeracy, problem solving, and research and information literacy are also important threads enabling students to gain

mastery of the subject and to meet eligibility for NMC registration as nurse or midwife independent/ supplementary prescribers (V300).

### **Service user, carer, employer and student input to programme design and delivery**

Practice partners, students and service users have contributed to programme design through consultation events and other evaluation processes. These have included a curriculum review meeting with local employers, as well as consultation with a service user group representative contributing to the course. Feedback from end of module student evaluations and external examiner reports have also informed the programme development.

Practice partners, service users and carers participate in the delivery of the scheduled learning and teaching across the programme. This approach introduces a range of perspectives and assists with integration. The programme includes scheduled time for service users and carers to share their lived experiences of prescribing consultations within the taught content and students also receive feedback from service users and carers within the V300 module's Clinical Assessment Document (CAD) and the CRHA module's formative OSCE assessments. In addition, an annual stakeholder event, including alumni and practice partners reviews the quality of the programme and agrees actions. The School of Nursing's Service User and Carer Involvement strategy provides more detailed information.

### **Teaching and learning**

Teaching and learning are delivered through the integration of a variety of face-to-face on-campus activities, as well as synchronous and asynchronous online activities, supported by Canvas, and web-conferencing tool (MS Teams). The blended learning design is student centred and underpinned by both the ABC Curriculum (Young and Perovic, 2016) and the Community of Inquiry Model (Garrison, Anderson and Archer, 2000) design principles, which highlight the importance of integrating a variety of active learning types and cultivating the relational aspects of learning. This approach is reflected throughout the programme with activities such as problem-based learning, case scenarios, practical sessions, critical reflective discussion, workbooks and quizzes. The production of weekly tasks or outputs during the V300 module, also helps students to keep on track with the learning and gain feedback on their understanding of key topics.

Academic writing and critical thinking skills are developed through 'The Critical Thinking Skills Toolkit' activities that have been designed to nurture the skills needed to facilitate the student to become a thoughtful, objective and reasoned thinker. This will help students to tackle the academic assignments confidently, understand marking criteria, use evidence, take a reasoned approach, make structured arguments and engage with other points of view. Students benefit from interdisciplinary learning, both through guest speakers such as pharmacists, as well as with a variety of health and social care professionals during clinical practice.

The teaching schedule includes input from academic staff members from different professional groups such as Pharmacy, and fields of nursing, including child and mental health. Keynote lectures from specialist guest speakers, as well as the inclusion of a variety of scenarios and examples from different specialities also provide students with wider perspectives. Service user/carers representatives contribute to the programme by sharing their lived experiences e.g. members of the Baked Bean Company, which uses drama to increase awareness of learning disability challenges, share experiences of prescribing encounters. These sessions are aimed at developing communication and relationship management skills with people across the lifespan and with those who have diverse needs. In addition, the VLE is used to direct students to learning across different specialities with links to additional resources and activities. Students are also guided to develop and apply their knowledge, understanding and skills to their area of practice through completion

of their coursework assignments and the achievement of practice competencies and clinical logs.

### **Practice-based learning**

At the point of application, students must confirm that for the duration of the course, they will be working in a suitable clinical practice environment with the appropriate guidance and supervision to enable achievement of the learning outcomes and competencies. It is each student's responsibility to ensure they obtain suitable clinical practice experience for the duration of the module.

A minimum of 50 hours of supervised practice from a suitably experienced registered healthcare practitioner is required during the CRHA module, to ensure students can practice and hone their assessment skills, in preparation for the summative Objective Structured Clinical Examination (OSCE). The number of supervised hours undertaken is documented in a log which students submit with their coursework. Students progressing to the V300 module, must have written confirmation of agreement to provide support from an identified Practice Assessor, who meets criteria within the NMC's (2018) *Standards for student supervision and assessment*, the NMC's (2018a) *Standards for prescribing programmes* and the Royal Pharmaceutical Society's (RPS) (2019) *Competency framework for designated prescribing practitioners*.

