

Course Specification Template

This specification provides a concise summary of the main features of the course and the 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.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

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| Final award and title | Independent and Supplementary Prescribing | Course Code | NMP7001 |
| FHEQ level and credit of final award | Level 7 20 credits | | |
| Intermediate awards titles | Not applicable | | |
| FHEQ level and credit of intermediate award | Not applicable | | |
| Awarding Institution | Health Sciences University | | |
| Teaching Institution | Health Sciences University | | |
| Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition | Health and Care Professions Council (HCPC) Accreditation with annotation as an independent or supplementary prescriber on HCPC register | | |
| Duration of PSRB accreditation/recognition where applicable) | 6 years (in-line with the University timeline) Periodic review due in 2030/31 | | |
| Mode of study | Part-time | | |
| Distance Learning course | Mixture of on-campus and on-line delivery | | |
| Standard length of course | 4 months, must be completed within 2 years of commencing | | |
| Language of delivery | English | | |
| Place of delivery | Health Sciences University Bournemouth campus | | |
| UCAS code (where applicable) | N/A | | |
| HECOS Code(s) | 100246 | | |
| Date Course initially approved | 28 November 2024 | | |
| Version number | 1.1 | | |
| Date this version approved | 26 February 2025 | | |

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| Academic year from which this applies | 2025/2026 |
| Author | Hilary Walsgrove / Claire Nadaf |

Course Overview

1. Admissions regulations and entry requirements

The regulations for this Course are the University's Standard Admission Regulations with some variation which may be found from the [Latest Policies webpage](#). These regulations include the general entry requirements and specific requirements regarding English language.

The detailed entry requirements for this course may be found on the relevant page on the Health Sciences University (HSU) website.

This course is accredited by HCPC so we accept applications from Chiropodists/Podiatrists, Paramedics, Physiotherapists and therapeutic radiographers. If other HCPC registered professionals gain legal authority to prescribe, then they will be added to this list. We cannot accept applications from practitioners registered with other regulatory bodies or from professions who do not have prescribing rights. Please note that this course is suitable for individuals wishing to become Non-Medical Prescribers, either as independent and/or supplementary prescribers.

Entry requirements for this course are identified in the HCPC (2019) prescribing standards. Further regulatory body guidance is incorporated into the course application form and processes to reflect specific pre-course requirements.

Entry requirements for this course are:

- You must have current registration with the Health and Care Professions Council (HCPC) with a minimum of 3 years' post-registration clinical experience
- You must be competent in safe and effective enhanced/advanced level clinical practice in health assessment, diagnostic decision making and treatment/care management, planning and evaluation of care in your identified area of prescribing practice.
- You must have successfully undertaken a post-registration level 6 or 7 accredited course which covers history taking, clinical consultation, physical assessment, and level 7 course in clinical reasoning and diagnostic decision making. An example of these are the HSU Consultation and Clinical Assessment unit and Clinical Reasoning, Diagnostic Decision making and managing complexity for Advanced Practice units. Units from other HEIs will be examined for the content and learning outcomes.
- You must have a named Designated Prescribing Practitioner (DPP) who meets eligibility criteria for supervising non-medical prescribing trainees/students and who has agreed to provide the required term of supervised practice.
- You must provide evidence of an enhanced Disclosure Barring Service (DBS) check which has been deemed suitable by the organisation for your impending prescribing role. The DBS must have been undertaken within the last three years. The DBS check must be in place prior to starting the course and so it is advised that you apply for your DBS prior to application if you do not already have it.

On application for the ISP course, HSU and the practice education provider will work collaboratively to ensure that you meet all the criteria and have successfully completed the application process through the online system. At the application stage the employer is required to approve the application before it is processed by the university. This approval will include confirmation that all of

1. Admissions regulations and entry requirements

the criteria for the course have been met and that you have line management approval and are supported to develop as a non-medical prescriber within your workplace.

Recognition of Prior Learning (RPL)

Health Sciences University has a Recognition of Prior Learning Policy which can be found from the [Latest Policies webpage](#)

2. Additional entry requirements

As above.

3. Aims of the course

This course is aligned to priorities addressed in the NHS Long Term Workforce Plan. The plan implementation includes increasing the number of advanced practitioners and non-medical prescribers and AHPs acting as senior decision-makers in appropriate settings. This will enhance the scope and reach of AHP roles to help manage demand most productively. Whilst non-medical prescribing is not essential for enhanced and/or advanced practice roles, it is important within some sectors of health for those professions that can legally be annotated as independent and/or supplementary prescribers.

