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| Institute of Health and Allied Professions  |
| Module HandbookIndependent/supplementary prescribing  |
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# Welcome

Welcome to the Independent and Supplementary prescribing course for non-medical prescribers. The course is a single module of 40 credits which is available at both level 6 (degree level) and level 7 (Masters level). It can be accessed as a standalone module or as part of the MSc in Advanced Clinical Practice/ NTU CPD framework. This module is open to nurses registered with the Nursing and Midwifery Council (NMC) working in the UK and health professionals registered with the Health and Care Professions Council (HCPC). Please check with your regulatory body regarding professional restrictions on prescribing as legislation sets out which professions may act as prescribers. Some of the registered professions are eligible to become independent prescribers, whereas others may become supplementary prescribers.

The module offers a post-registration training programme of learning designed to meet the continuous professional development requirements of healthcare professionals wanting to register with their professional body as an independent or supplementary prescriber. This handbook will explain the entry criteria, the assessments, and the requirements of your practice area. It will also explain some of the wider university policies and procedures.

The module will run for six months (26 weeks) and take a blended approach with a mixture of on campus and online learning. You will receive a block of teaching (one day per week) followed by a period of independent study to allow for consolidation of learning and preparation for the summative module assessments.

Once accepted on to the module, you will have access to Nottingham Trent University Online Workspace (NOW) where information about the course and your timetable is located. This information should be read alongside the NTU student handbook, which covers regulations, procedures and policies which you may need to refer to as a current student at NTU. [NTU student handbook](https://www.ntu.ac.uk/studenthub/my-course/student-handbook)

# Entry criteria

For nurses (NMC registered)

* Registered nurse with the necessary skills, knowledge, and experience to undertake the programme.
* Have at least one-year post-registration experience (or part time equivalent) to allow for the consolidation of your pre-registration learning.
* Evidence of ability to study at Level 6 with a good command of English.
* You must be able to demonstrate a good standard of numeracy skills.
* Have an approved prescriber as a Practice Assessor who has agreed to provide supervision, support, and assessment. They need to agree to provide the student with opportunities to develop competencies in prescribing during their supervised hours. They will be required to sign a learning contract.
* Have an approved prescriber as a Practice Supervisor who will guide you through the practice learning elements of the course. They will also be required to sign the learning contract.

HCPC registered professionals

* Registered with the HCPC in one of the relevant allied health professions with the necessary skills, knowledge, and experience to undertake the programme.
* Have at least one-year post-registration experience (or part time equivalent) to allow for the consolidation of your pre-registration learning.
* Have an approved prescriber as a Practice Educator who has agreed to provide supervision, support, and assessment. They need to agree to provide the student with opportunities to develop competencies in prescribing during their supervised hours. They will be required to sign a learning contract.
* Be working at an advanced clinical level

**These criteria may change if advice from the professional bodies’ change.**

# Requirements

* You work in an area where you will be expected to and have the opportunity to prescribe.
* You must have sufficient knowledge to apply prescribing principles taught on the programme to your own area and field of practice. It is the responsibility of you (the applicant) and the employer to assure that you are competent to take a clinical history, undertake a clinical assessment, and diagnose in the area of practice in which they intend to prescribe.
* You must have the support of your employer, with confirmation that governance structures are in place (including clinical support and access to protected learning time).
* You must be able to provide evidence of indemnity cover.
* You must have an identified Practice Supervisor(s) who is able to work with you for the required number of hours.
* You must have an identified Practice Assessor/ Practice Educator. They will also be required to complete a learning contract with you.
* Attendance is closely monitored. A 100% attendance at university study days and practice days is expected.

# Learning Outcomes

**Learning outcomes have been developed to address the competencies outlined by the Royal Pharmaceutical Society in their competency framework for all prescribers (2021)**

**Level 6**

* Demonstrate an application of collaborative working with the patient and multidisciplinary team to facilitate a patient centred approach to shared decision making.
* Critically appraise research, evidence, and professional guidance to inform prescribing practice.
* Critically apply current legal, ethical, and regulatory frameworks in prescribing practice.
* Accurately apply pharmacokinetic and pharmacodynamic principles to prescribing practice.
* Critically apply appropriate consultation skills and patient assessment to inform clinical decision making.
* Demonstrate safe prescribing practice to minimise prescribing error and potential risks.
* Communicate effectively as a prescriber, with both health care professionals and lay audiences in a professional manner.
* Critically reflect on current and future prescribing practice to inform ongoing professional development

**Level 7**

* Demonstrate an application of collaborative working with the patient and multidisciplinary team to facilitate a patient centred approach to shared decision making.
* Critically appraise and evaluate research, evidence, and professional guidance to inform prescribing practice.
* Critically apply and analyse current legal, ethical, and regulatory frameworks in prescribing practice.
* Accurately apply pharmacokinetic and pharmacodynamic principles to prescribing practice.
* Critically apply appropriate consultation skills and patient assessment to inform clinical decision making.
* Demonstrate safe prescribing practice to minimise prescribing error and potential risks.
* Communicate effectively as a prescriber with both health care professionals and lay audiences in a professional manner.
* Critically reflect on current and future prescribing practice to inform ongoing professional development.

The NMC code and HCPC Standards of Conduct, Performance and Ethics are integral to safe and effective prescribing practice. The standards are foregrounded at the start of the prescribing course, and are embedded throughout the programme learning and assessment strategy. Students will therefore be required to clearly demonstrate they can apply the Code and SCPEs to prescribing practice. All the learning outcomes and assessments have been fully mapped to the RPS and HPF competencies and reflect the NMC code and the AHP SCPEs.

# Teaching and Learning

The course will use a variety of teaching and learning methods to enable you to develop the knowledge and skills required to pass the course. Taught days will take place at NTU Clifton campus and will utilise a combination of classroom-based teaching, simulation, and clinical skills practice. These sessions are designed to be interactive and engaging with the emphasis on students taking an active role in the learning process. Teaching and learning approaches across the course are carefully planned to draw on practice experience and maximise work-based learning opportunity.

