

## LTC15D011

**Title:** New Course Proposal: Practice Certificate Independent Prescribing for Pharmacists  
**Author:** Rob Gray  
**Circulation:** LTC – 21 October 2015  
**Agenda:** LTC15A001  
**Version:** Final  
**Status:** Open

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### Issue

We are seeking approval for the introduction of and new course within the school of Pharmacy. The course is titled Independent Prescribing for Pharmacists and will entitle pharmacists to register their Independent Prescriber status with the GPhC and subsequently to prescribe autonomously within their area of competence and according to relevant laws, local policy and procedure

### Recommendation

We are asking LTC to consider, endorse and recommend approval for the course to commence in April 2016.

### Resource Implications

The full resource implications for the introduction of the course have been addressed within the course proposal document and signed off at Faculty level. Additionally, university departments have been consulted and endorsed the proposal with respect to any resource implications.

### Risk Implications

Still to be accredited by GPhC. Otherwise no other risks foreseen.

### Equality and Diversity

The proposal does not impact negatively on groups with protected characteristics. Recruitment and selection relates directly to the local workforce and the representation of groups with protected characteristics and other minorities therein.

### Timing of decisions

The proposal has been considered at School and Faculty level. Approval from LTC will enable the first group of students to be recruited for April 2016.

### Further Information

Dr Lindsay Morgan (PHA), [lindsay.morgan@uea.ac.uk](mailto:lindsay.morgan@uea.ac.uk)

### Background

A local and national drive exists to qualify pharmacists in appropriate roles to undertake prescribing. This need has been identified in primary care, where the GPhC and RCGP have identified pharmacists as ideal professional to support general practice and the CPPE would like UEA to lead on this for the East of England regional training program. In hospitals pharmacists have long had a role in directing prescribing to optimise medicines use and to do this most efficiently require the autonomy to action prescribing themselves. Local provision does not acknowledge the advanced training of Clinical Pharmacists, nor does it provide a course specific and responsive to workforce needs. Employers are

dissatisfied with current provision and expect UEA to lead on advanced pharmacist education in the region, including non-medical prescribing, and have asked for this course to be developed.

### **Discussion**

LTC are being asked to approve the creation of this course and whether it fits into the wider University plans and strategy.

### **Attachments**

The Full Course Approval Form for the Independent Prescribing for Pharmacists course.

# FULL COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and  
**COURSE AMENDMENTS**  
with **RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)		new course? <i>note 1</i>		If no, please give existing course code	
Independent Prescribing for Pharmacists		Y			
School(s) of study & Faculty					
School of Pharmacy, Faculty of Science					
Proposer & proposer's school					
Dr Lindsay Morgan, PHA					
Proposed start date (of new course or of changes)					<i>note 2</i>
April 2016					
This proposal requires: <i>note 3</i>		Prior approval by Council		Prior approval by LTC	
		Y	N	Y	N

This form is in 5 parts:

- Part 1            Summary and Rationale
- Part 2            Business Case
- Part 3            Academic Case including Programme Specification
- Part 4            Key Information Set (KIS) data
- Part 5            Approvals and Notification

The initiator is responsible for completing parts 1-4

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 1 SUMMARY AND RATIONALE

Course One				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	PHA	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SCI	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b> X	
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Gemma May (PHA)	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	Practice Certificate in Independent Prescribing for Pharmacists	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	PHA-MA1Z	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>Certificate of Independent Prescribing</b> Note, this is a CPD qualification, not a PG Cert	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	None	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Part time	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich plus online	
	<b>g</b>	<b>AVAILABLE FROM:</b>	April 2016	
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	Independent Prescriber status	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>	GPhC	
		<b>Website (URL)</b>	<a href="http://www.pharmacyregulation.org/education/pharmacist-independent-prescriber">http://www.pharmacyregulation.org/education/pharmacist-independent-prescriber</a>	
		<b>Date when accreditation/validation may take place</b>	Autumn 2015	
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		
		Masters	Practice certificate (40 PG credits, QAA level 7). Note, this is a CPD qualification, not a PG Cert	

		Other postgraduate (please specify)									
<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION</b> (years or months)	6 months								
<i>note S5b</i>	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	Part time								
<b>S6</b> <i>note S6</i>		<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>	<table border="1"> <tr> <td>YES</td> <td>Ongoing employment in clinical role</td> <td>NO</td> <td></td> </tr> <tr> <td colspan="3">If YES, does this conform with the UEA's code of practice on placements?</td> <td>Not applicable</td> </tr> </table>	YES	Ongoing employment in clinical role	NO		If YES, does this conform with the UEA's code of practice on placements?			Not applicable
			YES	Ongoing employment in clinical role	NO						
If YES, does this conform with the UEA's code of practice on placements?			Not applicable								
<b>S7</b> <i>note S7</i>		<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>	National Prescribing Centre (NPC) "A single competency framework for all prescribers" May 2014								
<b>S8</b> <i>note S8</i>		<b>ENTRY REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>• Registration with the GPhC as a UK practising pharmacist.</li> <li>• At least 2 years clinical experience post-registration.</li> <li>• Holder of UEA PGDip in Pharmacy Practice or equivalent (to be determined by course director).</li> <li>• Have identified an area of prescribing practice in which a pharmacist prescriber could improve patient experience, access to care and outcomes.</li> </ul>								
<b>S9</b>		<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case									
<b>S10</b>		<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case									
<b>S11</b> <i>note S11</i>		<b>FURTHER INFORMATION</b> available via...									
<b>S12</b>		<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities									
<i>note S12</i>		<p>Completion of this course entitles pharmacists to register their Independent Prescriber status with the GPhC and subsequently to prescribe autonomously within their area of competence and according to relevant laws, local policy and procedure.</p> <p>It acknowledges the advanced clinical training of pharmacists holding the postgraduate diploma in General Pharmacy Practice awarded by UEA, allowing students who have achieved this qualification or equivalents to undertake a shorter programme of study.</p> <p>The course will be delivered using the virtual learning environment to host preparative material and formative assessments, with 8 face to face study days used to develop advanced consultation skills, clinical decision-making and the application of law and ethics.</p>									

\*\*\*\*Please copy and paste the above table for additional (related) courses\*\*\*\*