For the purposes of this document, we refer to Non-Medical Prescribing, which is the term used to describe any prescribing completed by a healthcare professional other than a doctor or dentist. A range of non-medical healthcare professionals can prescribe medicines for patients as either Independent or Supplementary Prescribers; to be a Prescriber means to have legal authority to issue prescriptions. Independent prescribers are practitioners responsible and accountable for the assessment of patients with previously undiagnosed or diagnosed conditions and for decisions about the clinical management required, including prescribing. They are recommended to prescribe generically, except where this would not be clinically appropriate or where there is no approved non-proprietary name. Supplementary prescribing is a partnership between an independent prescriber (a doctor or a dentist) and a supplementary prescriber to implement an agreed Clinical Management Plan for an individual patient with that patient's agreement. In practice, prescribing is a complex clinical skill, with only some HCPC registered professions being able to train to become Non-Medical Prescribers. To become HCPC-annotated Non-Medical Prescribers, these registered professionals must have successfully completed an approved education programme in prescribing and must have the annotation on their record on the HCPC register.

The main aims are structured around the PSRB requirements for prescribers, which is HCPC. There are a number of aims for the course which are focused on enabling you as a student Non-Medical Prescriber to draw on current experiences of practice and encourage further development of new knowledge and skills to practice ethically, safely and effectively as an independent or supplementary prescriber with legal authority to prescribe.

The main aims of the course are:

- To enable you to successfully meet the prescribing standards set out by HCPC (2019) and Royal Pharmaceutical Society [RPS] competences for all prescribers (RPS 2021).
- To enable you, as a healthcare professional with legally approved prescribing rights to take on the role of a Non-Medical Prescriber in your area of clinical practice, after successfully completing the course and being approved for annotation as an Independent and/or Supplementary Prescriber on your HCPC register.

- To provide opportunities for all professions to learn from and with each other and to learn from patient and carer experiences, both in the university and practice settings and to benefit from a blended learning model, enabling most of your studies to fit around you.
- To be a competent and capable Non-Medical Prescriber who can provide legally authorised, ethical, safe, effective, person-centred and evidence-based prescribing to address the needs of your patients in practice, in line with Service needs and the HCPC Standards of Conduct, Performance and Ethics (2024).
- To enable you, as a student/trainee Non-Medical Prescriber to develop the knowledge, skills and behaviours required for legally authorised, ethical, safe and effective prescribing practice; applying your core enhanced skills of history taking, clinical assessment and reasoning and diagnostic decision making and patient management to your prescribing practice.
- To support you in developing a systematic, evidence-based and critically reflective approach to Non-Medical Prescribing practice and to deprescribing.
- To facilitate you in identifying your own learning needs through development of items, such as SWOT analysis, personal profile, prescribing-focused personal development plan, to develop as a critically reflective practitioner and advance your own new learning to sustain continuing professional development, as a Non-Medical Prescriber within the context of your professional practice.

After successfully completing this course, you are eligible to request annotation as an Independent or Supplementary Prescriber with HCPC, thus facilitating you to act as a Non-Medical Prescriber.

HCPC registrants may be able to use Independent and Supplementary Prescribing course credits towards a larger award, such as the MSc Professional Practice or MSc Advanced Clinical Practice at HSU or an equivalent award at another education provider.

4. Course Learning Outcomes – what students will be expected to achieve

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| This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: | The methods used to enable outcomes to be achieved and demonstrated are as follows: |
| Subject Knowledge and Understanding Having successfully completed this course students will be able to demonstrate knowledge and understanding of: A1 pharmacology and related clinical sciences to be able to critically apply this to their assessment and management of patients. | Teaching and Learning Methods <i>Within this course, students can focus their studies to their own individual learning needs and the requirements of their patient caseload, offering flexibility in relation to achieving the learning outcomes. Also, there is a variety of teaching modes.</i> A1: Achieved by integration of theory and practice. Theoretical content will mainly be covered with asynchronous, online material. This content will be supported by synchronous sessions emphasising the utilisation of theoretical content into practical skills. Synchronous activities may include, but are not limited, to lectures, seminars, group discussions, problem-solving activities. |