Activities include:

* Lectures/seminars/workshops
* Group discussions
* Problem-based learning
* Simulation and clinical skills practice
* Interactive digital resources
* Student presentations
* Workplace learning and reflection on practice

The Teaching and Learning strategy are based upon the following principles:

1. Knowledge Transfer: As practitioners, knowledge base and academic skills will be developed through high quality, coherent, research–informed teaching.

2. Values Analysis: Ethical issues are best explored through small group workshop activities and reflective scenarios.

3. Practice Skills Review: Practice competence is best reviewed, evaluated and developed through practice observation and analysis in the workplace.

The teaching strategy is multi-modal and adopts a blended approach, with a clear commitment to face-to-face teaching and learning supported by online learning materials, small group discussions, presentations, and practical exercises. Lectures will develop your subject knowledge and understanding and will aim to build on previous learning. The module will encourage you to examine the knowledge and skills requirements for competent practice. Taught sessions will explore specific themes, based upon experiences in practice to integrate learning across the “theory and practice” divide and to emphasize the importance of the practice component. Where appropriate, learning on the course will be led and enhanced by the contributions of professional staff with specialist expertise in the subjects being taught. Work-based learning will be facilitated by practice supervisors and practice assessors/educators, in close collaboration with the NTU tutors.

Continuing Professional Development (CPD) courses at NTU are designed to encourage you to become an independent, life-long learner. As the module progresses, you will be expected to take a more active role in your own learning. Throughout the module you will be able to make full use of the NOW, which provides you with 24-hour internet access to course details, module information and resources, email, discussion groups and news. E-learning activities are built into each module to support classroom and practice learning and to develop skills in research and analytical thinking.

Learning is personalised in that you will have the opportunity for small group student–led discussions with module leaders and bespoke support from your practice supervisor/assessor/ educator to discuss your progress and identify areas for further development. You are encouraged to arrange consultations with lecturers to optimise your teaching and learning experience and to progress your academic achievement. The School also has a dedicated academic support team who are able to offer you additional individualised support to help you meet academic targets.

Work-based learning will be facilitated by practice supervisors and practice assessors for NMC registrants or practice educators for HCPC registrants, in close collaboration with the NTU tutors. Practice Assessors, Practice supervisors and Practice educators will be identified to NTU through the admissions process and named on your application form. If you need to change/ update the details of your practice team, please inform your academic assessor (assigned NTU tutor). Practice assessors, Practice supervisors and Practice educators are required to sign a learning contract with you to commit to providing supervised prescribing practice, regular supervision discussions and assessment of competencies in practice. If you experience difficulties accessing the practice team, having adequate time for supervised practice or regular supervision discussions, please inform your academic assessor and they will offer support to help address these challenges.

You are advised to declare to the course team of any specific learning or disability needs so that appropriate steps can be taken to ensure that your needs can be met.

# Supervision

There are several different roles across the university and in practice which have been identified to support your development and progression on the course. These roles apply to students with identified employers and those who are self-employed.

**Personal Tutor**

You will be allocated a named personal tutor at the start of the course. This will be one of the course team. The personal tutor is an academic who shows a personal interest in your academic progress and wellbeing throughout the course at NTU. They will check how you are getting on periodically throughout the year. This person can direct you to appropriate guidance and information, as needed. You can contact the personal tutor at any time across the course to ensure you get the right support and guidance in a timely manner.

**Academic Assessor**

You will be allocated an academic assessor at the beginning of the course who is a registered healthcare professional with suitable equivalent qualifications for the programme that the you are undertaking. Your academic assessor will be a member of NTU staff who will be part of the course team. The role of the academic assessor is to support your academic progress throughout the course and liaise with your practice supervisor/assessor/educator to ensure that you are supported in practice to achieve the competencies. They will enable shared discussions between your practice assessor/educator, yourself and the University to consider your progress and your achievement of the RPS competencies.

They will be available to provide formative feedback to you, but also to the Practice Supervisor and Practice Assessor/Educator in case of any concerns or questions.

**Practice team**

The Practice Assessors, Supervisors and Practice Educators will provide support, learning opportunities and assessment in practice. It is expected that there will be continued communication between you, the practice team and academic team for the duration of the module. The practice team will have the responsibility to support you to complete the E-portfolio (practice assessment document), via PebblePad. It is your responsibility to provide the practice team with access to your PebblePad to facilitate completion of the document.  If you, or a member of the practice team (practice supervisor, practice assessor or practice educator) have any concerns about the current or potential ability to achieve the practice competencies, please discuss with your academic assessor. If concerns are raised about your fitness to study, this will reported to the NTU academic team and the [fitness study](https://www.ntu.ac.uk/__data/assets/pdf_file/0017/1004444/fitness-to-study-policy-and-procedure.pdf) process will be instigated.

Where behaviour is considered to be in breach of the professional code of behaviour, this will be reported to the employing organisation and the professional body, for further investigation.

**NMC students require a practice assessor and a practice supervisor to be identified at the start of the course. Please inform the module lead if there is a change to your practice team so that details can be updated.**

**Practice Supervisor**

It is a requirement for the course that you complete 90 hours of supervised practice, examples of which can be seen below. The Practice Assessor is a key role in assessing and confirming your proficiency, providing assurance of your achievements and competence. The practice assessor is a registered healthcare professional and an experienced prescriber (medical or non-medical) with suitable equivalent qualifications for the programme that you are undertaking.

They must:

* Have active prescribing competence applicable to the area they are supervising.
* Be a role model for safe and effective practice.
* Have up to date knowledge of prescribing skills in the clinical area.
* Have appropriate patient-facing clinical and diagnostic skills.
* Have supported or supervised other healthcare professionals.
* Be competent in patient assessment, examination and diagnostic skills.

The practice supervisor will provide day-to-day support and oversee the development or prescribing knowledge, skills and behaviours in practice. The role of the practice supervisor is to provide supervision and formative feedback on your ability to meet the Royal Pharmaceutical Society competencies. They will contribute to your assessment through the recording of regular feedback on you progress towards, and achievement of proficiencies. This includes feedback and feedforward to progress your development and achievement of the RPS competencies. It is expected that the practice supervisor will meet regularly with you to assess this progress and will facilitate learning opportunities, including any reasonable adjustments that you may need to get maximum benefit from practice. You may have multiple practice supervisors.

Forms of supervision include.

