

Programme Specification

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Please check the Programme Directory for the most up to date version:

[**UG Programme Directory**](#)

[**PG Programme Directory**](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	Tystysgrif Öl-raddedig Rhagnodi Anfeddygol Gwell yn Glinigol Postgraduate Certificate Clinically Enhanced Non-Medical Prescribing
1.4	Exit awards and titles	<ul style="list-style-type: none"> Wrexham University Professional Certificate (Independent/Supplementary Prescribing for Nurses (V300), 40 credits on completion of NHS7C1 Wrexham University Professional Certificate in Independent and Supplementary Prescribing for Allied Health Professionals, 40 credits on completion of HLT704 Wrexham University Professional Certificate in Independent/Supplementary Prescribing for Pharmacists, 40 credits on completion of NHS7D8
1.5	Credit requirements	Postgraduate Certificate – 60 credits at Level 7
1.6	Intake points	One intake in September
1.7	Mode of study	Part time
1.8	Length of delivery	One year
1.9	Location of delivery	Wrexham, Plas Coch Campus
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLS)
1.12	Subject area	Nursing – Post-registration
1.13	HECoS Code	100260
1.14	Suitable for applicants requiring a Student Visa?	No
1.15	Is DBS check required on entry?	<p>Yes</p> <p>All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University.</p> <p>Type of check required</p> <ul style="list-style-type: none"> Enhanced Check and Child Barred List Enhanced Check and Adult Workforce Barred List
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	<p>NHS7D8 - Wrexham University Professional Certificate - Independent/Supplementary Prescribing for Pharmacists is accredited by General Pharmaceutical Council (GPhC)</p> <p>HLT704 - Wrexham University Professional Certificate in Independent and Supplementary Prescribing for Allied Health Professionals is approved by HCPC</p>



Section 1 – regulatory details	
	<p>NHS7C1 - Wrexham University Professional Certificate (Independent/Supplementary Prescribing for Nurses (V300) is approved by NMC</p> <p>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</p>
1.17	<p>Welsh Medium Provision</p> <p>The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.</p> <p>Where a need for Welsh medium assessment has been identified and no appropriate Welsh speaking tutor/assessor is available, the written assessment will be translated into English.</p> <p>For those students who wish to learn Welsh or to improve their Welsh, there are a range of courses available, with subject-specific courses available for those studying health-related subjects. There are currently Welsh speaking members of the programme team.</p>
1.18	<p>External reference points</p> <p>There is no Pharmacist, AHP or nursing Subject Benchmark Statement relevant to these Masters levels programmes. Students have met Subject Benchmark requirements on qualification/registration in their professional fields. The programme is mapped to QAA FHEQ (2018) and core modules are mapped to award outcomes.</p>
1.19	<p>Derogation to Academic Regulations</p> <p>Existing approved derogations for the modules will be applied to this programme.</p> <ul style="list-style-type: none"> • No compensation. All students are required to pass all elements of the assessments with a minimum mark of 40%. • Additionally, for NHS7C1 and HLT704, a 100% pass mark in the numerical assessment and 80% pass mark in the examination paper. Students resitting these elements must achieve 80% for the exam and 100% for the numerical assessment to achieve a pass. • There is a maximum of two attempts at any one element (standalone modules)
1.20	Foundation Year route
1.21	Placement / Work based learning
1.22	Length and level of the placement
1.23	Collaborative arrangement

Section 2 – programme details
2.1 Aims of the programme
<ul style="list-style-type: none"> • To develop a systematic, evidence based, critically evaluative and critically reflective approach to clinical decision-making skills, advancing own scholarship in relation to the development of independent/supplementary prescribing practice.

2.1 Aims of the programme

- To enable Pharmacists, AHP's and nurses to develop the competence to practice safely, appropriately and cost-effectively as Independent/Supplementary prescribers in relation to professional standards set by General Pharmaceutical Council (2022) and the Nursing and Midwifery council (NMC).
- To build on foundations of experienced practitioners to prepare for the responsibility of advancing practice able to demonstrate competence in clinical assessment, diagnostics and reasoning of a client or client group.
- To enhance the practitioner's capabilities for examining and evaluating the complexities of competing influences in each clinical situation, accessing relevant resources for appropriate decision-making.