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| | <p>Assessment Methods <i>There is a variety of assessment methods throughout the unit which includes:</i></p> <p>A1: Unseen written examination mapping to RPS competences. Formative assessment methods across the unit delivery including online quizzes, mock examination, written and verbal feedback.</p> |
| <p>Cognitive Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>B1. Critically appraise and demonstrate competence in applying evidence and guidance to underpin cost effective, safe appropriate prescribing practice and/or medicines management</p> | <p>Teaching and Learning Methods <i>Within this course, students tailor their studies to their own learning needs and specialist clinical practice area, to achieve the learning outcomes. There is a variety of teaching modes.</i></p> <p>B1: Achieved through further development of their critical appraisal skills, problem-solving and critical thinking. Develop further critical evaluation, skills and how to apply into practice, particularly in respect of prescribing and deprescribing. Students will be provided with asynchronous material, they will then be supported by synchronous sessions, where they will have the opportunity to explore the evidence-base and guidance documents, reflect on their learning and apply this to their developing prescribing practice.</p> |
| | <p>Assessment Methods <i>There is a variety of assessment methods throughout, which includes:</i></p> <p>B1: Summative –case study essay, portfolio - assessment in practice undertaken by DPP plus another experienced prescriber that must achieve a pass if the student is to achieve an overall pass for the whole portfolio. Other evidence gathered into prescribing practice portfolio that contributes to the student demonstrating meeting the RPS competences. Formative assessment methods include peer discussion related to their shared and unique case load requirements for different pharmacological and non-pharmacological interventions; peer reflection focused on critical appraisal of range of appropriate evidence-based resources; written and verbal feedback. Developing evidence for portfolio, with support of DPP, other professional colleagues with appropriate expertise and HSU academic tutor/s. This needs to all relate to prescribing practice development that contributes to the mandatory prescribing practice hours (78 hours minimum).</p> |

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| <p>C. Practical Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>C1: Apply knowledge and capabilities of mathematics and numeracy to calculations required when prescribing; embed strategies to protect patient safety through recognition and prevention of medication and dose calculation errors.</p> | <p>Teaching and Learning Methods</p> <p><i>Within this course, students can focus their studies to their own individual learning needs and the requirements of their patient caseload, offering flexibility in relation to achieving the learning outcomes. There is a variety of teaching modes.</i></p> <p>C1: Learners guided to learning materials for self-directed learning / revision of mathematics and numeracy.</p> <p>Protecting patient safety, avoiding risks, through self-directed learning and taught within the course through seminars, lectures, case discussions. Practice-based learning with their DPP further supports this and embedding high standards of prescribing practice into the student Non-Medical Prescriber's developing prescribing practice. This provides opportunities for Non-Medical Prescriber students to develop safe prescribing practice within their own clinical practice setting.</p> <p>Assessment Methods</p> <p><i>There is a variety of assessment methods, which includes:</i></p> <p>C1: Summative assessment elements</p> <p>Numeracy assessment for calculations required when prescribing and included in Portfolio. Must achieve a 100% pass mark to achieve a pass grade for the overall portfolio. Assessment in practice undertaken by DPP plus another experienced prescriber that must achieve a pass if the student is to achieve an overall pass for the whole portfolio.</p> <p>Other evidence gathered into prescribing practice portfolio that contributes to the student demonstrating meeting the RPS competences, related to embedding strategies for ensuring patient safety and avoiding risks</p> <p>Formative assessment elements will include practice numeracy tests, peer discussion related to cases from own and others' practice and shared within seminars, supervised practice during prescribing practice hours with DPP and other appropriate professional colleagues, reflective accounts of activities undertaken during prescribing practice hours discussed with DPP.</p> |
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| <p>D. Transferable skills</p> <p>Having successfully completed this course students will be able to:</p> <p>D1: Critically reflect on own and others' prescribing practice, in line with professional accountability, legislative and ethical requirements; working towards full preparation as a prescriber, meeting all professional statutory regulatory body requirements.</p> | <p>Teaching and Learning Methods</p> <p><i>Within this course, students can focus their studies to their own individual learning needs and the requirements of their patient caseload, offering flexibility in relation to achieving the learning outcomes. There is a variety of teaching modes.</i></p> <p>D1: taught through lectures, seminars and prescribing practice-based learning. Seminars offer an opportunity for student Non-Medical Prescribers to explore the key topic areas, to reflect with their peers, and gain formative feedback on their work. Practice-based learning provides further opportunities to develop their prescribing skills and knowledge in their clinical practice setting. In addition, interprofessional learning provides opportunities for student Non-Medical Prescribers to work with their peers and academic tutors and practice-based professional colleagues with the relevant Prescribing Practice expertise, observe skills in practice settings that are transferable across professions and specialist areas, and actively seek out feedback from others, including patients and carers.</p> <p>Assessment Methods</p> <p><i>There is a variety of assessment methods, which includes:</i></p> <p>D1: Case study essay mapped against a range of the RPS competences, with a focus on professional accountability, autonomy and independent decision-making, in relation to assessment and management of a patient caseload as a Non-Medical Prescriber, in line with legal and ethical requirements as an HCPC-annotated Independent and/or Supplementary Prescriber.</p> <p>Assessment in practice undertaken by DPP plus another experienced prescriber that must achieve a pass, if the student is to achieve an overall pass for the whole portfolio.</p> <p>Other evidence gathered within the student Non-Medical Prescriber's prescribing practice portfolio, all mapped against RPS competences and signed off by DPP. Record of mandatory prescribing practice hours and activities undertaken within these hours signed off by DPP.</p> <p>Formative assessment methods will include peer discussion and reflection; presentations of case studies; mock assessment in practice with peer and tutor feedback, peer reflection; written and verbal feedback, patient feedback – acting on, portfolio building and mapping against RPS competences.</p> |
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| <p>E. Professional competencies</p> <p>Having successfully completed this course students will be able to:</p> <p>E1: Demonstrate the ability to conduct complex holistic assessments and diagnostic decision-making, drawing on in-depth knowledge of pathophysiology, aligning patient management plans to current local, national and condition-specific pathways/guidance</p> <p>E2: Critically evaluate and apply person-centred prescribing decisions, including shared decision making, monitoring and reviewing, whilst minimizing risk, to ensure concordant partnership working</p> | <p>Teaching and Learning Methods</p> <p><i>Within this course, students can focus their studies to their own individual learning needs and the requirements of their patient caseload, offering flexibility in relation to achieving the learning outcomes. There is a variety of teaching modes.</i></p> <p>E1 and E2: incorporated through interprofessional learning, within the classroom setting, in a simulated learning environment and clinical practice-based learning, in the student Non-Medical Prescriber's own area and that of professional colleagues. Engaging in a broad range of diverse patient presentations and conditions requiring prescribing and deprescribing skills and/or non-pharmacological therapeutic interventions. The course provides opportunities for student Non-Medical Prescribers to reflect on their learning and practice to enhance their current enhanced level of clinical practice, through incorporating prescribing into their everyday clinical practice. Through reflection in and on-action, small group activities with student peers, seminars with academic tutors, patients and carers, lectures and spending prescribing practice hours with their DPP and other relevant professional colleagues, patients and carers, they will learn to continue to acknowledge the importance of lifelong learning within their professional practice at an enhanced and/or advanced level of clinical practice, with a particular focus on incorporating prescribing and deprescribing elements.</p> |
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| | <p>Assessment Methods <i>There is a variety of assessment methods, which includes:</i></p> <p>E1 and E2: Case study essay mapped against a range of the RPS competences, with a focus on professional accountability, autonomy and independent decision-making, in relation to assessment and management of a patient caseload as a Non-Medical Prescriber, using a person-centred, empowerment approach and working collaboratively with the multi-disciplinary team.</p> <p>Assessment in practice undertaken by DPP plus another experienced prescriber that must achieve a pass, if the student is to achieve an overall pass for the whole portfolio.</p> <p>Other evidence gathered within the student Non-Medical Prescriber's prescribing practice portfolio, all mapped against RPS competences and signed off by DPP. Record of mandatory prescribing practice hours and activities undertaken within these hours signed off by DPP.</p> <p>Formative assessment methods will include peer discussion and reflective activities, engaging with patients and carers; case study presentations; mock assessment in practice, portfolio development, interview sessions with DPP, academic tutor, written and verbal feedback.</p> |
| <p>Intermediate exit award outcomes</p> <p>Not applicable.</p> | |