* Observation
* Direct supervision
* Indirect supervision
* Developing prescribing practice
* Independent practice

**Practice Assessor**

The Practice Assessor is a key role in assessing and confirming your proficiency, providing assurance of your achievements and competence. They will be a registered healthcare professional and an experienced prescriber (medical or non-medical) with suitable equivalent qualifications for the programme that you are undertaking. Your practice assessor must have agreement from the line manager to fulfil this role and have some previous supervising or teaching experience.  If your identified prescriber does not yet meet the requirements regrading previous teaching/supervisory experience, NTU may be able to help to prepare the individual to take on the role. Please contact sarah.taylor@ntu.ac.uk for further information.

The practice assessor will work in partnership with you and your practice supervisor to agree learning opportunities and activities that will meet you learning needs. This includes facilitating learning opportunities including any reasonable adjustments that you may require to get maximum benefit from practice learning. The practice assessor will assess you undertaking prescribing consultations in practice and record assessments. Assessments will also be informed by your reflections, feedback from Practice Supervisors and service users and other relevant people to confirm achievement.

Your practice assessor will liaise with your NTU Academic Assessor, scheduling communication at relevant points to ensure that your practice assessment document is completed in a timely manner. The practice assessor is responsible for the overall assessment of your acquisition of prescribing knowledge, skills and competencies and must assess your attainment of all of the RPS prescribing competencies. As such, it is anticipated that you will have the same Practice Assessor throughout the course. Where circumstances dictate that this can not be achieved, please discuss with your academic assessor. It is your Practice Assessor who will confirm, at the end of the course, that you meet the competencies of the Royal Pharmaceutical Society safely.

The practice assessor and practice supervisor must not be the same person. There may be rare occasions where this can not be avoided, please discuss with your module lead.

You must register their award with the NMC within five years and may only prescribe once the register has been annotated with the qualification. They may only prescribe from the formulary they are qualified to prescribe from and only within their competence and scope of practice.

**For HCPC students, you will work with a practice educator**

**Practice Educator**

As part of the admissions process, you will identify an appropriate person to act as your educational supervisor who must meet the following requirements as stated by the HCPC:

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* Registered practitioner in a GP surgery, OR is a specialist registrar, clinical assistant or consultant within the NHS OR an experienced non-medical prescriber.
* They must agree to provide supervision, support and shadowing opportunities for the you and compete the learning contract.
* Must be familiar with the HCPC requirements and the need to achieve the learning outcomes.
* Has had three years recent clinical experience for a group of patients or service users in the relevant field of practice.
* Has the support of the employing organisation.

Prospective practice educators will be asked to send a CV and supporting statement demonstrating how they meet the DPP competencies. This is then assessed by the course lead and further information sought if required. If a prospective educator is not able to demonstrate suitability, an alternative will need to be sought. If a change of practice educator is necessary part way through the course, the new practice educator will need to follow the same approval process.

Your practice educator will act as your supervisor and assessor in practice.

The practice assessor will work in partnership with you and to agree learning opportunities and activities that will meet you learning needs. This includes facilitating learning opportunities including any reasonable adjustments that you may require to get maximum benefit from practice learning. The practice educator will assess you undertaking prescribing consultations in practice and record assessments. Assessments will also be informed by your reflections, feedback from service users and other relevant people to confirm achievement.

Your practice educator will liaise with your NTU Academic Assessor, scheduling communication at relevant points to ensure that your practice assessment document is completed in a timely manner. The practice educator is responsible for the overall assessment of your acquisition of prescribing knowledge, skills and competencies and must assess your attainment of all of the RPS prescribing competencies. As such, it is anticipated that you will have the same Practice educator throughout the course. Where circumstances dictate that this can not be achieved, please discuss with your academic assessor. It is your Practice educator who will confirm, at the end of the course, that you meet the competencies of the Royal Pharmaceutical Society safely.

# Attendance

The School of Social Science puts you at the centre of its learning and teaching strategy with student-centred learning, teaching and assessment so you can build on your increasing expertise, interests and future career aspirations. The curriculum is based around your development, not only of critical thinking and skills but also professionalism and employability. We consider that attending regularly, joining in your taught sessions, and participating in learning activities enables you to contribute and play your part in creating a positive learning experience for all students on your course. Active engagement with your studies will have a positive impact on your progression and achievement.

The School of Social Sciences expects you to attend and engage with your course. When you enrolled you gave a commitment to **‘attend all activities which form part of your course, such as lectures, training, tutorials, examinations and other activities (subject to absence for genuine medical reasons or other circumstances acceptable to the University)’.**  We expect you to consider others by arriving on time and making a positive contribution in your taught sessions. You are expected to attend all your timetabled classes, participate in sessions such as tutorials and supervision as well as engaging with online learning activities.

**Recording your Attendance and Engagement**

You will record your attendance in taught sessions using the NTU QR register which is displayed at each session.  It is your responsibility to register. Falsely registering an attendance (such as getting someone to register for you) is a serious breach of your professional and NTU code of behaviour. However, we are also interested in how you engage more generally on your course. For example, how you use the online materials in NOW, make use of books and electronic journals and the completion of your module assessments. You can view your engagement rating in the NTU Student Dashboard. We may refer to your attendance and engagement record in references that you ask us to provide on your behalf.

Where you are unable to attend a session, please inform your NTU module tutor. Resources from the taught sessions will be available for you to access on the module learning room. Whilst the course team are not able to repeat sessions for you to catch up, please do let us know if you have questions on the session or if further clarification on expectations is needed.

# Assessments

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| You are required to pass four summative assessments to demonstrate your achievement of the course learning outcomes. To support you in completing the course, a variety of summative assessment methods are utilised, informed by the nature of the task to be assessed. Each of the assessments is designed to meet the module requirements and learning outcomes appropriate to the level of study. Assessments are mapped to professional standards and the RPS competency framework (2021) and professional body requirements for non-medical and supplementary prescribing.1. Numeracy exam which is undertaken in week three of the course. This has to be passed with a 100% mark so will be graded as pass/fail.
2. Pharmacology exam which is undertaken in week 20 of the course. This requires an 80% pass mark. This will be graded as a pass/fail.
3. Case based discussion which is undertaken in week 23 of the course. This accounts for 40% of the course mark.
4. Practice assessment document which is completed throughout the course and submitted in the final week. This aligns the learning outcomes with the Royal Pharmaceutical Society competencies. It accounts for 60% of the course mark.