<b>S13</b>	<b>RATIONALE FOR PROPOSAL</b>
<i>note S13</i>	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>Proposed changes in junior doctor training have provided a unique and current opportunity for pharmacists to assume independent prescribing roles in the hospital setting. Similarly recent calls by the RCGP have identified the need for more pharmacists to work alongside general practitioners and that prescribing rights would be central to this.</p> <p>Health Education England (HEE) is currently funding a national pilot in 65 Trusts (including locally) to determine the impact of pharmacists working in Emergency Departments, providing clinical pharmacy services. It is expected that these services will require pharmacists who can prescribe for optimum delivery.</p> <p>These changes to Clinical Pharmacist activity and Foundation doctor training have led to a local drive to train all hospital pharmacists at band 7 or above to be able to prescribe autonomously. In some hospitals nationally, this requirement is already in place and is becoming a common requirement for transition into Band 8 clinical roles.</p> <p>In recognition of this significant current and ongoing training need, the two local teaching NHS Trusts have approached the School independently to ask us to deliver this course. There is also interest from Clinical Commissioning Group (CCG) pharmacists in Suffolk and Norfolk. There is no current provider of non-medical prescribing training to pharmacists in Norfolk, Suffolk or Essex, meaning that service providers needing to train staff must accept the increased training costs and days out of work to send students out of area, for courses in which they have no stake or interest. There is a current geographical need for this course in the East of England.</p> <p>Most established courses enrol both pharmacists and nurses, meaning that a significant amount of the clinical/pharmacological teaching is below the academic level taught at MPharm/PGDip level. This novel course design acknowledges this prior training in pharmacology, adverse drug reactions, drug interactions, drug handling in hepatic/renal impairment and antimicrobial therapies, to deliver a more targeted course with less days out of the workplace that is attractive to organisations that must release staff for training.</p>

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 2 BUSINESS CASE

*note BC*

<b>BC1</b>	<b>ACADEMIC AND RECRUITMENT STRATEGY</b>	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)	
<b>BC1.1</b>	<b>How does the proposal fit with the University's Corporate Plan?</b>		
<i>note BC1.1</i>	This course is born of extensive stakeholder involvement, designed to meet the requirements of our local workforce in developing their services. This strengthens our current relationship with those organisations for future clinical-academic collaborations. It also compliments the UEA vision of "empowering students for the world of work" and "stimulating enterprise" as completion of this course will allow the student to undertake a novel role in service delivery that could be fostered nationally.		
<b>BC1.2</b>	<b>Proposed Recruitment Strategy</b>		
<i>note BC1.2</i>	Interest has already been confirmed from all local acute NHS Trusts and a number of community and CCG pharmacists. Course contents and dates will be circulated via the existing networks with NHS employers (Course Management Committee for PGDip) and via the university website.		
<b>BC1.3</b>	<b>Partnership and commercial sensitivity</b>		
<i>note BC1.3</i>	<b>Has this proposal, in outline, been approved by the Partnerships Office?</b>	<b>YES</b>	
		<b>NO</b>	X
	<b>Please paste their comments below</b>		

<b>BC2</b> <i>note BC2</i>	<b>MARKET RESEARCH</b>	Consult with Market Research team	
<b>BC2.1</b>	<b>What other and type of institution offers identical and/or similar courses in the UK?</b>		
	This course is offered in various formats by Schools of Pharmacy, Nursing and Health Studies throughout the UK. It is not available in Norfolk for pharmacists, however, and in Suffolk, Essex and Cambridgeshire pharmacists are co-taught with nurses and so no courses currently acknowledge the overlap with postgraduate clinical training provided by the PGDip Pharmacy Practice or its equivalent.		
<b>BC2.2</b>	<b>Are there any likely international competitors? (Please give brief details)</b>		
	No		
<b>BC2.3</b> <i>note BC2.3</i>	<b>What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?</b>		

	Pharmacists must be registered with the GPhC, be at least 2 years qualified, and working in an area where a need for a prescribing pharmacist has been defined. They must have a Designated Medical Practitioner (DMP) identified to mentor them through the programme.																																																										
<b>BC2.4</b>	<b>What is the evidence for current and future demands for the course from</b> <ul style="list-style-type: none"> <li><b>potential students?</b></li> <li><b>employers (public services, private sector, the professions etc)</b></li> </ul>																																																										
	<p>Having contacted local Trusts and collated information from direct enquiries, the table below indicates the number of students waiting to enrol who have committed to UEA, and the prospective minimum and maximum students from replying Trusts.</p> <table border="1"> <thead> <tr> <th>Organisation</th> <th>Currently waiting to train</th> <th>Min per year</th> <th>Max per year</th> </tr> </thead> <tbody> <tr> <td>CUH</td> <td>3</td> <td>3</td> <td>4</td> </tr> <tr> <td>NNUH+JPG</td> <td>9</td> <td>3</td> <td>4</td> </tr> <tr> <td>WSH</td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td>PAH</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CGH</td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>IPW</td> <td></td> <td></td> <td></td> </tr> <tr> <td>S'END</td> <td></td> <td>4</td> <td>4</td> </tr> <tr> <td>MEHT</td> <td></td> <td></td> <td></td> </tr> <tr> <td>HBK</td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>PWT</td> <td></td> <td>4</td> <td>4</td> </tr> <tr> <td>CCG</td> <td>2</td> <td>?</td> <td>?</td> </tr> <tr> <td>Community pharmacists</td> <td>3</td> <td>?</td> <td>?</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>18</b></td> <td><b>17</b></td> <td><b>22</b></td> </tr> </tbody> </table> <p>As the only local provider we would expect (and have verbal agreement) that local acute Trusts would use this course to train their pharmacists and they would be able to apply for CPD contract funding. Hospital pharmacists are normally considered to be in training grades until they reach Band 8, hence there is regular turnover of pharmacists in Bands 6 and 7 and consequently a regular supply of pharmacists needing training as non-medical prescribers. The majority of hospital pharmacists will require prescribing autonomy during the Band 7 period of their training and there is a backlog of senior pharmacists at Band 8 that are waiting to be trained.</p> <p>There is an expectation that demand from community pharmacists will also increase as demand for accessible primary care prescribers continues to grow (see S13). The Centre for postgraduate Pharmacy Education (CPPE) has been awarded a large sum to conduct a national pilot to train pharmacists as General Practitioners to support GP surgeries. Part of that training will include non-medical prescribing and they have agreed to signpost their students to us (and no other provider). They expect 30 to be recruited to the pilot in the East of England and their training will start in 2016. If the pilot is successful there will be a steady flow of these general practice students. Community and CCG pharmacists have contacted the university independently to ask about course provision and register their interest. We have not yet undertaken any formal marketing of the course.</p>			Organisation	Currently waiting to train	Min per year	Max per year	CUH	3	3	4	NNUH+JPG	9	3	4	WSH	1	1	2	PAH				CGH		1	2	IPW				S'END		4	4	MEHT				HBK		1	2	PWT		4	4	CCG	2	?	?	Community pharmacists	3	?	?	<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>22</b>
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<b>BC2.5</b>	<b>Can current and projected demand be met from existing provision?</b>																																																										
	<b>Nationally:</b>	Course not designed for national market																																																									
	<b>Regionally:</b>	West Suffolk College (Ipswich Campus) run an Independent prescribing course for all health professionals. Due to its																																																									