2.2 Programme structure and diagram, including delivery schedule

Students will study 20 credits of Clinical Assessment, Diagnostics and Reasoning in Advanced Practice in semester 1 and then undertake one 40-credit independent prescribing module in Semester 2 and 3.

Part-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
7	NHS7D6	Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part One	20	Core	1	Y1
7	NHS7C1	Independent and Supplementary Prescribing for Nurses (V300)	40	Option	2&3	Y1
7	NHS7D8	Independent and Supplementary Prescribing for Pharmacists	40	Option	2&3	Y1
7	HLT704	Independent and Supplementary Prescribing for Allied Health Professionals	40	Option	2&3	Y1

No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
1	Within the limits of professional competence, demonstrate the ability to undertake an accurate history and clinical assessment which includes an understanding of relevant patho-physiology, recognition of signs and symptoms of illness, and medication history including the use of unlicensed medication in order to inform a working diagnosis, within their intended scope of practice as Pharmacist, AHP, a nurse (adult, mental health, learning disability and children's nursing); midwife and specialist community public health nursing, to meet the Royal Pharmaceutical Society Competency Framework for Prescribers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Demonstrate a systematic understanding of biological, physiological, psychological, sociological and socio-political knowledge to justify and underpin advanced clinical practice. 1. In the biological sciences as it pertains to human physiology and pathophysiology in order to enable them to assess, diagnose and manage a range of conditions; 2. of theories drawn from the behavioural and social sciences that will enable them to understand and care effectively, ethically and sensitively with patients from diverse cultural and socio-economic backgrounds; 3. of theories pertaining to leadership and decision making in professional practice; 4. of the theory and practice of health promotion.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Systematically research and apply knowledge of pharmacological, non-pharmacological approaches to disease, considering drug actions, adherence, effectiveness, interactions in prescribing practice, and how these may be altered, including the misuse of medicines.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Utilise a comprehensive knowledge and understanding of techniques applicable to research, of research planning, execution and reporting and advanced scholarship to investigate advanced clinical practice; demonstrating a critical awareness of current problems and/or new insights informed by the current evidence base, practice experience and scholarly enquiry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
5	Demonstrate the critical thinking and clinical decision-making skills required to prescribe safely, appropriately and cost-effectively, including numeracy calculations; contributing an original, coherently argued response to managing influences on prescribing practice at individual, local and national levels.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Synthesise and apply knowledge to solve complex practice problems and to form safe and effective solutions within an area of advanced clinical practice. Evaluate and critique methodologies, propose, develop and implement new areas of enquiry in an aspect of advanced clinical practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Demonstrate and synthesize public health issues relating to medicines use into clinical decision-making and practice development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Evaluate and critique methodologies, propose, develop and implement new areas of enquiry in an aspect of advanced clinical practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Deploy and systematically critique the effectiveness of the relationship and communication with patient/clients, carers, other prescribers and members of the health care team within a prescribing scenario, articulating problem solutions and improvements where relevant.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Deal with complex issues both systematically and creatively, make sound judgements, possibly in the absence of complete data, and communicate their conclusions clearly to professional and non- professional individuals/groups.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Systematically research and critique the level and sources of information/evidence provided by current information systems for effective decision making in prescribing practice, identifying and proposing further areas of enquiry or practice development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Demonstrate self-direction and originality in tackling and solving problems together with the ability to act autonomously in leading and managing care in their area of advanced practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Critically reflect upon own role and the roles of others involved in prescribing, supplying and administering medicines and synthesizing key issues into personal prescribing development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
14	Analyse critically the theoretical, research and practice underpinnings of advanced clinical practice as a means of developing their professional knowledge and understanding, and developing new skills to a high level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	Critically reflect upon the formulation of a treatment plan for the prescribing of one or more medicines if appropriate within their role as a Pharmacist, AHP, nurse (adult, mental health, learning disability and children's nursing); midwife and specialist community public health nursing, <i>having considered the legal, cognitive, emotional and physical differences</i> , detailing the working differential diagnosis; how patient safety was ensured; how responses to therapy were monitored; any modifications to treatment and any consultation or referrals if made.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	Demonstrate competence in the skills required to carry out a comprehensive clinical examination/assessment and carry out technical procedures required in the diagnosis or treatment of patients/clients within their field of practice where necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	Competently requests and interprets relevant investigations necessary to inform treatment options such as effective use of common diagnostic aids e.g. stethoscope, sphygmomanometer, which are relevant to the condition(s) for which the Pharmacist, AHP or nurse (adult, mental health, learning disability and children's nurse); midwife, SCPHN intends to prescribe, including monitoring response to therapy. which are relevant to the condition(s) intends to prescribe, including monitoring response to therapy.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18	Demonstrate a high level of consultation and inter-personal communication skills, leading others in advancing an area of advanced clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19	Demonstrate the research skills to propose and execute a systematic process of enquiry into an area of advanced clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20	Exercise initiative and personal responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21	Make decisions in complex and unpredictable situations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22	Demonstrate independent learning ability required for continuing professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
23	Systematically evaluate and apply the relevant legislation to the practice of non-medical prescribing within a clinical governance framework including information, communication and record keeping and the use of unlicensed medicines and suggest improvements to quality which are drawn from contemporary, cutting edge evidence to the practice of nurse (adult, mental health, learning disability and children's nursing); midwife and specialist community public health nursing prescribing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24	Communicate with others in a clear and articulate manner, both verbally and in writing and use appropriate academic conventions in the production and presentation of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25	Integrate and evaluate multiple perspectives in a shared evidence based model of decision making by assessing patients' needs for medicines and the integration of the patients and carers wishes, values, influences and ethical management of one's own prescribing,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26	Exercise a reflexive capacity by the recognition of 'self' and 'others' in considering issues in Advanced Practice. Demonstrate effective reflective practice skills within a professional /research setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27	Systematically evaluate the role of independent and supplementary prescribing for nurses and practice competently within a framework of professional accountability and responsibility that includes audit of prescribing practice and the management and recording of own regular continuing personal and professional development activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28	Demonstrate independent learning ability required for continuing professional development within the Advanced Practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29	Make decisions using available evidence and be able to provide a sound rationale for those decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