You be provided with a full briefing, verbally and via the NOW learning platform, for each of the assessments. Additional guidance will be provided to the Practice Assessor/Educator, the Practice Supervisor(s) regarding what evidence is required for the practice assessment documented to demonstrate the achievement of the RPS standards in practice.**Feedback** The programme has been designed to offer feedback in a variety of formats across the course. This ensures that feedback is given in the most appropriate way for the assessment and stage of learning. You will receive formative (ungraded and developmental) feedback throughout the course in taught sessions, structured activities and practice. Feedback is not about telling you what is wrong and giving you the right answer, because that is not learning. Formative feedback informs your thinking and allows you to develop your understanding about a particular subject area or task at hand. As feedback comes in lots of different ways, it’s important to recognise that formative feedback is given all the time throughout your study. You are encouraged to use this feedback in consultations with lecturers and the practice team to optimise your teaching and learning experience and progress their academic achievement. You will receive a module assessment and feedback plan detailing when you need to hand work in and when you can expect the work to be returned to you. You will also receive detailed guidance on each assessment task in the module learning room (in NOW). You will receive written feedback on your summative assessments in 15 working days. Where there is a delay to the release of the results, the course team will inform you of the delay and provide an indication of when the results will be released. Feedback on summative assessments will include areas of strength and areas which require further development. Formal assessment judges how well you have met the module learning outcomes.   At NTU we use [grade-based assessment](https://www.ntu.ac.uk/__data/assets/pdf_file/0036/995094/supplement-15a-grade-based-marking-descriptors.pdf) (GBA). A key benefit of GBA is that grades and associated descriptions help you to track your development on each module, as well as monitor overall progress on the journey to your award. GBA also makes it clear to you which learning outcomes you are being assessed against. NTU has produced grade descriptions that represent a set of common characteristics expected of work at each of the different grade bands. The course team will develop specific assessment criteria for each of the assessments which will reflect the task being assessed. These will be available in the course learning room. We have in place several layers of scrutiny to make sure we offer you the fairest marking we can.   These include: * Internal moderation.

 * External moderation.

 * Standardised grading criteria to minimise subjectivity.

 * Standardised feedback style to ensure equality of student experience.

If you have any ideas about how we can improve the assessment and feedback experience for you, please contact Sarah Taylor or Cherylene Camps. We are always open to new ideas.  **Assessment regulations** |
| This course is subject to the University’s Common Assessment Regulations (located in [section 16D](https://www.ntu.ac.uk/__data/assets/pdf_file/0027/921915/quality-handbook-section-16d-principles-for-drafting-non-degree-course-regulationss.pdf) of the University Quality Handbook), This is to be read in conjunction with section [16A](https://www.ntu.ac.uk/__data/assets/pdf_file/0027/921366/quality-handbook-section-16a-common-assessment-regulations-for-bachelors-and-integrated-masters-degrees.pdf) and [16C](https://www.ntu.ac.uk/__data/assets/pdf_file/0026/921383/quality-handbook-section-16c-common-assessment-regulations-for-taught-postgraduate-degrees.pdf). All elements are marked according to the University’s grade-based assessment scheme, with the exception of the numeracy and pharmacology exams that are assessed on a pass or fail basis. Non-medical prescribing students are required to pass the numeracy examination with a score of 100% and the pharmacology exam with a score of 80% as per the NMC requirement. The grade(s) awarded to the summative assessment piece(s), are used to determine whether or not the module learning outcomes have been achieved, and therefore whether the module credits have been attained. Each of the module elements need to be passed in order to pass the module. All results (including referral results) are considered and agreed by a board. All of the assessed grades contributing to a module, remain provisional until confirmed by a board.  **Extenuating circumstances**The University recognises that on occasion academic engagement or performance may be affected by illness or other unexpected events that are beyond your control. The Notification of Extenuating Circumstances (NEC) [policy](https://www.ntu.ac.uk/__data/assets/pdf_file/0027/921960/quality-handbook-section-17a-nec-policy.pdf) is designed to provide a fair opportunity to meet the academic standards of the course and seek advice and guidance where they have been impacted by circumstances beyond their control. Where there are extenuating circumstances you can use the [Notification of Extenuating Circumstances (NEC’s)](https://www.ntu.ac.uk/studenthub/my-course/student-handbook/submit-a-notification-of-extenuating-circumstances) process to provide additional time to complete the assessment. The application will be reviewed by the NEC contact in accordance with NTU [Quality handbook, section 17A.](https://www.ntu.ac.uk/__data/assets/pdf_file/0027/921960/quality-handbook-section-17a-nec-policy.pdf)The NEC contact for your course is - Jennie Walker Jennie.walker@ntu.ac.uk0115 848 4380If you need guidance about any concerns/worries about meeting deadlines please discuss your concerns with your personal tutor. Concerns about extenuating circumstances may be discussed with your course team. You may also contact you Notification of Exceptional Circumstances Contact (NECC) Jennie Walker for guidance.A notification of extenuating circumstances must be submitted as soon as practically possible before an assessment event or submission date, or within seven calendar days of the original event/submission date. Notifications of extenuating circumstances submitted more than seven calendar days after the assessment event/submission deadline will not be considered unless you are able to demonstrate, with evidence, why you were unable to submit within the normal timescales, for example hospitalisation. Such requests should still be submitted via the NEC portal. All notifications of extenuating circumstances will require supporting evidence to be submitted with the application. You can appeal decisions if there is new evidence of a problem after the event which was not available at the time or if there is an error in the process. This can be done through the [request for reconsideration](https://www.ntu.ac.uk/studenthub/my-course/student-handbook/submit-an-nec-or-appeal) process.You are ultimately responsible for determining whether your performance is likely to be affected by circumstances beyond your control. You will need to make a judgement, supported by appropriate University colleagues, about whether or not to attempt an assessment where they are affected by circumstances beyond their control. You cannot submit a notification of extenuating circumstances after you have submitted coursework or completed an examination or other timed assessment.The notification of extenuating circumstances process is not intended to act as a request for additional adjustments to be put in place for examinations and other assessments. If you need such adjustments, please consult with a [student support advisor.](https://www.ntu.ac.uk/studenthub/student-help-advice-and-services/health-and-wellbeing/student-support-advisers)**Late submission of work**Work submitted after a deadline that is covered by Notification of Extenuating Circumstances (NECs) would not be classed as late and the full spectrum of grades will be available. No moderation of the grade is made due to exceptional circumstances. Exceptional circumstances can change the submission date only, not the grade you receive. Work submitted after the assessment submission date (and specified time) indicated in the Assessment and Feedback Plan will be marked if submitted within five working days of the submission date. If this is your first attempt at the module assessment, the maximum grade awarded will be a low pass. Where the quality of the assessed work falls below the minimum acceptable level (i.e. below a low pass) a lower grade will be awarded as appropriate. Students who have been granted a ‘time extension’ (due to extenuating circumstances) for the first attempt will have the same second deadline (i.e. five working days after the agreed extended deadline). If work is submitted five working days after the official deadline, a zero grade will be awarded and examiners will only comment on the work for learning purposes and return it with a zero grade. Where a student is making a referred or repeat attempt at a module assessment, the work is not given a second deadline. Work received after the submission date without a ‘time extension’ (NEC) will be awarded a zero grade. Examiners will comment on the work for learning purposes and return it to the student with a zero grade.**Referral boards**Where necessary a referral panel (course leader, secretary, principal lecturer) meets to make recommendations about whether students who fail a module should be allowed to re-sit prior to an exam board.  All referral panel’s recommendations will be documented by the secretary and are subject to ratification by the chair of the Board of Examiners. Where a student’s performance and / or commitment is giving concern, the panel may defer a decision until the next Board of Examiners meeting.**Board of Examiners**All grades received are provisional until a Board of Examiners has ratified them. Your academic leads attend exam boards and a senior member of the school who is not associated with your course chairs them. The Board’s role is to ensure that assessment regulations have been correctly applied, that any exceptional circumstances claims have been fairly taken into account and that your grades have been formally recorded.   Your course has an External Examiner whose job it is to make judgements about, and report on, the standard of the course in relation to other comparable courses on the UK. Part of their role is to review samples of work and to confirm at the Board that the internal assessment and moderation practices are fair and in line with School and NTU policies. The external examiner also writes a report at the end of each academic year, and this will be available to you via NOW together with a response written by the course committee which is also uploaded onto NOW. Following the Examination Board, you will be notified of your results. Your results will be available to you three working days after the Board of Examiners’ meeting. School staff (subject administrator, tutor, course leader) will not be able to let you know what your results are until after all students are formally notified of their results, so we suggest that you avoid contacting them during this busy period.    You must successfully complete an NMC or HCPC approved programme in order to meet the standards of proficiency and to be eligible to apply, and be entered onto, the NMC or HCPC register as a non-medical prescriber. NMC registered students have five years in which to register their award with the NMC. **If you do not register your qualification within five years you will have to undertake additional education and training in order to register your award**. All professionals must practice in line with the requirements of their professional body, the professional standards of practice and behaviour that nurses, and allied health professionals are expected to uphold. **Appealing an exam board decision**No appeal is permissible before the Board of Examiners have sat**.**If you disagree with the outcome from the Board of Examiners you may then ask for the decision to be reconsidered (a “[Request for Reconsideration](https://www4.ntu.ac.uk/current_students/resources/student_handbook/appeals/index.html)” or “R4R”). A panel of independent senior academics will consider this request. Please note the conditions permitted for appealing an Exam Board decision.   These are: * If you believe that there was a material error or irregularity in the assessment process, or one or more of the constituent parts which make up your outcome are incorrect.