		<p>generic nature, it cannot take into account prior learning achieved by hospital pharmacists in the course of their normal postgraduate careers, nor can it address specifically the needs and concerns of local pharmacist employers in course design or delivery.</p> <p>Anglia Ruskin University (Cambridge and Chelmsford) run a generic independent prescribing course which pharmacists can use, similar to West Suffolk College however this course is found by hospital employers to be consistently unsatisfactory and is accessed due to a lack of alternatives</p>
<b>BC2.6</b>	<b>Where is/what are the competitive advantage(s) for UEA?</b>	
	<p>Minimal competition.          Extensive stakeholder engagement in other post-graduate educational activity drives loyalty to current and novel programmes.          Novel course design that is able to acknowledge prior clinical training to deliver a more targeted course with less days out of the workplace, that is attractive to organisations that must release staff for training.</p>	

<b>BC3</b> <i>note</i> BC3	<b>MARKET DEMAND AND RECRUITMENT</b>	Consult with Careers and Employability team
<b>BC3.1</b>	<b>What graduate career opportunities may be available?</b>	
	Applicants holding the award will be eligible to undertake more advanced roles and work with greater autonomy. Holding a prescribing qualification is listed as a desirable attribute in most pharmacist job descriptions at Band 7 and above.	
<b>BC3.2</b>	<b>Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?</b>	
	GPhC Course Management Committee for the PG Dip General Pharmacy Practice	

<b>BC4</b> <i>note</i> BC4	<b>STUDENT NUMBERS AND TUITION FEES</b>	Consult with HOS, PLN, Faculty Dean, FFM				
<b>BC4.1</b>	<b>Student Numbers</b>					
<b>!a</b>	<b>Proposed student target intake</b>	Number				
<i>note</i> BC4.1a	<b>Full Time (Home/EU)</b>					
	<b>Full Time (International)</b>					
	<b>Part Time (Heads)</b>	20 (2 x cohorts of 10 per year)				
	<b>Distance Learning (Heads)</b>					
	<b>Minimum viable intake (full times equivalents)</b>					
	<b>Maximum viable intake (full times equivalents)</b>					
<b>b</b>	<b>Are the student numbers:</b>					
<i>note</i> BC4.1b	<b>a) available via redistribution within the School?</b> <i>Consult the Head of School</i>	<table border="1"> <tr> <td><b>YES</b></td> <td></td> <td><b>NO</b></td> <td>X</td> </tr> </table>	<b>YES</b>		<b>NO</b>	X
<b>YES</b>		<b>NO</b>	X			

	<b>b) available via redistribution with the Faculty?</b> <i>Consult the Dean of Faculty</i>	<b>YES</b>		<b>NO</b>	X
	<b>c) additional numbers required?</b> <i>Consult the Planning Office (PLN)</i>	<b>YES</b>	X	<b>NO</b>	
	<b>Please give a summary of how your answers to a), b) and c) above will be achieved.</b>				
	Proposing 20 students per year, based largely off-site, therefore minimal impact on current resource and infrastructure envisaged				
<b>BC4.2</b>	<b>Tuition Fees</b>				
	<b>Please select the relevant fee schedule:</b>				
	<b>a) Standard Home/EU/International</b>				
	<b>b) Full-cost</b> <i>Please consult with FFM</i>				
	<b>c) Other</b> <i>Please provide brief details</i>	CPD contract commissioned places £2322 per student (40 PG credits)			

<b>BC5</b>	<b>IMPACT</b>				
<b>BC5.1</b> <i>note BC5.1</i>	<b>EQUALITY AND DIVERSITY</b>	Consult with Equality & Diversity Manager and Widening Participation team			
<b>a</b>	<b>Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?</b>	<b>YES</b>			
		<b>NO</b>		X	
<b>b</b>	<b>If yes, what steps will be taken to attract non-traditional students to the course/School?</b> (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)				
<b>c</b>	<b>Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?</b>				
	All pharmacists undertake an enhanced DBS check in the workplace at the point of employment that takes into account the relevant DBS barred lists for the role. Contact with vulnerable groups is a recognised part of their professional role and employers have appropriate safeguarding policies in place.				
<b>BC 5.2</b> <i>note BC5.2</i>	<b>CURRENT STUDENTS AND/OR APPLICANTS</b>				
<b>a</b>	<b>Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?</b>	<b>YES</b>		X	
		<b>NO</b>			
	PGDip SSLC has been consulted on course design. Students are positive about recognising the clinical training undertaken in the PGDip to streamline the prescribing qualification and much interest was generated.				
		<b>YES</b>			

<b>b</b>	<b>Will any current students or applicants be affected by this proposal?</b>	<b>NO</b> (go to 5.3)	<b>x</b>
<b>c</b>	<b>Evidence of consultation of current students and written consent obtained</b> Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
	There are no current students		
<b>d</b>	<b>Informing applicants</b> What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		
<b>BC5.3</b> <i>note</i> <b>BC5.3</b>	<b>ACADEMIC STAFF</b>	Consult with HOS, Dean of Faculty	
	<b>What is the impact / what are the resource implications of the proposal on academic staff?</b>		
<b>a</b>	<b>Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year</b>		80 (2 x 40 hours)
<b>b</b>	<b>Is a new discipline or specialism being introduced that requires a new appointment?</b>	<b>YES</b>	
		<b>NO</b>	x
<b>c</b>	<b>Are new appointments required to meet any additional hours?</b>	<b>YES</b>	x
		<b>NO</b>	
<b>d</b>	<b>If yes to either b or c above, how many of what type (e.g. Teaching and Scholarship, Teaching and Research) and at what level?</b>		
	ATS 0.2 FTE grade 8 for course directorship and oversight Approx 40 hours of AT time for feedback and marking (see 5.3f) (£1393) Admin 0.2 FTE grade 4		
<b>e</b>	<b>What is the source of funding for new academic staff?</b>		
	Year 1: Funding will come from the income accrued by the PGDip Pharmacy Practice in 2015-2016 cohort (12 additional students enrolling) Further cohorts: Funded by course fees		
<b>f</b>	<b>Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?</b>		
	This will depend upon the prescribing specialism of the student cohort – additional clinical specialist input may be required on an ad hoc basis but this currently exists within our professional network of clinical tutors. Such input will be funded as one-off work or through AT contracts, depending on number of working episodes required.		
<b>g</b>	<b>Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?</b>		
	New module		
<b>BC5.4</b>	<b>COURSE RATIONALISATION</b>	Consult with HOS, Dean of relevant Faculties, PLN	

<i>note</i> BC5.4			
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	X
		NO	
If YES, please specify Course name, UCAS Code(s) / Course codes			
HSC-M16F Independent and Supplementary Prescribing (Nurses) but pharmacists cannot access this as there is no GPhC accreditation. The proposed course is also bespoke to pharmacists who have undergone a specific type of postgraduate training which cannot be acknowledged by the current course offered by HSC			
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	
		NO	X
If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?			
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above		