The delivery of the programmes and their assessment will reflect Wrexham University's Learning, Teaching and Assessment Strategy and with particular emphases on:

- The development of autonomous learners.
- Provision of learning opportunities that are personally and professionally relevant and quality assured.
- The maintenance of a supportive learning environment.
- The promotion of the scholarship of teaching.

To this end a variety of learning and teaching methods are used in modules to facilitate and maximise learning and are designed to stimulate student enquiry and self-directed learning around the curriculum content.

The programme includes classroom-based strategies such as blended learning approach to interactive lectures and discussions, seminars and workshops, tutorial sessions and problem-based / case-based learning, synchronous and asynchronous sessions, Panopto supported by internet-based resources and use of the virtual learning environment (VLE) - 'Moodle' and MS Teams.

Active Learning Framework (ALF)

Synchronous and asynchronous teaching both online and on campus, within our active learning framework will be essential to our blended learning approach. The students will be expected to access the many resources in an asynchronous way, to complement their learning journey and their personal and employment circumstances. A key component of online learning and effective pedagogy is the construction of a community of enquiry (Garrison et al., 1999). The community of enquiry model supports a social constructivist approach and attempts to create an effective learning experience, through the adoption of the three interdependent elements – social, cognitive, and teaching presence. Critical thinking and a social presence will start in the classroom or simulation suite and continue in the discussion groups. The programme team will facilitate and direct the course of study to build the community of enquiry.

The Moodle café/discussion forums, case study groups, evidence-based practice discussion groups (to support the golden thread of research), will be used for an active learning experience, which will be supported through reading, watching and discussions, whilst ensuring the students through the programme, revisit their prior learning and develop this new context to reflect the spiral curriculum.

There is a wealth of experience within the Faculty of Social and Life Sciences of delivery through partnership with medical practitioners, pharmacists, on-line tutoring, work-based learning, assessment by portfolio, and the more standard, face-to-face teaching. In clinical practice an experiential strategy, including observation, guided practice and observed independent practice, will be used to meet the module outcomes. Completing the learning contract with the Practice Assessor will enable the student to select and apply their learning to the conditions for which they will be prescribing and working with Practice Supervisors to meet these learning opportunities.