Or * If you have additional material information which could not have previously been made available through the NEC process or to the Board of Examiners.

Appeals based solely on questioning academic judgement are not permitted.  |
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|   | **Academic irregularity** Academic irregularity applies to student’s assessment and includes cheating; plagiarism; collusion; falsifying data; impersonation; contract cheating (paying someone else to produce work that is handed in) and dishonest practice.    The guidance on academic irregularity is located in the [NTU quality handbook.](https://www.ntu.ac.uk/__data/assets/pdf_file/0036/921987/quality-handbook-section-17c-academic-irregularities.pdf) You can access additional information on Plagiarism and the use of Turnitin (similarity checking software) on the [NTU website.](https://www.ntu.ac.uk/m/library/plagiarism-and-turnitin)   Where academic irregularities call into question a student’s conduct (as outlined by the professional body) the course leader may inform the professional body.   |   |

# Code of Behaviour

NTU endeavours to create an atmosphere of mutual trust, harmony, and respect. Good standards of conduct are necessary for the benefit of all members of the University and the University’s reputation. The [student code of behaviour](https://www.ntu.ac.uk/studenthub/my-course/student-handbook/student-code-of-behaviour) outlines standards of behaviour expected from students and procedures followed if these are not met. The student code of behaviour applies to all students at the University from enrolment up to completion of their course and applies to students’ conduct **on and off** the University’s premises and during all University-related activities.

Where behaviour is considered to be in breach of the professional code of behaviour, this will be reported to the employing organisation and the professional body, for further investigation.

# Staff contacts - module team

Sarah Taylor (NMC Module Lead) - sarah.taylor@ntu.ac.uk

Cherylene Camps (HCPC Module Lead & ACP Course Lead) -cherylene.camps02@ntu.ac.uk

Carl Webster (HCPC registered) – carl.webster@ntu.ac.uk

Rubby Legbedze (NMC registered) – rubby.legbedze@ntu.ac.uk

Jennie Walker (Principal Lecturer for CPD & postgraduate education) -jennie.walker@ntu.ac.uk

Andrew Kirke (Principal Lecturer for urgent & emergency care) – andrew.kirke@ntu.ac.uk

Course Administrator - SOC.CPD@ntu.ac.uk

**Email etiquette**

Please avoid sending an email to a member of staff asking about information that can be found via the learning room or student handbook. There are many sources of information available to students - NOW, the online University Student Handbook, module handbooks, the student reps, your peers etc. If you need to discuss something with an individual member of staff, then do ask for an appointment (by phoning or emailing or calling in during their office hours). On their part, staff will be happy to reply to legitimate and appropriate, or expected, emails from students.