<b>BC6</b>	<b>PHYSICAL RESOURCES</b>		
<b>BC6.1</b> <i>note</i> BC6.1	<b>What new or additional facilities and /or equipment are required for the delivery of this course?</b>		
a	Classroom and study facilities	none	
b	Computer equipment	none	
c	Other equipment	none	
d	Consumables	General supplies for printing etc	
<b>BC6.2</b>	<b>What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?</b>		
Independent and Supplementary Prescribing: An essential guide. Courtenay and Griffiths (5 additional copies) The textbook of non-medical prescribing. Nuttall and Rutt-Howard (5 additional copies)			
BC6.3	Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).	YES	X
		NO	
If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?			
Students must have identified a Designated Medical Practitioner (DMP) who will work with them to develop consultation, examination and diagnostic skills and also mentor them generally through the course. It is not usual practice for HEIs to reimburse the DMP, such mentorship is considered part of their clinical education role. However the DMP will be a person of minimum professional experience, with a demonstrated commitment to education (either through a Deanery role, Royal College appointment, academic role or other demonstrable role in Education and Training) and will be required to undertake an induction to the program (online).			
The DMP will be assessing competence in examination skills against a common benchmark. The benchmark for competence will be that set by Norwich Medical			

	School for newly graduating doctors entering the Foundation Program unless otherwise stated.		
<b>BC6.4</b>	<b>Are there any start-up costs (e.g. any initial publicity and promotion?)</b>	<b>YES</b>	X
		<b>NO</b>	
	<b>If yes, please give details:</b>		
	Marketing material <ul style="list-style-type: none"> <li>e-flyer to CCGs, NHS Trusts, Community pharmacy premises</li> <li>Presentation at RPS Local Practice Fora (East Anglia, Beds and Herts, Essex)</li> </ul>		

<b>BC7</b> <i>note</i> <i>BC7</i>	<b>IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES</b>		
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR			
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.			
<i>note</i> <i>BC7</i>	<b>What is the impact of the proposal on support staff and resources in the office for which you are responsible?</b>		
<b>Date of circulation:</b>	15 May 2015		
BC7.1	Dean of Students (DOS)		
	Since the students will only have 6 face-to-face study days and access 90% of their learning via a VLE there is unlikely to be any impact on the services provided by the DOS Office. Students will, however, have access to a wide range of information and self-help study materials via the DOS web site. Annie Grant, 20 May 2015		
BC7.2	Deputy Dean of Students (accommodation)		
	There are no implications for University accommodation. Linda Shepherd, 20 May 2015		
BC7.3	Director of Information Services (ISD)		
	I have no comments to make on this proposal as regards IT. Nick Lewis will respond separately for the Library. Jonathan Colam-French, 18 May 2015		
BC7.4	Director of Library Services (LIB)		
	As the new course proposed is part-time for 6 months and additional book resources have been identified in the proposal, we would not foresee an issue in supplementing our current book stock for the small student numbers involved.  There is no mention of new journal titles being required so we assume no additional expenditure is required in this area. If subsequent needs emerge, the current policy is for a School to either identify other less-used titles of equivalent cost for cancellation, or to request the School/faculty provide additional supplementary funding.  Off-campus access will be required for resources. However the school successfully runs the p/t PG Diploma in Pharmacy Practice which has a similar need, and has not encountered issues with library access.		

	Nicholas Lewis, 20 May 2015
BC7.5	Careers Manager (CCEN)
	No comments received
BC7.6	Head of Learning & Teaching Service (LTS)
	<p><b>Feedback on the New Course proposal for Practice Certificate of independent prescribing, PHA</b></p> <p>With an additional 20 students per year, it doesn't look like there would be any additional resource requirement for the Service. However, we review student numbers each year across the service, and this would be kept under review. I have a number of other comments about the proposal:</p> <ol style="list-style-type: none"> <li>1. This Practice Certificate of Independent Prescribing is for 40 credits. A 40-credit PG certificate would be a new award. We do not currently award any certificates for less than 60 credits. (Stand-alone modules are awarded 'credit only' and can be combined to become a postgraduate certificate, or more). Has thought been given to making this a 40-credit module, or indeed a non-credit bearing module for CPD use only? It is not clear from the proposal how this fits in to the Common Masters Framework (if it does) or whether a new Programme and/or Route would be required for students to be registered on.</li> <li>2. The statement in the proposal form, that there is 'no current provider of non-medical prescribing training to pharmacists in Norfolk, Suffolk or Essex' is not my understanding; UCS already provide a 40-credit non-medical independent prescribing course at level 6/7. Has UCS been approached to discuss the implications of this?</li> <li>3. In addition, UEA already offers a 40 credit module at level 6 and 7 'Independent and supplementary prescribing for nurses and midwives'. <a href="http://www.uea.ac.uk/medicine-health-sciences/continuing-professional-development/course-list/health-sciences-courses/-/asset_publisher/plxqsTgRgnD9/content/independent-and-supplementary-prescribing-for-nurses-and-midwives-level-6-and-level-7/10165?inheritRedirect=false&amp;redirect=http%3A%2F%2Fwww.uea.ac.uk%2Fmedicine-health-sciences%2Fcontinuing-professional-development%2Fcourse-list%2Fhealth-sciences-courses%3Fp_p_id%3D101_INSTANCE_plxqsTgRgnD9%26p_p_lifecycle%3D0%26p_p_state%3Dnormal%26p_p_mode%3Dview%26p_p_col_id%3Dcolumn-2%26p_p_col_count%3D1%26_101_INSTANCE_plxqsTgRgnD9_advancedSearch%3Dfalse%26_101_INSTANCE_plxqsTgRgnD9_keywords%3D%26_101_INSTANCE_plxqsTgRgnD9_delta%3D10%26p_r_p_564233524_resetCur%3Dfalse%26_101_INSTANCE_plxqsTgRgnD9_cur%3D3%26_101_INSTANCE_plxqsTgRgnD9_andOperator%3Dtrue">http://www.uea.ac.uk/medicine-health-sciences/continuing-professional-development/course-list/health-sciences-courses/-/asset_publisher/plxqsTgRgnD9/content/independent-and-supplementary-prescribing-for-nurses-and-midwives-level-6-and-level-7/10165?inheritRedirect=false&amp;redirect=http%3A%2F%2Fwww.uea.ac.uk%2Fmedicine-health-sciences%2Fcontinuing-professional-development%2Fcourse-list%2Fhealth-sciences-courses%3Fp_p_id%3D101_INSTANCE_plxqsTgRgnD9%26p_p_lifecycle%3D0%26p_p_state%3Dnormal%26p_p_mode%3Dview%26p_p_col_id%3Dcolumn-2%26p_p_col_count%3D1%26_101_INSTANCE_plxqsTgRgnD9_advancedSearch%3Dfalse%26_101_INSTANCE_plxqsTgRgnD9_keywords%3D%26_101_INSTANCE_plxqsTgRgnD9_delta%3D10%26p_r_p_564233524_resetCur%3Dfalse%26_101_INSTANCE_plxqsTgRgnD9_cur%3D3%26_101_INSTANCE_plxqsTgRgnD9_andOperator%3Dtrue</a></li> <li>4. Would there be efficiencies to be gained by trying to get the current UEA HSC module accredited for pharmacists and/or have some shared teaching? This seems to happen at other HEIs.</li> <li>5. Has the Course Director/course proposer consulted with the UEA Health online team, in terms of helping with the delivery of course materials/assessment through Blackboard? There is no detail in the business case about the cost of setting up the online learning provision.</li> <li>6. Recruitment – 'interest has been confirmed from all local acute NHS trusts' – is the financial model acceptable? Has a full costing been carried out to make</li> </ol>