Course Structure

| 5. Outline of course content |
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| <p>Contents covered are aligned to meeting the HCPC standards for prescribing and Royal Pharmaceutical Society [RPS] competences and will be as follows below.</p> <p>This is a list of the topic headings, with more detailed information contained within the Independent and Supplementary Prescribing unit specification.</p> <ul style="list-style-type: none"> • The consultation in relation to prescribing, Patient assessment, Decision-making and Therapy including Referral • Professional Accountability and Responsibility • Prescribing in the Public Health Context • Prescribing • Applied Therapeutics, Pharmacokinetics, Pharmacodynamics, anatomy and pathophysiology, differential effects of drugs in diseased and healthy patients, and across lifespan • Drug Interactions – synergistic and antagonistic, adverse drug reactions, polypharmacy • Drug misuse and dependence • Influences on and Psychology of Prescribing: • Prescribing in a Team Context |

5. Outline of course content

- Evidence-based Practice and Clinical Governance for Prescribing
- Legal Policy and Ethical Aspects
- Prescribing in the policy context

The course assesses your prescribing practice against the Royal Pharmaceutical Society [RPS] competency for all prescribers framework (RPS 2021). Thus, the course content is focused around key topic areas to enable you to meet these competencies, within the context of your professional regulatory body standards for prescribing (HCPC 2019).

Due to the professional practice nature of this course, in relation to the HCPC registrants who are undertaking it, there is an expectation of professional behaviour from students. Students will be formatively assessed on their professional conduct throughout the course to ensure that they are appropriately prepared before applying for registration with the HCPC on successful completion of the course. Thus, they will always adhere and work to their HCPC regulatory requirements: HCPC Standards of Conduct, Performance and Ethics (2024), HCPC Standards for Prescribing (2019), HCPC Standards of Education and Training Guidance (2021).