Below are some important things to consider when sending email:

* **Make sure that you are sending the email to the appropriate person.** If you need to discuss aspects of a particular module, then make sure you send the email to the module leader. Please send your email to just one person rather than the whole course team. It is inappropriate to send multiple copies of the same email to several members of staff simultaneously.
* **Be patient.**Remember that although your email may reach the member of staff straight away, it may be that they are not in their office and may not be for the rest of the day or longer. If you have a really urgent query, then come and see us or use the phone so that we can establish which member of staff is available to help you.  We aim to acknowledge your email within three working days.  If you have not heard after that time, feel free to chase us up- we won’t be ignoring you!
* **Identify yourself.** Make sure that you say who you are at the beginning of the email (first name and last name) – we won’t necessarily recognise your student number!  It is also useful if you let us know which course and which intake you are in. You could use the ‘signature’ facility in your email application to do this.
* **Provide a subject line.** It is useful to be able to see what the email is about.  Make sure you include something in the subject line.
* **Use proper spelling, grammar & punctuation.** Not only is this important because the member of staff might not understand text abbreviations, but it is also important for conveying the message properly.  E-mails with no full stops or commas are difficult to read and can sometimes even change the meaning of the text.
* **Read the email before you send it.** Reading your email through the eyes of the recipient will help avoid misunderstandings.

# Learning resources

The University, the School of Social Sciences and its Departments will strive to ensure that adequate and appropriate resources are provided for the course. All students have access to the University’s libraries and computer facilities across the different campuses.

The [Library](https://www.ntu.ac.uk/m/library) stocks a substantial number of relevant books, journals reports and other publications. There is also relevant material at the Clifton Campus Library, which services the faculties of Humanities and Education.

The academic use of Internet based materials and electronic journals is supported and promoted by the [Library Resources online gateway](https://llr.ntu.ac.uk/choose-los/).The library contains an information skills training room which provides a state-of-the-art networked learning environment. In your induction you will be introduced to the Libraries and Learning Resources facilities. Continuing professional development can be challenging at times. Our library staff offer help to all students with information and research skills, study skills, academic writing, and maths. There is a suite of [online tutorials](https://librarybookings.ntu.ac.uk/), [guides and learning materials](https://www.ntu.ac.uk/m/library/supporting-online-learning) covering NOW basics; finding information; and [academic skills](https://www.ntu.ac.uk/m/skills-for-success) within the student help area of Library Learning Page.

The following link provides a list of the current training opportunities offered by the Library that you can directly book on to: [Library training events for students](http://librarybookings.ntu.ac.uk/calendar/studentevents/?cid=3487&t=d&d=0000-00-00&cal=3487).

These are excellent ways to improve your grades and academic confidence.

Please remember that you also have access to our learner support team in Social Sciences who can also help you develop academic and study skills. Once you have enrolled you will have access to their learning room and can access a range of resources through this. You can also arrange tutorials with the team for some additional individualised support.

Our dedicated [Employability team](https://www.ntu.ac.uk/life-at-ntu/life-outside-lectures/plan-your-future-employability-at-ntu) are on-hand to advise on how to boost your career prospects, provide practical skills support and to help you find part-time, volunteering, placement and graduate job opportunities. It is a personalised service, geared towards your own specific needs and goals. Located at our City and Clifton campuses, our Employability Centres offer drop-in sessions, and one-to-one appointments, as well as extensive online support.

#  Computer resources

There are many computing facilities on the Clifton Campus. You are also able to use the short-term [laptop loan](https://www.ntu.ac.uk/m/library/borrowing-and-postal-loans) system to allow you to access IT resources. As a student at NTU you have access to a great range of IT facilities and support.  For information on using NTU's PCs, including how to log in, print, photocopy and use your NTU email, take a look at the Getting started guide on the [library](https://www.ntu.ac.uk/m/library) website.

While on your course, if you need support with digital technology, such as connecting to Wi-Fi, using printers, issues with software, syncing your timetable, you can visit one of the NTU libraries and speak to a librarian or log on to the [**IT support forum**](http://support.ntu.ac.uk/) They are also a great resource for all other digital challenges that you come across.

All students and staff who use the University's IT services and facilities are bound by the [Computer Use Regulations](http://www.ntu.ac.uk/information_systems/document_uploads/85636.pdf). It is important you read and understand them. You must not use another person's username and password, even if it is available to you, or allow other individuals, to access University computer systems using your username and password.

The University recognises students may wish to use social media for personal use, by means of the University’s computers, networks and other IT resources and communications systems. Such use must comply with the University’s [Computer Use Regulations](http://www.ntu.ac.uk/information_systems/document_uploads/85636.pdf); it should not be intrusive or disruptive to the conduct of University business and such communications should not bring the University into disrepute. You must remember that as social networking platforms are in the public domain. For many students, social media is an essential part of daily life. At NTU we strongly support engagement with social media, but there are real risks that a student (accidentally or not) can breach their professional code by doing so.  The HCPC <https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-social-media.pdf> and NMC <https://www.nmc.org.uk/standards/guidance/social-media-guidance/> have provided guidance of social media use by registered professionals, and we strongly advise looking at that closely if you use social media.

* For free Wi-Fi access on all three campuses, connect to 'ntu-wifi' and enter your student log-on details.  If you need help, contact us using the details above.
* Locate your nearest available PC with our [PC availability tool](https://www4.ntu.ac.uk/apps/pc_availability/21)
* Please contact its.servicedesk@ntu.ac.uk for support and guidance or Tel. 0115-84 86434 to speak to the library support team.

# Health and safety

We want you to have a safe and healthy student life, please take the time to read the health and safety information you are given and be alerted to matters of safety and health at all times.

We also recommend you read through the NTU Student [Health and Wellbeing](https://www.ntu.ac.uk/studenthub/student-help-advice-and-services/health-and-wellbeing) pages, within the [Student Hub](https://www.ntu.ac.uk/studenthub), as well as the information on [Student safety at NTU](https://www.ntu.ac.uk/studenthub/student-help-advice-and-services/student-safety-at-ntu). Once you have enrolled on your course, please ensure you access the Student Health and Safety Learning Room on NOW and complete the Health and Safety Induction.