	<p>sure that this is financially viable? The course proposal mentions a CPD contract commissioned places is £2322 per student. In addition, who will pay for the study packs or the assessment of core skills for students to be exempt from the core training set out in the programme specification?</p> <p>Caroline Sauverin 26-05-15</p>
BC7.7	Head of Admissions (ARM)
	No comments received
BC7.8	Director of Planning Office (PLN)
	No comments received
BC7.9	Any other service or department
<i>note</i> BC7.9	No comments received

<b>BC8</b>	<b>ADDITIONAL COMMENTS</b>
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.	
<i>note</i> BC8	<b>Is there anything further to add to the proposal from the perspective of your service and expertise?</b>
<b>Date of circulation:</b>	15 May 2015
BC8.1	Market Research Manager (on Section BC2)
	No comments received
BC8.2	Careers Manager (on Section BC3)
	No comments received
BC8.3	Equality & Diversity Manager (on Section BC5.1)
	No comments received
BC8.4	Director of Planning Office (PLN) (on full Business Case)
	No comments received
BC8.5	Faculty Finance Manager (on full Business Case)

<i>note</i> BC8.5	<p>My comments from a finance point of view would be:</p> <p>At present, there appears to be no formal agreement with NHS organisations regarding the funding of students. This is obviously a key risk, as agreed funding is required to fund the costs of running of the course.</p> <p>The plan is to recruit a Lecturer to start at the beginning of August 2015 and an Administrator from January 2016, with fee income not due to be received until April 2016. An alternative source of funding would therefore need to be identified to cover the costs of these appointments up to April 2016.</p> <p>I have been in contact with Joanne Burd and others involved in this application, so they are aware of these issues and are looking into them.</p> <p>If you need any further information from me, please let me know.</p> <p>Alan Dawson, 4 June 2015</p>
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BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
<i>note</i> BC9	<p>Response to comments from Head of LTS</p> <p>Thank you very much for your swift comments.</p> <ol style="list-style-type: none"> <li>1. Currently this will run as a 40 credit CPD module. It will not be a new route to PGCert and clarification has been added above.</li> <li>2. UCS's pharmacist accreditation is quite new as they were not a provider when we were approached to design a course. Their course is however unable to acknowledge the advanced training that our pharmacists have having undertaken the PGDip with UEA. This reduces hours out of the work place and so makes our course more attractive to employers. I have added a note about this and the course at Anglia Ruskin University (ARU) in section BC2.5</li> <li>3 and 4. We are aware of the course offered to nurses and midwives at UEA. They are not accredited for pharmacists any longer and do not intend to pursue re-accreditation for pharmacists. We did initiate discussion with them at the outset.</li> </ol> <p>The course must be delivered at level 7. The GPhC have made it clear that this is the level at which registered pharmacists should be studying and that new accreditation of a course at level 6 for pharmacists (the level commonly taught for nurses) would be difficult to justify. Additionally pharmacists report needing to upskill in discrete areas relating to communication and consultation and we seek to address this specifically in the course.</p> <ol style="list-style-type: none"> <li>5. The course team is able to design a range of learning and assessment materials to be delivered via Blackboard and for the current PGDip course, being delivered off site in the main, Blackboard is well utilised for this purpose. The academic support highlighted in the business case would be sufficient to build the student Blackboard once the module is created. Indeed that is what currently happens for the PGDip course.</li> <li>6. Further discussions with our stake holders to confirm numbers have taken place (see table inserted into section BC 2.4). At least a full cohort is waiting to enrol (&gt;10) with easily 20 students per year predicted to need training.</li> </ol>

Lindsay Morgan, 20 June 2015

Response to comments from Faculty Finance Manager

Thank you Alan. Currently NHS Trusts can allocate their CPD funding to whatever courses they deem necessary to upskill their workforce and Independent Prescribing for Pharmacists has been highlighted as a priority. As funds are applied for in advance we would expect the majority of NHS pharmacist applicants joining us in April to be funded directly from department, as they will not have been able to apply in advance to the CPD fund for the course. However most Trusts pay directly from department currently anyway to access training out of area because there has been limited local provision accessible via the CPD contract. Therefore we do not expect funding to limit applicants.

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 3 ACADEMIC CASE (including Programme Specification)

<b>AC1</b>	<b>COURSE MANAGEMENT INFORMATION</b>				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations		X		
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES	X	NO	
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	
AC1.2c	If so, how many modules and what is the credit volume for each module?				

!

<b>AC2</b> <i>note AC2.1</i>	<b>YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)</b>				
Please select only from the permitted options - see UG/PGT regulations					
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

<b>AC3</b>	<b>BOARD OF EXAMINERS</b>				
AC3.1	Is there an existing Board of Examiners?	YES	X	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	PGDipGPP			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	X

AC3.3b	If yes, how many?	
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<b>PS</b>	<b>PROGRAMME SPECIFICATION</b>
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing



**PROGRAMME SPECIFICATION FOR AN AWARD  
OF  
THE UNIVERSITY OF EAST ANGLIA**

<b>Course name</b>	<b>Route code</b> <i>note S2b</i>	<b>Year</b>
Independent Prescribing for Pharmacists		2016

<b>PS1 COURSE PROFILE</b>	<i>note PS1</i>
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<b>YEAR 1 profile</b>				<b>Level</b>	This column will be deleted prior to publication
				7	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
TBA	Compulsory	40	Independent Prescribing for Pharmacists	6 months	New

**PS2 MAPPING LEARNING OUTCOMES***note PS2*

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type <b>YEAR 1 learning outcomes</b>	Assessment type			
	Essay	Filmed consultation	Assessment by DMP	Portfolio
Understand the responsibility that the role of independent prescriber entails, be aware of their own limitations and work within the limits of their professional competence – knowing when and how to refer / consult / seek guidance from another member of the health care team.				<b>3 – 5 prescribing profiles</b> Reflective account that must include 2/3 out of miniCEX, MRCF consultation or CBD, with at least 2 of each assessment undertaken 3 x prescribing profiles 360 degree assessment
Develop an effective relationship and communication with patients, carers, other prescribers and members of the health care team		Assessment of consultation	Assessment of consultation	360 degree assessment
Describe the pathophysiology of the condition being treated and recognise the signs and symptoms of illness, take an accurate history and carry out a relevant clinical assessment where necessary		Assessment of consultation	Assessment of consultation	<b>3 – 5 prescribing profiles</b> Reflective account that must include 2/3 out of miniCEX, MRCF consultation or CBD, with at least 2 of each assessment undertaken
Use common diagnostic aids e.g. stethoscope, sphygmomanometer			Defined List of Examination, Diagnostic and Monitoring skills (DMP assessment)	Defined List of Examination, Diagnostic and Monitoring skills (sign off)
Able to use diagnostic aids relevant to the condition(s) for which the pharmacist intends to prescribe, including monitoring response to therapy			Defined List of Examination,	Defined List of Examination,