Students are supported throughout the programme by the Programme Leader, who will also be an Academic Assessor to the students. They also provide both group and individual support to students in the production of academic work related to the module. The Academic Assessor will assess the student's suitability for award based on the successful completion of a period of practice-based learning relevant to their field of prescribing practice, supported by feedback on progression by Practice Assessors.

Practice Assessors and Academic Assessors will ensure that all programme learning outcomes are met on all NMP programmes, addressing all areas necessary to meet the RPS competencies. This includes all students successfully passing a pharmacology exam. This will be communicated to the Programme Leader and marks entered onto the student information system in readiness for the assessment board.

2.4 Learning and teaching strategy

On the V300 programme shared learning takes place with pharmacists, allied health professionals such as physiotherapists, podiatrists, paramedics, dieticians and radiographers and nurses in a highly enriched multi-professional programme.

2.5 Assessment strategy

NHS7D6

Formative feedback is provided on this module through sampling the student's formative academic writing and through group feedback on progress. Students who are struggling to achieve academic level, particularly those lacking study skills will be referred to study skills tutors or the wider student support services.

Where students are undertaking practice-based learning, portfolio development and OSCE practice assessment, DSMP's and Clinical mentors/ PA/PS will be expected to provide regular feedback on their student's progress and discuss with the Module Leader at the earliest opportunity, if a student is not making good progress. A tripartite action plan will be made between the DSMP/mentor/PA/PS, student and Module leader.

Formative feedback dates are also applied to all practice assessments, to ensure that all students have maximum support and opportunity to meet the assessment criteria. Feedback is provided on draft work in the form of written or verbal commentary and this will normally be at least 3 weeks before submission. Work submitted for formative feedback in the week prior to the summative submission date will no longer be reviewed due to its probable near completeness.

The summative assessment strategy provides a variety of assessment methods to enable the demonstration of programme outcomes, including knowledge and understanding, intellectual and subject specific skills and transferable professional development. As identified in module specifications, assessment methods demonstrate achievement of module learning and outcomes commensurate with the award.

The assessment strategy is student centred, with assessments designed so that students can select, a relevant practice focus. Assessment has also been designed to ensure that students have a feasible but relevant workload, with connections drawn between theory and practice throughout each module. In order to ensure equity and fairness, all assessments, including observations of practice are criterion referenced. Students will be provided with their assessment brief at the beginning of the module, in order to give them the maximum time to complete the assessment task. Theoretical assignments and portfolios will be marked against level 7 assessment criteria. Feedback on summative work is provided through Moodle three weeks following the hand in date.

V300

For the V300 programme the assessment strategy consists of a range of formative and summative assessment methods related to the programme outcomes, employed to test the student's knowledge, reflection, critical decision-making and application of theory to practice. Formative feedback is provided on academic writing and clinical decision making to enable student development and achievement of the assessment method in the modules. Formative feedback is provided by the Practice Assessor on an on-going basis in the PAD. Students use their reflective log in the PAD to record their on-going learning and progress.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:



2.6 Disclaimer

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME064
3.2	Board dates (progression)	Choose an item. Linked to Framework selection only complete if non-standard.
3.3	Cost centre	GANP
3.4	Course type (HESA)	N/A
3.5	Fee model	Other Funded course
3.6	In-year resits	Yes
3.7	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.8	Progression points	Assessment Board at the end of year
3.9	Semesters per intake	3 If other, please specify
3.10	Semesters per progression point	3 If other, please specify
3.11	Start and end dates	Stadard September If other, please specify
3.12	Student funding model	Funded by HEIW
3.13	Does the Suitability for Practice Procedure apply to the programme?	Yes <ul style="list-style-type: none"> • If a student in any assessment fails to identify a serious problem or an answer which would cause the patient harm, this will result in failure of that assessed element of the programme. • Any work submitted, however competent from an academic viewpoint which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a refer. Students who fail to demonstrate competence or endanger patients by acts or omissions in practice may be subject to Wrexham University Suitability for Practice Procedures as well as any invoked by their employer. Any decision to invoke the Suitability for Practice Procedures will be taken by the Programme Leader in consultation with the Professional lead following discussion with the student, Practice Mentor/DSMP and the Service Manager.

Section 3 – Programme set up (office use only)		
3.14	Programme Leader	Christina Allsup
3.15	Date of Approval	21/08/2025
3.16	Date and type of Revision	