6. Placements, work-based learning or other special features of the course

You are expected to already have developed an enhanced/advanced level of clinical assessment skills through recognised prior learning with successful completion of relevant advanced assessment skills and clinical reasoning and diagnostic decision-making course/s, such as HSU's 'Consultation and Clinical Assessment' unit and 'Clinical reasoning, diagnostic decision making and managing complexity for advanced practice unit or equivalent courses at another education provider, as a minimum.

Work-based learning and practice assessment is central to the completion of the course. You will be able to build further on your enhanced/advanced patient assessment and management skills and to build on this practice with further development relating to a more targeted focus on prescribing knowledge and skills in your practice setting. In addition, learning experiences undertaken within your own and other areas of practice, will be in line with the requirements of the HCPC prescribing standards and RPS competencies, on a formal (mandatory practice learning hours) and on an informal basis (in self-directed learning activities and in your regular work hours).

As a student/trainee Non-Medical Prescriber, you need to be supported by professional colleagues in the practice setting, in developing a plan to meet specific learning and professional development needs, as well as taking advantage of opportunistic activities. These learning activities complement the university-based learning and are intended to develop your professional scope of practice as an HCPC-annotated non-medical prescriber. You are signposted to the HCPC (2019) standards for prescribing for requirements and RPS competences including specific criteria needed to act in the DPP role and refer to the separate HSU DPP handbook, which is based on the RPS Competency framework for DPPs (2021).

Features of the course

The course engenders:

1. a student-centred approach to the course structure providing building of knowledge, skills and behaviours, whilst offering flexibility, depending on student requirements
2. opportunities to study in an inter-professional setting
3. a contemporary and flexible course responsive to the ongoing changing professional environment, engendering personalised and holistic professional practice, whilst adhering to the legal and professional requirements and HCPC standards for prescribing
4. research informed and experience-based teaching.

6. Placements, work-based learning or other special features of the course

5. teaching delivered by a team with extensive experience in the delivery of masters level units and a diverse range of professional experience, including advanced and specialist practice and prescribing practice.
6. collaborative working with professionals contributing to the teaching and assessment strategy, with an emphasis on both academic and work-based knowledge, skills and behaviours' development.

The course provides you, as a student/trainee Non-Medical Prescriber, with the opportunity to:

- Undertake assessment that is immersed in your own practice setting, based on your own learning needs relevant for the practice area, profession or specialty, whilst meeting the Level 7 generic academic outcomes.
- Be part of an Inter-professional student group all working towards developing professional prescribing practice, allowing depth and breadth of peer learning opportunities.
- Develop knowledge, skills and behaviours commensurate with incorporating prescribing practice into your professional practice as an HCPC registrant.

7. Course structure, levels, units, credit and award

This course is structured in line with an understanding of the commonalities and the uniqueness of the different professional groups within the course cohort, whilst ensuring that all indicative content required by the HCPC and RPS has been covered within the teaching and learning activities. Each professional group represented in the course cohort is supported and guided to develop different knowledge and skills to meet their profession-specific needs, as well as the generic, shared elements, before legal annotation as a prescriber on the HCPC professional register.

Timing and format of delivery

This 20-credit level 7 course will be delivered on a part-time basis, over a four-month timeframe, through a mixture of face-to-face delivery at HSU and online delivery via Microsoft Teams, supported by additional content and resources on the virtual learning environment. The unit details a number of hours of contact time and students will also be supported with tutor guided time (see section 8).

Student support mechanisms

After enrolment into the course, you will have a virtual induction, which sets out the course, timing, assessment strategy, and expectations of students. You will also be offered specific support on the institution's Virtual Learning Environment, library system, and student services. Based on feedback from current students, we will include specific sessions on study skills and digital skills (accessing the virtual learning environment, using online resources, etc). Throughout the course, students will receive support from the course team, who will set out the expectations.

All students will have access to additional support from Student Services, who offer a range of support including student wellbeing and support, academic support including study skills, personal support, language support, and advice on personal issues, including financial advice. Provision will be made for students who are identified as likely to need additional learning support. Assessment and specialist advice will be provided via Student Services, with appropriate additional support incorporated into the student's teaching and learning provision. Registry and Course Administrators provide support to students with administrative queries. We aim to provide this detail on the front page of the virtual learning environment, so students are always able to find information regarding supportive services. HSU Students' Union (ASU) provides additional support to students throughout their studies.

The learning outcomes mapping document at [Appendix 2](#) shows where a learning outcome referenced in the independent and supplementary prescribing course specification may be taught (T), developed (D) and/or assessed (A).

7. Course structure, levels, units, credit and award

The **Course summary document** at [Appendix 3](#) shows the structure of the course in terms of summative assessment and gives an indication of learning hours/student workload.

8. Learning hours/student workload

HSU courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). 10 University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with HSU staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to-face (in person) through on-campus seminars, simulation and workshops - and online, for example through Zoom/Teams lectures/seminars, online discussion forums, webinars, email or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified timeframe.