			Diagnostic and Monitoring skills (DMP assessment)	Diagnostic and Monitoring skills (sign off)
<p>Apply clinical assessment skills to:</p> <ul style="list-style-type: none"> <li>• Inform a working diagnosis</li> <li>• Formulate a treatment plan for the prescribing of one or more medicines, if appropriate</li> <li>• Carry out a checking process to ensure patient safety.</li> <li>• Monitor response to therapy</li> <li>• Review the working differential diagnosis and modify treatment or refer</li> <li>• Consult/seek guidance as appropriate</li> </ul>				<p><b>3 – 5 prescribing profiles</b></p> <p>Reflective account that must include 2/3 out of miniCEX, MRCF consultation or CBD, with at least 2 of each assessment undertaken to complete the portfolio</p>
<p>Identify and assess sources of information, advice and decision support and demonstrate how they will use them in patient care taking into account evidence based practice and national/local guidelines where they exist</p>				<p><b>3 – 5 prescribing profiles</b></p> <p>Reflective account that must include 2/3 out of miniCEX, MRCF consultation or CBD, with at least 2 of each assessment undertaken to complete the portfolio</p>
<p>Recognise, evaluate and respond to influences on prescribing practice at individual, local and national level</p>	<p>Critique of prescribing in proposed area of practice</p>			
<p>Prescribe safely, appropriately and cost effectively</p>				<p><b>3 – 5 prescribing profiles</b></p> <p>Reflective account that must include 2/3 out of miniCEX, MRCF consultation or CBD, with at least 2 of each assessment undertaken to complete the portfolio</p>
<p>Work within a prescribing partnership</p>				<p><b>3 – 5 prescribing profiles</b></p> <p>Reflective account that must include 2/3 out of miniCEX, MRCF consultation or CBD, with at least 2 of each assessment undertaken to complete the portfolio</p>

				360 degree assessment
Maintain accurate, effective and timely records and ensure that other prescribers and health care staff are appropriately informed				<p><b>3 – 5 prescribing profiles</b></p> <p>Reflective account that must include 2/3 out of miniCEX, MRCF consultation or CBD, with at least 2 of each assessment undertaken to complete the portfolio</p> <p>360 degree assessment</p>
Demonstrate an understanding of the public health issues related to medicines use				<p><b>3 – 5 prescribing profiles</b></p> <p>Reflective account that must include 2/3 out of miniCEX, MRCF consultation or CBD, with at least 2 of each assessment undertaken to complete the portfolio</p> <p>360 degree assessment</p>
Demonstrate an understanding of the legal, ethical and professional framework for accountability and responsibility in relation to prescribing				<p><b>3 – 5 prescribing profiles</b></p> <p>Reflective account that must include 2/3 out of miniCEX, MRCF consultation or CBD, with at least 2 of each assessment undertaken to complete the portfolio</p> <p>360 degree assessment</p>
Work within clinical governance frameworks that include audit of prescribing practice and personal development	Small service evaluation with reflection to identify where prescribing practice improvements should be targeted upon qualification			360 degree assessment

Participate regularly in CPD and maintain a record of their CPD activities				X
<p><b>Other:</b> please give details</p> <p><b>Accreditation of Prior Learning (APL)</b></p> <p>The GPhC's indicative syllabus states that the following topics should be included in teaching.</p> <p><b>Applied therapeutics</b></p> <ul style="list-style-type: none"> <li>• Pharmacodynamics and pharmacokinetics</li> <li>• Changes in physiology and drug response, for example the elderly, young, pregnant or breast feeding women and ethnicity</li> <li>• Adverse drug reactions and interactions, to include common causes of drug-related morbidity</li> <li>• Pathophysiology of defined condition(s) for which the pharmacist intends to prescribe</li> <li>• Selection and optimisation of a drug regimen for the patient's condition</li> <li>• Natural history and progression of condition(s) for which the pharmacist intends to prescribe</li> <li>• Impact of co-morbidities on prescribing and patient management</li> </ul> <p><b>Consultation, decision-making, assessment and review</b></p> <ul style="list-style-type: none"> <li>• Accurate assessment, history taking, and effective communication and consultation with patients and their parents/carers</li> <li>• Patient compliance and shared decision making</li> <li>• Building and maintaining an effective relationship with patients, parents and carers taking into account their values and beliefs</li> <li>• Effective communication and team working with other prescribers and members of the health care team</li> <li>• A knowledge of the range of models of consultation and appropriate selection for the patient</li> <li>• Chemical and biochemical methods for monitoring the treatment of the condition(s) for which the pharmacist intends to prescribe on qualification and responses to results.</li> <li>• Identifying and reporting adverse drug reactions</li> </ul> <p>This is considered to be core training and will be delivered in three discrete study packs using the VLE, with knowledge assessed by completion of an MCQ and compilation of a clinical case study demonstrating understanding and application. Each study pack will cost £150.</p> <p>For students that have undertaken the PGDip GPP at UEA or an agreed equivalent (determined by a review of learning outcomes, indicative syllabus and portfolio), these topics have been taught and associated skills have already been assessed and found to be satisfactory. These students will be exempt from undertaking this training.</p>				

For students that have not undertaken the UEA PGDipGPP or an agreed equivalent but wish to be exempted from undertaking these additional study packs, they will be invited to undertake the PGDip Level 1 MCQ and the consultation stations of the PGDip Level 1 OSCE to ensure that their core skills in therapeutics and consultation are comparable to UEA PGDip graduates before entering the course. The cost of undertaking this assessment will be £150.

<b>PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES</b>		<i>note</i> PS3
<b>PS3.1 learning progression</b>		
How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?	<i>note</i> PS3.1	
<p>This short course is designed to build upon clinical and operational knowledge and skills already acquired during the PGDip. Consequently it will focus on utilising existing learning in the context of clinical decision making, patient consultation, the law governing prescribing practice and current priorities in prescribing indicated by contemporary public health challenges.</p>		
<b>PS3.2 feedback cycle</b>		
Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?	<i>note</i> PS3.2	
<p>The school's assessment strategy is in line with current UEA requirements with respect to the provision of feedback and the need for a feed-forward approach.</p> <p>Students will be provided with opportunities for feedback on all formative assessments ahead of the summative assessment. This will be in a form appropriate to the assessment undertaken. Formative feedback will be returned at least 20 working days before the summative assessment is due. In addition, DMPs will receive feedback on their formative assessment of student consultation skills to benchmark their expectations against UEA's.</p> <p>Students will undertake a progress review with the DMP three months into the course, followed by a portfolio review and progress review with a member of the UEA course team to ensure that progress is satisfactory and to identify and troubleshoot problems in progress or support. Students will be required to undertake an online survey to provide feedback on the support and teaching provided by the DMP. UEA will use this data to improve the support provided to DMPs on their Blackboard site and during their induction. They will also feedback to Trusts if concerns are raised about the quality of DMPs.</p> <p>All coursework will be double blind marked.</p> <p>If by the end of the course students fail to achieve competency in the Defined List of Examination, Diagnostic and Monitoring Skills as determined by the DMP, they will be asked to undertake a reassessment with the same DMP, within 3 months of the exam board.</p> <p>If a student fails an individual item of coursework, they will be given individual feedback on that item, including verbatim comments from the markers and a recommendation for action that references the marking scheme directly. They will resubmit the item no later than 3 months from the date of the exam board.</p>		



