

Programme Specification Document

<p>1. Qualification Advanced Diploma in Continuing Professional Development</p>	<p>2. Programme Title Non Medical Prescribing for Nurses</p>	<p>3. UCAS Code</p>	<p>4. Programme Type Modular</p>		
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>The purpose of the Programme is to enable students to develop both knowledge and skills leading to the Nursing and Midwifery Council (NMC) professional award and qualification as V300 Nurse Independent / Supplementary Prescriber.</p> <p>Special features</p> <p>The curriculum for the programme has been developed collaboratively between the other Universities within the North West of England who also provide Nurse Prescribing Programmes.</p> <p>The modules within the programme can be combined with further modules to obtain a Post Graduate Certificate, Diploma or full masters degree. The programme will focus on professional practice and therefore suits part time study. Learning will be a shared experience with practitioners dealing with similar professional issues in their own contexts.</p>					
<p>6. What a graduate should know and be able to do on completion of the programme</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Knowledge and understanding in the context of the subject(s)</u></p> <ul style="list-style-type: none"> • a systematic understanding of the evidence base(s), formal and informal, underpinning their professional and nurse prescribing practice • knowledge of principles informing accountability for their scope of prescribing practice • knowledge of the needs of their service users and / or the community • knowledge of physiological conditions and the use of medicines to manage or treat the condition relevant to their own area of professional practice. <p><u>Cognitive skills in the context of the subject(s)</u></p> <ul style="list-style-type: none"> • The capacity to synthesise practice and theory, to underpin demonstrably higher levels of discretion and judgement in decision making within practice, service delivery and leadership. • high level of autonomy in the critical appropriation, transfer and transformation of knowledge derived from diverse sources of evidence </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Subject-specific practical/professional skills</u></p> <ul style="list-style-type: none"> • To demonstrate competence, autonomy and professional accountability in the development and deployment of prescribing skills. • enhance, with others, service delivery and outcomes for service users and / or the community. <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p>Transferable skills including team skills and leadership; practice that values user and carer needs and experiences; problem solving; numeracy appropriate to context; oral and written communication skills, and Information and Communication Technology (ICT); and self-development.</p> </td> </tr> </table>				<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <ul style="list-style-type: none"> • a systematic understanding of the evidence base(s), formal and informal, underpinning their professional and nurse prescribing practice • knowledge of principles informing accountability for their scope of prescribing practice • knowledge of the needs of their service users and / or the community • knowledge of physiological conditions and the use of medicines to manage or treat the condition relevant to their own area of professional practice. <p><u>Cognitive skills in the context of the subject(s)</u></p> <ul style="list-style-type: none"> • The capacity to synthesise practice and theory, to underpin demonstrably higher levels of discretion and judgement in decision making within practice, service delivery and leadership. • high level of autonomy in the critical appropriation, transfer and transformation of knowledge derived from diverse sources of evidence 	<p><u>Subject-specific practical/professional skills</u></p> <ul style="list-style-type: none"> • To demonstrate competence, autonomy and professional accountability in the development and deployment of prescribing skills. • enhance, with others, service delivery and outcomes for service users and / or the community. <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p>Transferable skills including team skills and leadership; practice that values user and carer needs and experiences; problem solving; numeracy appropriate to context; oral and written communication skills, and Information and Communication Technology (ICT); and self-development.</p>
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7. Qualities, Skills & Capabilities Profile			
A Cognitive	B Practical	C Personal & Social	D Other
Analytical skills	Enhanced professional competence in nurse prescribing practice.	Managing their work learning environment	Ethical and accountable practice.
Critical evaluation	Leadership of service improvement	Taking personal responsibility and initiative for their own learning,	Commitment to quality and humanity in professional practice.
Complex problem solving	Analytical and Research skills	Acting as a role model for professional colleagues, by embodying a client- and patient \ service user-centred approach	
Synthesis of feasible and innovative plans	Written and verbal presentation skills	Working as an effective team member by <ul style="list-style-type: none"> positively contributing to group learning Relating across organisational, professional and cultural boundaries. 	
	Use of ICT	Self-organisation and time management	