Key points to remember are:

* FIRE EVACUATION. All fire alarms are taken seriously, and people must leave the building by the nearest stairs quickly and calmly.
* Please make sure that each year you check the procedures for all the buildings you will be visiting during your time on campus.
* NO SMOKING. All University buildings are no smoking buildings and that includes the toilets.
* FIRST AID. Details of first aiders can be found on notices in classrooms and corridors.
* Accidents. If you have an accident, or even a near miss, please report it.  All first aiders can give you a form.

If you have concerns or questions about health and wellbeing, or safety, please contact your NTU course team or [Student Support Services](https://www.ntu.ac.uk/studenthub/student-help-advice-and-services/student-services-centres)

email: student.support@ntu.ac.uk

#   Student voice

We are keen to know your thoughts on your learning experience, whilst at University and in Practice, and therefore actively encourage you to feedback to us in a number of ways. We want to make your learning experience a positive one, so welcome the feedback that you can offer. There are details on the StudentHub on how you can let us know your opinion. Your [feedback](https://www.ntu.ac.uk/studenthub/my-course/ntu-student-voice/feedback) matters.

Ongoing student feedback is systematically sought both via the module evaluation system (MySay) and through student representatives from the course who formally report to the Course Committee. Module leaders/coordinators will make use of regular feedback – both formal and informal – from you to reflect on and make improvements to learning materials, assessments, and teaching delivery. We are also keen to know about your experience in practice, so that we can learn about examples of best practice and find out how we can make improvements in the way that we support your learning.

Evaluations will address provision of teaching and learning resources and experiences both academic and in practice. Continued wider engagement evaluative processes will include formal mechanisms such as the post-graduate taught experience survey (PTES) to assist with the standard, quality and progressive development of the programme and delivery.

The course team hold a Course Committee meeting once a term to discuss the course. This is attended by the course team, support services and our student representatives. Lead practice partners are also invited to join these discussions. This Committee oversees all quality management and enhancement issues, particularly student feedback on course and module delivery.

**Course Evaluations**

As part of the University’s quality assurance procedures, students are asked to provide feedback and to evaluate learning and teaching through a number of mechanisms. We also seek the opinion of our practice partners and service user engagement group.

Surveys

The student evaluation survey (MySay) affords you the opportunity to provide feedback on your module. The purpose of the survey is to capture your feedback on the content of provision, the ways in which the module is delivered and your overall experience. The feedback you provide helps the course team to take appropriate steps to improve our students’ experiences. The results from your feedback is collated and an anonymous set of results are produced for your tutors to help them to identify those activities and approaches which enhance your learning. These results will be discussed at the course committee meeting and a report summarising the results will be uploaded onto your course learning room in NOW with the course leader’s evaluation and any relevant action points. If insufficient responses are gained from the survey, the report can not be generated.

Student Representation on the Course

The School actively encourages feedback and dialogue with students to help create and enhance the student learning experience. One such forum where students have the opportunity to hear about, and contribute to, the running of a course is through direct feedback at course committees. Course Representatives from the course are selected by their peers to attend course committees and represent the views of fellow students. Representatives will have the opportunity to assist with the review, its operation and delivery of the course by discussing questions or raising general issues which are of interest to students in their group as a whole (rather than individual concerns/interests), as well as contribute ideas for development. The committee usually meets once per term. Student representatives are elected during the early part of your course and The Nottingham Trent Students Union is responsible for organising nominations and training Course Representatives.

Student Forum

Student representatives are also invited to the School Forum which meets five times per year. The School’s Dean and senior academic staff meet with students to discuss a range of ways in which we might enhance the student learning experience. Since 2014 we have appointed School Student Executive Members. These are current second, third year and postgraduate students who take responsibility for chairing the meetings of the Student Forum and running the agenda. Elected Course Representatives attend the meetings and represent your views.

For further information about becoming a Course Representative or a School Executive Student Member please email Mark Sergeant, School Learning and Teaching Coordinator: mark.sergeant@ntu.ac.uk

Community group

IHAP is committed to the continued development and integration of its innovative NTU Community group. This group is governed by a strategy which embodies principles of reciprocal co production of education. The course will be reviewed by the NTU Community group and involved in the development of the course. This input will be in turn audited by collaborative quality assurance committee.

The course team will contribute to the production of the annual Interim Course Report which will inform the development of the course development plan. Student feedback is a key driving force in this development plan. Once the development plan is agreed, this will be discussed at the course committee to review the progress made and record further actions as required. The course will also complete a Periodic Course Review process (every 3 years), which requires representation on the panel.

# Raising concerns

**Practice concerns**

All students within the Institute of Health and Allied Professions have a professional responsibility to raise concerns where there are concerns of unsafe or unethical conduct, or where patients may be at risk of harm. This includes concerns regarding poor or malpractice, safeguarding, or patient safety issues.

Concerns regarding patient care and patient safety should be reported immediately to the person in charge of the clinical area. It is also recommended that you discuss your concerns with your practice supervisor/assessor/educator. Your clinical manager may also be able to support you with raising these concerns.

Your NTU academic assessor and module lead will also support you through this process. Pastoral support is available from your personal tutor and the NTU student support services.

**Course concerns**

Should you have any concerns or issues with any aspect of your course/teaching, please discuss these informally with a member of your course team and raise your concerns with the course representative. The course team will always seek to resolve any matter raised with them but if after discussions with the course team you feel the matter still remains, you can report your concerns as a formal complaint. There is information on [making a complaint](https://www.ntu.ac.uk/studenthub/my-course/student-handbook/making-a-complaint) on the StudentHub.

# Frequently asked questions

**Q – Who shall I notify if I am unwell and unable to attend lectures?**

A – You must notify your module lead.  Please note that due to the professional nature of the course, you can only be marked “present” or “absent”.  If you are sick, it is counted as an absence, and will affect you overall engagement rating with the course.  This is simply for clarity- the university and course in no way condone the unprofessional behaviour of “presenteeism”, where people attend (and often spread their illnesses) when they are acutely unwell.  Be kind to yourself and work on self-care first.

