

## Template C4



# Programme Specification

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

Date first produced	04/08/2023
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Version number	1
Faculty	Faculty of Health, Science, Social Care & Education
Cross-disciplinary	
School	School of Nursing
Department	Department of Nursing
Delivery Institution	

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 modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	GradCert Independent/ Supplementary Prescribing for Nurses and Midwives
Exit Award(s) and Title(s):	
Course Code <i>For each pathway and mode of delivery</i>	UPISP1ISP67
UCAS code <i>For each pathway</i>	n/a

Awarding Institution:	Kingston University
Teaching Institution:	
Location:	Kingston Hill
Language of Delivery:	English
Delivery mode:	
Learning mode(s):	Part-time
Minimum period of registration:	Part-time -
Maximum period of registration:	Part-time -
Entry requirements	<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</li> </ul> </li> </ul>

	<p>prescriber, o 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.</p>
Regulated by	
Programme Accredited by:	Nursing and Midwifery Council
Approved Variants:	none
Is this Higher or Degree Apprenticeship course?	

## **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. Programme Learning Outcomes**

## Programme Learning Outcomes

	<b>Knowledge and Understanding</b>  On completion of the course students will be able to:		<b>Intellectual Skills</b>  On completion of the course students will be able to		<b>Subject Practical Skills</b>  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.



## C. Future Skills Graduate Attributes

## D. 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:

## Graduates accessing Grad Cert Independent/ Supplementary Prescribing for Nurses and Midwives



Completion of CRHA or equivalent 30 credits level 6 certificated learning (RP(C)L)



Completion of level 6 V300 module leads to Grad Cert award and eligibility for NMC recognition as a prescriber

## Undergraduates accessing BSc (Hons) 'top-up' Healthcare Practice



Completion of CRHA or equivalent 30 credits level 6 certificated learning (RP(C)L)



Completion of level 6 V300 module leads to eligibility for NMC recognition as a prescriber  
CRHA, or equivalent, and V300 modules form part of the overarching BSc (Hons) award

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

Level 6							
GradCert Independent/ Supplementary Prescribing for Nurses and Midwives							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
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

Exit Awards at Level 6

ALL 60 CREDITS



## **E. 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/carer 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.

## **F. 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.

## G. 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

## H. External Reference Points

## I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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	
		NW/6032	NW/6033
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.**

#### **Additional Information**