In addition to the Practice Assessor, students on the V300 module will be supervised by Practice Supervisor(s) who can be any appropriately registered healthcare professionals working in the practice environment. They will guide, critically challenge and supervise the student's practice. Practice Supervisors and Practice Assessors may also assist in identifying inter-disciplinary shadowing opportunities e.g. with pharmacists in the clinical area. In addition, all students will be assigned to an Academic Assessor, who is a registered NMC prescriber with suitable, equivalent qualifications, and an academic member of the course team.

During the V300 module, students undertake supervised practice to demonstrate achievement of the Competency Assessment Document (CAD), which is assessed by the Practice Assessor, in consultation with Practice Supervisors and the Academic Assessor. Although no minimum number of supervised hours are required for this module, it is recommended that at least 12 days (78 hours) supervised practice will be needed to demonstrate achievement of the competencies. Identified practice assessors, practice supervisors and students are invited to attend a scheduled briefing at the start of the V300 module to introduce and explore the content and intended outcomes of the programme, together with the practice-based requirements and CAD. The CAD provides a framework to guide, direct and assess placement learning and is used to assess the RPS (2021) competencies for prescribers and achievement of clinical logs, which must be demonstrated to meet eligibility for NMC registration as a nurse or midwife independent/ supplementary prescribers (V300). Practice Assessors unable to attend the scheduled briefing are contacted individually by the Academic Assessor/ Module Leader at the start of the module, to ensure they understand requirements.

### **Assessment strategy**

The course assessments enable students to demonstrate achievement of the standards for prescribing programmes (NMC, 2018) and the competencies for all prescribers (RPS, 2021), which are mapped to the individual module learning outcomes. The assessments comprise of the following elements.

Clinical reasoning in health assessment: lifespan perspectives module:

- Case study (3000 words)
- OSCE (1 hour)

Independent/ supplementary prescribing for nurses and midwives (V300) module:

- Competency Assessment Document: comprising the RPS (2021) competencies which are assessed in practice by the Practice Assessor, and the completion of two clinical logs, demonstrating the application of expert knowledge and critical appraisal in effective history taking, diagnosis and management.
- Exam (1 hour): consisting of pharmacology MCQs and drug related numeracy calculations
- Critical reflection (2,000 words): based on one of the submitted clinical logs and encompassing RPS competency 7.

Students are required to pass all the theory and practice elements to achieve a pass for the course overall.

All forms of assessment have a formative element which allows students to gain feedback and maximise success at the summative point. This includes review of coursework plans, as well as submission of a draft clinical log, formative assessment of the competencies, practice OSCE with feedback from service users, and practice pharmacology MCQs and drug calculations. Students are also provided with feed-forward at the summative points, which clarifies what they need to do to develop their skills in the future and achieve their full potential. Students are provided with assessment briefs on Canvas at the start of each module, the format of which has been co-created with students and standardised across the Faculty. The briefs provide plain-English guidance for the completion of each assessment, as well as hyper-links to supporting information and services, such as Kingston University's Academic Success Centre. Assessment literacy is further developed within scheduled exemplar sessions within each module, during which students are given the opportunity to critique anonymised samples of previous coursework submissions, in the context of expectations within the School of Nursing's generic level 6 marking rubric and the module specific learning outcomes.

## **E. Support for Students and their Learning**

Students undertaking the prescribing programme may have been away from formal education for a while and need some support to develop and update academic and IT skills. Academic skills support is introduced early on the timetable, with Canvas navigation, an overview of the library and data base searching sessions integrated into the first taught day of each module, followed by sessions related to referencing, critical thinking skills, numeracy skills and other aspects of academic practice. In addition to timetabled academic support, students are supported through the following course specific services.

- Module Leaders and teaching team: the course team are the primary source for academic support and assignment supervision. They coordinate tutorial support for the formative and summative submissions and ensure appropriate feedback and feed forward is provided. The course team will refer students in need of additional support.
- Specialist Lecturer with a remit for academic support: students can self-refer or be referred by any member of academic staff for one-to-one tutoring to support writing/academic skills; English language development; learning difference needs (e.g. dyslexia).
- Numeracy Support Lecturer: students can self-refer or be referred for one-to-one and group practical support.