**Q – If I miss a lecture, how will I catch up with any missed lecture content?**

A – Students **must not** expect their lecturers to catch them up with missed lectures. Students must look in the relevant section of their NOW Learning Room to access relevant content. Some activates however (e.g. experiential learning) cannot really be caught up, so where possible, prioritise those. If you have questions about the session content, it may be helpful to discuss with your peers who were in the session. If necessary, please arrange a tutorial with the lecturer to discuss any questions that you may still have.

**Q – Who should I notify if I am going to be late to lectures?**

A – Your module leader or the lecturer delivering the sessions

**Q – I have learning needs that are not being met. What do I do?**

A – Please arrange a tutorial with student services, who can help identify what needs you have and help you get the support you need. Our approach is to help you overcome the barriers that impede you. Healthcare providers operate in a very demanding environment so we will work with you support you as best we can

**Q – I have emailed by lecturer and not had a response; what do I do?**

A – Your lecturers are busy people working hard to provide all of their students with the best learning and teaching experience possible. Please allow up to 3 working days for lecturers to get back to you. Please also avoid emailing lecturers with queries that are better placed to be answered by other members of the University, such as the Course Administrative Team as this will slow their response times.

 **Q - I submitted my assignment after the 2pm deadline and think I will be capped at a Low Pass; what should I do?**

A – Unfortunately there is nothing that can be done in these circumstances unless it can be proven that the NOW system was not working centrally. Work **will** be capped.

**Q – I am feeling depressed and anxious about my studies and life in general; where should I turn?**

A – This is not by any means an uncommon experience for students. You can always contact your course leader, year tutor/personal tutor or a lecturer that you feel able to confide in and we will ensure that you get the help and assistance that you need and deserve, both with your studies and beyond. We can meet to chat with you one to one in a location preferable to yourself. We will always act swiftly in these circumstances. Lecturers however not the most appropriate people to support your emotional health so will not provide counselling or on-going intervention that goes beyond pastoral support.

**Q I have tried to telephone my lecturer but there is no reply; what should I do?**

A – Lecturers will not always be at their desks as they are busy undertaking teaching, research and related activities on many different courses. Email is often the most effective way of communicating with staff and will allow you to arrange a mutually convenient time to talk.

**Q – My computer has broken/ I have lost my work; what can I do? I**

A – There is very little that can be done in these circumstances, and this is not acceptable as an excuse for non-submitted work. Students are therefore strongly advised to constantly back up their work in any way they can (e.g. by using the OneDrive space that comes with your student account, or any of the cloud storage solutions that are available to you, using back-up drives or through emailing it to your student account at NTU).

**Q – Can I ask for a reference?** A – We only provide standard academic references and are not able to complete employers’ reference forms. You must approach individual lecturers first and ask their permission to be put down as a referee. We are unable to provide any references without this form of personal request owing to confidentiality and data protection issues. Please avoid putting down the names of multiple lecturers, since the academic reference that each provides will be identical.

**Q – I worked really hard on my assignment and expected to receive a higher grade for it; how can I challenge my lecturer about my low grade?**

A – We have processes in place to ensure fairness, consistency, and transparency. These include internal and external moderation and staff training to ensure feedback is reliable and consistent and adhere to university policy. Academic judgement cannot be challenged. If you feel there are grounds for an appeal, please refer to the section above called “***Appealing an Exam Board decision”***

**Q – I have been granted a new submission deadline due to extenuating circumstances; what time should I submit this by?**

A – **ALL** coursework submitted to a Dropbox must be submitted by the usual 2pm deadline.

**Q – I have failed an assessment; what does this mean and what happens next?**

A – You will be offered a second attempt to complete the work by the referral panel or Board of Examiners.

**Q – I have now received back all of my grades and feedback for my course; how and when will I know my final, overall grade?**

A – This is a commonly asked question and lecturers cannot pre-empt or calculate students’ final grades. Students must await the decision of the exam board. You will be notified by school administrators of the final outcome within 3 days of the Board of Examiners meeting. The calculation of your final grade is done by our computer system and is based on complex calculations regarding credit weightings and achieved scores grades. It is in no one’s interests to make inaccurate guesses before this has happened. Be assured however that our policies are fair and are aimed never to disadvantage a student. Please remember that once you have received notification from the exam board that you are eligible to annotate the professional register, you have up to five years to do this.

# Reading list

Balber A, Morris H and Collen A (2018) *Independent prescribing for paramedics.* Class publishing

Beckwith S and Franklin P (2011) *Oxford Handbook of Prescribing for Nurses and Allied Health Professionals 2nd edition.* Oxford: Oxford University Press

Courtenay M and Griffiths M Ed (2022) *Independent and Supplementary Prescribing: An Essential Guide 3rd edition.* Cambridge: Cambridge University Press   McFadden R (2019) *Introducing Pharmacology: For Nurses and Healthcare 3rd Edition.* London; New York: Routledge, Taylor & Francis Group

Gould J and Bain H (2022) *Principles and Practice of Nurse Prescribing.* Sage Publications

Harris N and Shearer D (2013) *Nurses! Test Yourself in Pharmacology.* Maidenhead, Open University Press

Neal, M. J.  (2020) *Medical Pharmacology at a Glance 9th Edition.* Chichester, West Sussex, UK: Wiley Blackwell

Nutall D and Rutt-Howard J Ed (2019) *The Textbook of Non-Medical Prescribing 3rd edition* Oxford: Wiley Blackwell

Ritter J, Flower RJ, Henderson G, Loke YK, MacEwan D and Rang HP (2019) *Rang and Dale's Pharmacology 9th Edition.* Edinburgh, Elsevier, Churchill Livingstone

**Useful Maths Revision**

Lapham A (2015) *Drug Calculation for Nurses: A step by step approach 4th edition.* CRC Press: Taylor and Francis Group Oxford

Rogers K and Scott W (2022) *Nurses! Test Yourself on Essential Calculation Skills 2nd edition.* Maidenhead: Open University Press

**Other Useful Books**

Greenhalgh T (2019) *How to Read a Paper 4th edition.* Chichester, West Sussex: John Wiley & Sons

Tortora GJ and Derickson BH (2017) *Tortora’s Principles of Anatomy & Physiology* Hoboken, NJ: Wiley