Opportunities for one-to-one interaction with members of staff, during which you can receive individual help or personalised feedback on your progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one-to-one sessions, at set times. Interactions via email for e.g. is another example of contact time.

Independent study - In addition to contact time and guided non-contact hours, you are required to undertake a number of independent study hours per week. This includes time for revision and preparation for assessment tasks, as well as activities such as private reading and researching. This incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice activities. Independent study helps you learn to manage your own learning as preparation for the expectations of a professional life that emphasises continuing professional development (in this course this is related to Non-Medical Prescribing practice) and continued life-long learning as an HCPC registrant.

Tutor-guided learning covers specific learning activities that you are advised to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

The course has been developed to meet the requirements of the RPS competences and HCPC standards for prescribing programmes. The hours of contact time include lectures, seminars, simulation, practical, workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. You will also be supported with tutor guided time that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

Practice learning - A key requirement of this HCPC Approved course is that you must undertake a minimum of 78 hours of practice learning with your DPPs within the practice setting that must be recorded in the prescribing practice portfolio and mapped against the RPS competences. Practice learning hours and any internal or external experiences need to be negotiated through your workplace, in terms of agreed release time for both your practice learning and university-based teaching hours (100% attendance is required). Practice learning (learning that takes place within the clinical practice setting) is mandatory to your professional development as a non-medical

8. Learning hours/student workload

prescriber. Within this independent and supplementary prescribing course, your DPP is required to sign off learning activities and practice hours and other evidence in your prescribing practice portfolio. Also, your DPP and a second DPP are required to undertake a clinical assessment in practice in your own area of practice, utilising a template based on the RPS competency framework.

More detail about student workload is provided in the unit specification.

9. Staff delivering the course

You will be taught by HSU academic staff and qualified professional practitioners with relevant prescribing expertise. Most staff delivering on the course are registered healthcare professionals or healthcare educators. Staff may also be in joint posts working across both clinical services and academia.

10. Progression and assessment regulations

The regulations for this course are the University's Assessment Regulations which may be found from the [Latest Policies webpage](#) with some approved variations based on Professional, Statutory and Regulatory requirements. The variations are documented within the University Assessment Regulation document at the [Latest Policies webpage](#).

For clarity the variations are also stated below:

The written examination has an 80% pass mark.

[Exception to standard Regulations 6.1, 6.2]

Learners must achieve a pass for all elements within the unit that contribute to summative assessment. All elements of assessment within the unit must meet the required percentage pass mark indicated or a pass for the student to achieve an overall pass for the unit assessment.

[Exception to standard Regulation 6.2]

Within the Prescribing Practice Portfolio the following applies to the sub-components of assessment:

1. Students must pass the online numeracy assessment with a 100% pass mark
2. Clinical Assessment in Practice must achieve a pass mark

[Exceptions to standard Regulation 6.2]

11. Employment progression routes

The course is designed to support your individual professional and practice development towards becoming an HCPC annotated independent or supplementary prescriber. As such you will need support from professional colleagues in the practice setting, in developing a plan to meet your specific learning and professional development needs. You must have had an initial discussion in your workplace to identify your learning needs from a workplace perspective, which should be the starting point for enrolling on the course. On application, the course leader will review the application to ensure eligibility for the course.

Through the contemporary focus featured throughout the contents of the course, you are enabled to enhance your knowledge and understanding, cognitive and practice-based skills and adapt your person-centred behaviours, holistic care and values to echo the principles of healthcare practice, particularly as related to identification, implementation and evaluation of pharmacological and non-pharmacological therapeutic interventions and working on developing ethical, safe, effective non-medical prescribing and deprescribing practice. You will be well-positioned to develop and improve

11. Employment progression routes

practice in terms of efficiency, effectiveness and quality for your patients and the service within which you work. This is likely to improve ways of working and positively impact on patient care and management, as well as fostering evidence-informed excellence and sustainability and relevant critical reasoning and decision making.

The course offered enables you to gain experience in your own workplace, leading to being able to demonstrate knowledge, understanding and competence therein with a focus on full holistic, person-centred assessment and management of patients focusing on prescribing practice. It is designed to ensure there is flexibility to meet service needs, in partnership with meeting individual learning needs, enabling HSU and DPPs or other supportive professional colleagues, to plan appropriate learning and teaching strategies, thus maximising educational opportunities both in the academic and clinical settings.

Practice-based learning provides opportunities for you to develop the knowledge and skills developed within the university setting, and further develop your expertise and professional practice within your profession and specialist area of practice as a legally authorized Non-Medical Prescriber. You will also have the opportunity to further develop transferable skills, such as problem-solving, communication, effective use of IT, practice development and improvement, organisational and planning and research / evidence-based practice appraisal skills. These are all assessed throughout the course with a range of assessment strategies: portfolio with clinical assessment in practice, numeracy assessment and other individual pieces of evidence; written pharmacology examination and case study essay.