- Personal Tutor: every student is allocated a personal tutor (usually the Module Leader) who can provide pastoral support and refer to additional support services where needed.
- Practice learning support: each student is allocated a named Practice Assessor, Practice Supervisor and Academic Assessor, who work together to ensure students are supported and facilitated to maximise the learning opportunities in their area and are able to achieve the competency requirements for the course. The Academic Assessor is usually the Module Leader, who integrates this role with that of Personal Tutor to ensure the student receives holistic support in both the academic and practice-based aspects of the course. Additional support may also be available locally, such as practice educators and link lecturers. Further details about practice learning support roles can be found in the Competency Assessment Document.

Students are also signposted to the following range of centralized support services within Kingston University.

- Academic Success Centre: self-referral drop-in centres staffed by specialist academic support lecturers who provide small group and one to one support.
- Canvas: The University uses Canvas as its VLE which provides a versatile, interactive learning environment. All students have access to a 'Get Ready for Canvas' module, which supports effective use of the platform.
- IT support: Canvas has its own dedicated 24-hour support available to students. Additional IT support can be accessed via 'My Kingston'.
- Faculty Student Achievement Officer: This is a non-academic role which provides pastoral support and advice. Students can arrange a one-to-one meeting or attend drop-in appointments. The Student Achievement Officer is able to sign-post students to the wide range of services offered by the University. These include finance, accommodation, disability and dyslexia, health and wellbeing, counselling, faith and spirituality, Union of Kingston University Students.
- Access to world-class libraries, online learning facilities and other learning support. Library support staff offer academic skills development both within the library and also integrated into course delivery.
- Qualified Disability Advisor who gives guidance on reasonable adjustments and support for the student and advises academic staff.
- Confidential counselling and pastoral support, including mental health support services.
- Comprehensive occupational health services.

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Staff Student Consultative Committees
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaire (MEQs)
- Moderation policies
- Feedback from employers during an annual consultation with stakeholders
- NMC annual review of nursing and midwifery approved programmes

## G. Employability and work-based learning

As a vocational programme which results in NMC registration as a nurse or midwife independent/ supplementary prescriber (V300), the course is highly orientated towards career development. Employability is embedded throughout the programme, in all of the skills sessions, scenarios, simulations and assessments, reflecting the RPS (2021) competencies for all prescribers. There are also opportunities both within placement learning and university-based learning to meet with past students and guest speakers from a range of specialities. The options for further study at level 6 or 7 are explored at the start of each module and further advice is available through the relevant Module Leaders.

### ***Work-based learning, including sandwich courses and higher or degree apprenticeships***

N/A

## H. Other sources of information that you may wish to consult

Garrison, D. R; Anderson, T; Archer, W. (2000) 'Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education'. *The Internet and Higher Education*, 2, pp 87-105

Nursing and Midwifery Council (2018a) *Standards for Supervision and assessment*. Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf> (Accessed: 06/12/21)

Nursing and Midwifery Council (2018b) *Programme standards: Standards for prescribing programmes* Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/programme-standards-prescribing.pdf> (Accessed: 06/12/21)

Royal Pharmaceutical Society (2021) *A Competency Framework for all Prescribers*. Available at: <https://www.rpharms.com/Portals/0/RPS%20document%20library/Open%20access/Prescribing%20Competency%20Framework/RPS%20English%20Competency%20Framework%203.pdf?ver=mctnrKo4YaJDh2nA8N5G3A%3d%3d> (Accessed: 22/11/21)

Royal Pharmaceutical Society (2019) *A Competency Framework for Designated Prescribing Practitioners* <https://www.rpharms.com/Portals/0/RPS%20document%20library/Open%20access/Professional%20standards/DPP%20Framework/DPP%20competency%20framework%20Dec%202019.pdf> (Accessed: 06/12/21)

Young, C; Perovic, N. (2016) 'Rapid and Creative Course Design: As Easy as ABC?' *Procedia- Social and Behavioural Sciences*, 228, pp. 390-395

## I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning,

personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 6	
		NW6032	NW6033
Knowledge & Understanding	A1	S	S
	A2		S
	A3		S
Intellectual Skills	B1	S	S
Practical Skills	C1	S	S
	C2	S	S
	C3		S
	C4	S	S

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**