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units
Up to Two Years - part-time.
Advanced Diploma in Continuing Professional Development – 40 CATS

	<u>Core Modules</u>	<u>Optional Modules</u>	<u>Credits</u>
	Legal and professional Aspects of Prescribing Practice for Nurses		20
	General principles and application of pharmacology and therapeutics for prescribing practice		20

<p>9. Learning, Teaching and Assessment Strategy</p> <p><u>Learning and Teaching Methods</u> A blended learning approach to teaching and learning are utilised. Consisting of a mixture of classroom sessions; group work and e-learning .</p> <p>Reflective practice, group work, problem based learning, role play and critical analysis and discussion of major issues.</p> <p>The range of strategies employed aims to maximise student learning potential. In addition, group and individual tutorial support will be given whilst encouraging students to develop their own resources for independent learning.</p>	<p>10. Other Information (<i>including compliance with relevant University policies</i>) <u>Date programme first offered</u> Feb 2011</p> <p><u>Admissions Criteria</u></p> <ul style="list-style-type: none"> Currently registered as a 1st level Nurse / Midwife or Health Visitor on the Professional Register maintained by the Nursing and Midwifery Council Have appropriate experience in the area of practice where there is an identified need for the individual to regularly use Independent and Supplementary Prescribing. <p>Community Practitioners who hold a V100 or V150 prescribing qualification who already prescribe from the Nurse Prescribers' Formulary, and who, with local agreement, will extend their prescribing responsibilities under new arrangements must complete this programme of preparation and meet the assessment requirements. There will be recognition of prior learning and experience, however, all components of the assessment for each module must be completed satisfactorily.</p>
<p><u>Assessment Methods</u> Assessment methods vary according to the learning outcomes of each module. However, the assessments will include:</p> <ul style="list-style-type: none"> Assignment Exams Prescribing OSCE Portfolio Clinical Log <p>Assessments are practice focussed and</p>	<p><u>All entrants must also meet the following requirements</u></p> <ul style="list-style-type: none"> An ability to study at a minimum of academic level HE6. Have the support of their employer. Students will not be allowed to complete this programme without the necessary support of their employers / sponsors, including confirmation that the entrant will have appropriate supervised practice in the clinical area in which they are expected to prescribe. Collaboration with Health Care Organisations in the selection of students will take place. Have an approved, designated prescribing medical practitioner who is a doctor who will provide the student with supervision, support and opportunities to develop competence in prescribing practice. (This

(where appropriate) client \ service user \ patient centred. Students are required to contextualise their learning with reference to their own current or recent experience.

Assessment Classification System

Pass mark for individual written assignments = 40%

However, pass marks for the exams are 80% for the Pharmacology paper and 100% for the drug Calculation paper to meet NMC professional requirements.

Classification Bands

70% and above – Distinction

40-69% - Pass

includes shadowing opportunities).

- Basic computer literacy
- Access to the Internet (supported by their employer)
- Students may enter this programme to complete at Level H6 or Level H7, dependent on their past level of study and requirements.

In addition, entry to the Masters level option will require the student to :

- Have completed honours degree study (2 : 2 award or higher) OR have evidence of previous study at Masters Level.

Verification of professional registration will be checked with the appropriate Professional Body at the commencement of the course.

Indicators of Quality and Standards

1. Formal validation where a panel composed of independent internal and external representatives and an NMC Reviewer approved the curriculum submitted against its set of standard criteria as applied to all V300 Nurse Prescribing programmes
2. An external examining system whereby all student work and teaching is monitored by a team of external examiners.
3. Annual NMC professional monitoring.
4. Regular formal and informal dialogue with external stakeholders including health service managers, NHS Northwest (Contract monitoring in relation to CPD funding and Annual Monitoring in relation to Skills for Health Interim Standards)
5. Peer observation of teaching.
6. Student evaluations linked to action plan where there is a need to change practice.
7. Annual formulation and monitoring of quality enhancement plan from previous year.