An ongoing agenda with a range of NHS modernisation areas set out by the government has led to a range of healthcare professions being given the legal right to prescribe as Non-Medical Prescribers. The '*NHS Long Term Plan*' (2019) and '*We are the NHS: People Plan for 2020/21*', and other initiatives, such as the recent *NHS Long-term Workforce Plan* (NHS 2023) have been drivers that have helped to build the education and practice expected for practitioners working at a higher level of clinical practice than their base profession affords them, and this includes the addition of independent and supplementary prescribing. As this is an addition to an HCPC registrant's role and scope of practice, it facilitates the building of a number of employment progression routes based on contemporary healthcare drivers, and in line with HCPC.

12. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which you will need to meet to fully participate in and complete your course. You will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which you may not be expecting and which may therefore have an impact on whether or not you wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)

Potential additional costs include:

- You will be expected to have an electronic device on which they can access course materials. You will need a secure internet connection with enough bandwidth to stream videos and online content. You may wish to purchase copies of any required textbooks or your own copies of some recommended textbooks. Books are estimated to cost between £50 and £200. There are no direct printing costs, but you may prefer to print out materials.

13. Methods for evaluating the quality of learning and teaching

You have the opportunity to engage in the quality assurance and enhancement of your course in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually)

The ways in which the quality of the University's courses is monitored and assured both inside and outside the institution, are:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board
- Any monitoring or review activities undertaken by HCPC in relation to setting up, delivering and evaluating the course.

14. Inclusivity statement

Inclusivity and Diversity

This course will be attended by Registered Allied Health Professionals that have at least 3 years post-registration experience in clinical practice. The profile of the learners will be diverse, likely include a number of overseas trained health care professionals. 16.5% of NHS staff in Britain are non-British, between them, these staff hold over 200 different nationalities (House of commons, 2022).

Access will only be constrained by the entry requirements as indicated by the PSRB. Healthcare professionals are primarily graduates and therefore this course would not attract students from widening participation educational backgrounds. It is therefore anticipated that they will have limited support needs regarding academic study, however, may have other support needs. These will be assessed as appropriate.

There will be a focus on celebrating the diversity of learners, as per the Professional Development Framework. The framework has been designed to be inclusive, to reduce any disadvantage or discrimination that students with protected characteristics might experience.

- The teaching and learning principles provide a sound basis for the curriculum and have considered the cultural differences in students' prior learning. The learning approaches for the course are varied and can be seen in the unit specification, the variety of activities ensures there is no focus on one activity that may disadvantage a student. Seminars will

14. Inclusivity statement

include elements of group work, to ensure students work together in mixed groups, to learn from each other and their experiences.

- Learning materials will be available digitally and provided in advance. This allows students with visual impairments, or with language and comprehension difficulties time to read materials or to put information into their preferred format using appropriate software. In addition, materials will reflect diversity and include a balanced representation of patients that students will see in their practice.
- Student Services offer support and guidance to students; this service is available to students to discuss any individual needs. Students with dyslexia or dyscalculia may find it difficult to organise thoughts, deadlines, study schedules, and long assignments. Support from Student Services may include but is not limited to discussion of effective organisational skills, planning of assignments, development of study schedules.

15. External reference points

The course has been developed in line with appropriate external reference points including those designed to align with key guidance from the healthcare sector and professional body guidance:

- HCPC Standards of Conduct, Performance and Ethics (2024)
- HCPC Standards for Prescribing (2019)
- HCPC Standards of Education and Training Guidance (2021)
- NHS England Non-medical prescribing by Allied Health Professionals (2016)
- Royal Pharmaceutical Society A competency framework for Designated prescribing Practitioners (2019)
- Royal Pharmaceutical Society A competency framework for all prescribers (2021)
- Knowledge and Skills Framework (NHS 2010)
- A Health and Care Digital Capabilities Framework (NHS 2018)

This course is designed at academic level 7 and is referenced to the following external benchmarks to ensure the course aims and learning outcomes were developed appropriately to match the characteristics of master's graduates:

- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024)
- QAA Characteristics Statement: Master's Degree (2020).
- SEEC Credit Level 7 Descriptors for Higher Education (2021)

16. Internal reference points and policy frameworks

The course has been developed in accordance with HSU policies and strategy, including:

- AECC University College Strategic Plan 2021-2026 (section 1.1)
- Education Strategy 2023-2026
- Health Sciences University (HSU) Strategic Plan
- University Course Design Framework
- University Standard Assessment Regulations
- University Feedback on Assessments policy

The course conforms fully with the University's academic policies and procedures applicable to Taught Courses.