<b>PS4</b>	<b>EXAMINATIONS</b>	<i>note PS4</i>	
		<b>Written</b>	<b>Practical (e.g. OSCES and OSPES)</b>
	How many modules will include an exam element?	0	0
	How many hours of exams are there in Stage 0? (if applicable)		
	How many hours of exams are there in Stage 1?		
	How many hours of exams are there in Stage 2?		
	How many hours of exams are there in Stage 3?		
	How many hours of exams are there in Stage 4? (if applicable)		
	How many hours of exams are there in Stage 5? (if applicable)		
	How many hours does the programme (as a whole) include?		

<b>PS5</b>	<b>EQUALITY &amp; WIDENING PARTICIPATION</b>	<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?	
	NHS applicants will be put forward by employers and so equality of access is a matter for NHS Trusts. All NHS Trust have access to CPD contract funding to support students on the course and so there should be no disadvantage to any specific group of hospital staff.	
	Community pharmacists do not yet have access to CPD contract funding and so we will be marketing the course to Clinical Commissioning Groups (CCGs) to help secure their funding. No other issues are noted with respect to equality of opportunity	
PS5.2	What steps have been taken to ensure an inclusive curriculum?	
	The curriculum meets the requirements of the GPhC's indicative syllabus for Non-medical prescribing.	
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?	
	Teaching will be multi-method utilising self-directed study, directed study, e-learning, facilitated learning sets and a mixture of didactic and problem-based learning, and assessment will be via through a variety of written and practical tasks which will ensure that a range of learning styles and preferences are accommodated.	

<b>PS6</b>	<b>EMPLOYABILITY</b>	<i>note PS6</i>
	How is employability embedded into the delivery of the course?	
	Course is designed in conjunction with local employers to ensure that it delivers the professional required. All applicants will currently be in employment and achieving Independent Prescriber status will increase effectiveness in current role and may confer eligibility for higher banded posts.	

<b>AC4</b>	<b>MODULE OUTLINES FOR EXISTING COMPULSORY MODULES</b>			
<i>note</i> AC4	Number of existing COMPULSORY modules			
	Module outlines attached? (as Appendix 1 to this form)		YES	NO

<b>AC5</b>	<b>MINOR CHANGES TO EXISTING MODULES</b>		
<i>note</i> AC5	Please list all existing modules, compulsory and optional, to which you are proposing minor changes		
Module Code	Module Title	Minor changes proposed	

<b>AC6</b>	<b>NEW MODULES</b>	
<i>note</i> AC6	How many new modules are being proposed?	1
Please complete a table AC6.x for each proposed new module		

<b>AC6.1</b>	<b>NEW MODULE</b>			
Module Title	Independent Prescribing for Pharmacists			
Level	QAA 7			
Credit Value	40			
Teaching period, eg Semester 1, Year-long	6 months			
Likely Module Organiser	Ms Gemma May			
Module Type (eg EX/CW/WW/PR etc)	CW			
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)		
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?	
Proposed Module Code	PHA-MA1Z			

Module Delivery (eg distance-learning campus based, work placement)	Teaching will be multi-method utilising self-directed study, directed study, e-learning, facilitated learning sets and a mixture of didactic and problem-based learning, and assessment will be via through a variety of written and practical tasks which will ensure that a range of learning styles and preferences are accommodated.
Brief Description	<p>This module recognises the key role played by clinical pharmacists in the optimisation of medicines use by patients including the initiation and modification of prescribed therapeutics. It acknowledges the advanced training of pharmacists holding postgraduate diplomas in Pharmacy Practice or Clinical Pharmacy allowing further training to develop consultation and diagnostics. It focusses on the pharmacist as a member of the multidisciplinary team, providing integrated services with prescribing, nursing and dispensing colleagues to benefit patients in both primary and secondary care.</p> <p>Students will identify the key skills in examination and diagnostics required for them to perform in their prescribing role and pursue competency in these areas with their Designated Medical Practitioner (DMP). Advanced consultation skills, clinical decision-making, law and ethics and public health will be taught in face-to-face learning sets at UEA. This means a diverse range of clinical specialities can be accommodated within the learning set.</p> <p>Examination will be using coursework and a series of filmed consultations to allow students to demonstrate their skills in their native clinical area.</p> <p>Completion of this module entitles pharmacists to register their Independent Prescriber status with the GPhC and subsequently prescribe autonomously within their area of competence and according to relevant laws and local policy and procedure.</p>
Aims / learning outcomes	<ul style="list-style-type: none"> <li>- Understand the responsibility that the role of independent prescriber entails, be aware of their own limitations and work within the limits of their professional competence – knowing when and how to refer / consult / seek guidance from another member of the health care team.</li> <li>- Develop an effective relationship and communication with patients, carers, other prescribers and members of the health care team</li> <li>- Describe the pathophysiology of the condition being treated and recognise the signs and symptoms of illness, take an accurate history and carry out a relevant clinical assessment where necessary</li> <li>- Use common diagnostic aids e.g. stethoscope, sphygmomanometer</li> <li>- Able to use diagnostic aids relevant to the condition(s) for which the pharmacist intends to prescribe, including monitoring response to therapy</li> <li>- Apply clinical assessment skills to: <ul style="list-style-type: none"> <li>o Inform a working diagnosis</li> <li>o Formulate a treatment plan for the prescribing of one or more medicines if appropriate</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Carry out a checking process to ensure patient safety</li> <li>○ Monitor response to therapy</li> <li>○ Review the working differential diagnosis and modify treatment or refer</li> <li>○ Consult / seek guidance as appropriate</li> <li>- Identify and assess sources of information, advice and decision support and demonstrate how they will use them in patient care taking into account evidence based practice and national/local guidelines where they exist</li> <li>- Recognise, evaluate and respond to influences on prescribing practice at individual, local and national level</li> <li>- Prescribe safely, appropriately and cost effectively</li> <li>- Work within a prescribing partnership</li> <li>- Maintain accurate, effective and timely records and ensure that other prescribers and health care staff are appropriately informed</li> <li>- Demonstrate an understanding of the public health issues related to medicines use</li> <li>- Demonstrate an understanding of the legal, ethical and professional framework for accountability and responsibility in relation to prescribing</li> <li>- Work within clinical governance frameworks that include audit of prescribing practice and personal development</li> <li>- Participate regularly in CPD and maintain a record of their CPD activities</li> </ul>
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Independent and Supplementary Prescribing An Essential Guide. Courtenay and Griffiths                  The Textbook of Non-Medical Prescribing. Nuttall and Rutt-Howard                  Prescribing Skills Workbook. Norton and Norton</p>