Record of Modifications

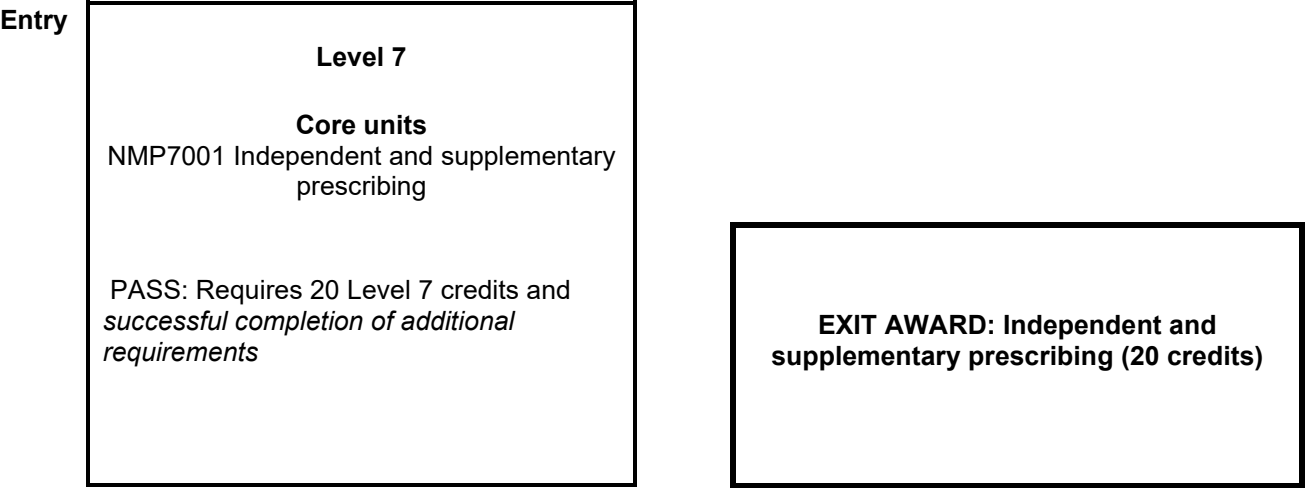
Course level

| Description of Modification | Date approved | Intake to which modification applies |
|---|------------------|--------------------------------------|
| Addition of NMP7001 as optional unit on the MSc Advanced Clinical Practice (Standard and Apprenticeship versions)- alternative to unit ACP7004 or APA7004 | ASQC- 26.02.2025 | September 2025 and all future |
| | | |

Unit level

| Unit code and title | Nature of modification | Date of approval/ approving body | Intake to which modification applies |
|---|--|----------------------------------|--------------------------------------|
| NMP7001 Independent and Supplementary Prescribing | Addition of NMP7001 as an optional unit for MSc ACP (Standard and Apprenticeship versions) | ASQC- 26.02.2025 | September 2025 and all future |
| | | | |

Appendix 1: Course Diagram [Independent and Supplementary Prescribing]



Appendix 2: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the independent and supplementary prescribing course specification may be taught (T), developed (D) and/or assessed (A). The numbers A1 B1 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Cognitive Skills, Practical Skills, Transferable skills, Professional Competences for the course.

| Unit code | Subject Knowledge and Understanding | Cognitive Skills | Practical Skills | Transferable Skills | Professional Competencies | |
|-----------|-------------------------------------|------------------|------------------|---------------------|---------------------------|-----|
| NMP7001 | A1 | B1 | C1 | D1 | E1 | E2 |
| | TDA | TDA | DA | TDA | TDA | TDA |

Appendix 3 Course summary

Course title: Independent and Supplementary Prescribing

| Unit details | | | | | | Assessment Component Weightings (%)* | | | Prof. body requirement applies* | Estimated learning hours | | | |
|--|---|---------|---------|--------------|--------------------|--------------------------------------|-----------------------|---------------------|---------------------------------|--------------------------|----------------------|---------------|-------------------|
| Code | Title | Version | Credits | Core/ Option | Pre/ co requisites | Exam | Reflective Case study | Practical Portfolio | | scheduled contact | directed non-contact | self-directed | Practice learning |
| NMP7001 | Independent and supplementary prescribing | 1.1 | 20 | C | Yes, see unit spec | 50% | 50% | P/F | Y | 54 | 12 | 66 | 78 |
| <p>Progression requirements: Not applicable</p> <p>Exit qualification: Independent and Supplementary Prescribing (20 credits at Level 7) and successful completion of additional requirements in relation to attendance and prescribing practice hours</p> | | | | | | | | | | | | | |

* If this box is marked 'yes,' then it is a requirement set by the relevant professional body that the pass mark must be achieved in all components of assessment to pass the unit, regardless of the overall aggregated mark.