\*\*\*\*Please copy and paste the above table for additional new modules\*\*\*\*

<p><b>AC 7</b>  <i>note</i>                  AC7</p>	<p><b>DEFINED CHOICE</b></p>
<p>How do you envisage 'Defined Choice' working for the course in question? Please specify, for each year of the course, defined choice within the 3 categories of:</p> <ul style="list-style-type: none"> <li>● Programme-specific choice</li> <li>● Enrichment and Employment modules (EEC)</li> <li>● Language choice</li> </ul>	

<b>AC8</b> <i>note</i> AC8	<b>JOINT COURSES</b>		
	<b>Is the proposed course is a joint course?</b>	<b>YES</b>	
		<b>NO</b>	X
	<b>If YES, how will the student experience be managed?</b>		

<b>AC9</b>	<b>COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/BODIES</b>
<i>note</i> AC9	<b>Please provide a summary of external professional feedback received. Append full reports as Appendix 2</b>
	Informal feedback from GPhC on novel course design (acknowledgement of PGDip as evidence of clinical expertise that negates further basic training) is positive. No further feedback prior to formal accreditation visit.
<i>note</i> AC9	<b>Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3</b>
	Accreditation by GPhC is pending. Accreditation documentation is currently in preparation

<b>AC10</b>	<b>COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION</b>	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
<i>note</i> AC10	<b>Please circulate Parts 1, 3 &amp; 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.</b>	
	<b>NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal</b>	
<b>Date of circulation:</b>	15 May 2015	
AC10.1	Careers Manager (CCEN)	
No comments received		
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)	
Please see section BC7.6		
AC10.2	Equality & Diversity Manager (PPE)	

No comments received

<b>AC11</b>	<b>PROPOSER'S RESPONSE TO COMMENTS IN AC9 &amp; AC10 ABOVE</b>
<i>note</i> <i>AC11</i>	

**FULL COURSE PROPOSAL****Part 4 KEY INFORMATION SET (KIS) DATA**

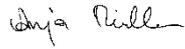
<b>KIS</b>	<b>KEY INFORMATION SET data (undergraduate courses only)</b>						<i>Note KIS</i>
<b>KIS1</b>	<b>Quantitative KIS data</b>						<i>Note KIS1</i>
		Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams						
1.2	Percentage of assessment by practical exams						
1.3	Percentage of assessment by coursework	100 %					
1.4	Percentage of time in scheduled learning and teaching activities	10 %					
1.5	Percentage of time in guided independent study	90 %					
1.6	Percentage of time on placements						
<b>KIS2</b>	<b>Professional Accreditation</b>						<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)						
	General Pharmaceutical Council (GPhC)						
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
	Notation on professional register as Independent Prescriber. www.gphc.org.uk						
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						
	No						

## FULL COURSE PROPOSAL

## Part 5 APPROVALS AND NOTIFICATION

## APPROVALS

Note AP

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality	Anja Mueller		08/10/15
AP1.2	Head of School (on behalf of School Board)	Dear Robert  Apologies for the delay. I fully support the proposal.  Mark		14/10/15
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	<i>Sent on behalf of Prof P Gilmartin, Executive Dean of Science</i>  The Dean of Science has confirmed, subject to the AD L&T requirements being met, that he is happy to sign this proposal off.  Best wishes Laura  _____  <b>Laura McGonagle   Senior Faculty Manager</b> Faculty of Science   0.40 Science Building University of East Anglia   Norwich Research Park [Norwich   NR4 7TJ Tel: 01603 593296   Mob: 07584 558511   Email: <a href="mailto:l.mcgonagle@uea.ac.uk">l.mcgonagle@uea.ac.uk</a>		13/10/15

AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	APPROVAL OF THE ACADEMIC CASE			
AP2.1	Head of School	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	<b>Approved:</b>	<p>I'm happy, as long as the front page of the form is modified so that approval by Council is not needed and approval by LTC is required.</p> <p>Best wishes, Dave</p> <p>=====</p> <p>=====</p> <p>Prof. David Stevens                      Tel: +44 (0) 1603 592590</p> <p>School of Mathematics                      Fax: <a href="tel:+441603593345">+44 (0) 1603 593345</a></p> <p>University of East Anglia                      Email: <a href="mailto:D.Stevens@uea.ac.uk">D.Stevens@uea.ac.uk</a> Norwich Research Park                      WWW: <a href="http://www.davidstevens.net/">http://www.davidstevens.net/</a> Norwich NR4 7TJ United Kingdom</p> <p><b>From Email dated – 13/10/15</b></p>		

	<b>Approved with amendments:</b>			
	<b>Rejected:</b>			
	Comments (if any):			
AP2.3	<b>PVC Academic (for LTC)</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
	<b>Approved:</b>			
	<b>Approved with amendments:</b>			
	<b>Rejected:</b>			
	Comments (if any):			
<b>Where applicable:</b>				
AP2.4	<b>Secretary to Council</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
	<b>Approved:</b>			
	<b>Approved with amendments:</b>			
	<b>Rejected:</b>			
	Comments (if any):			

### FULL COURSE PROPOSAL

<i>Note N1</i>				<b>NOTIFICATION OF APPROVAL</b>	
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.					
<b>FACULTY</b>				<b>SCHOOL</b>	
<b>NEW COURSE?</b>	<b>Y</b>	<b>N</b>	<b>If NO, please enter existing course code</b>		
<b>DEGREE AWARD (e.g. BSc/MA)</b>					
<b>TITLE OF PROGRAMME</b>					
<b>START DATE</b>			<b>LENGTH OF COURSE</b>		
Course Approved by:		Name of Committee Chair		Date of approval	
<b>Faculty Learning and Teaching Quality Committee (FLTQC)</b>					
<b>Learning and Teaching Committee (LTC)</b>					
RELEVANT OFFICE INFORMED? *insert date					
<b>Planning Office</b>	<b>Admissions and Marketing</b>		<b>Learning and Teaching Service</b>		<b>Union of UEA Students</b>
*	*		*		*
sis.records@uea.ac.uk	arm.operations@uea.ac.uk		Email the LTS coordinator responsible for the course		union.academic@uea.ac.uk

<i>Note N1</i>		<b>IMPLEMENTATION ACTIONS</b>	
<b>COURSE NAME</b>		<b>NEW ROUTE CODE</b>	
<b>ACTION</b>			<b>DATE</b>
<b>COURSE INFORMATION LIVE IN ADMISSIONS</b>			
<b>PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE</b>			

<b>COURSE PROFILE UPLOADED ONTO SITS</b>	
<b>COURSE CLOSURES COMMENCED (where appropriate)</b>	