

Prifysgol Wreccsam Wrexham University

PROGRAMME SPECIFICATION

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Award titles

Programme Title(s)

This is the intended award title and what will be printed on the award certificate.

Wrexham University Professional Certificate (*Independent/Supplementary Prescribing for Nurses (V300)*)

Internal Programme Title(s) (if different to the title on the certificate)

Independent and Supplementary Prescribing for Nurses* (V300) at Level 6
Independent and Supplementary Prescribing for Nurses* (V300) at Level 7
(* This applies to Midwives and SCPHN)

40 credits at level 6 or 40 credits at level 7

Wrexham University Professional Certificate (Independent/Supplementary Prescribing for Nurses (V300))

Programme to be included in Graduation Ceremonies

No

Delivery period

September 2021 – open-ended NMC approval subject to annual monitoring

Intake points

January

Regulatory details

Regulatory details
Awarding body
Wrexham University
Programme delivered by
Wrexham University
Location of delivery
Plas Coch Campus
Faculty/Department
Faculty of Social and Life Sciences
Exit awards available
No exit awards available, the full programme must be completed in order to obtain the Wrexham Certificate.

Regulatory details
Professional, Statutory or Regulatory Body (PSRB) accreditation
<p>Nursing and Midwifery Council NMC (2018) Standards for prescribing programmes Nursing and Midwifery Council NMC (2018) Standards for student supervision and assessment This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</p>
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.
<p>Students have to complete all elements of theoretical and practice assessment that includes placement learning hours to be able to be awarded the award for the: Independent and Supplementary Prescribing for Nurses* (V300) at Level 6 40 credits at level 6; Independent and Supplementary Prescribing for Nurses* (V300) at Level 7 40 credits at level 7 (* This applies to Midwives and SCPHN);</p>
HECoS codes
100290
UCAS code
Not applicable
Relevant QAA subject benchmark statement/s
<p>There is no 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 module outcomes are mapped to award outcomes.</p>
Mode of study
Part time
Normal length of study for each mode of study
V300 - 26 weeks.
Language of study
English
Transitional arrangements for re-validated provision if applicable
<i>(If current students will be transferred onto this programme following a revalidation please add the programme they are coming from and the relevant levels)</i>
The following University Award Regulations apply to this programme (highlight the appropriate ones and delete the others)
<p>General Regulations and Definitions</p> <p>Regulations for Wrexham University Certificate of Attendance, Wrexham University Certificate of Continuing Education, Wrexham University Professional Certificate</p> <p>Language Admissions Policy</p>

OFFICE USE ONLY	
Date of validation event:	20 January 2021
Date of approval by Academic Board:	30 March 2021
Approved Validation Period:	<i>September 21 onwards - open ended in line with NMC accreditation practice</i>
Transitional arrangements approved (if revalidation)	<i>Enter details from section 3 following validation event confirming what arrangements are</i>
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date) May 2025 – AM0 removal of V100 and V150.</i>

1. Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's entry requirements are set out on our Admissions webpages

Qualification	Entry requirements
Foundation Year	48 Tariff points and /or relevant experience
Foundation Degree	48 Tariff points and /or relevant experience
3 year Bachelors degree	112 Tariff points
Integrated Masters (4 years)	120 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see [academic-entry-requirements](#) for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see [English-language-requirements](#) for details*).

Additional entry requirements at Wrexham University

V300

- applicant is a registered nurse (level 1), a registered midwife or a Specialist Community Public Health Nurse (SCPHN) before being considered as eligible to apply for entry onto an NMC approved prescribing programme.
- opportunities are provided that enable all nurse (level 1), midwife or SCPHN registrants (including NHS, self-employed or non- NHS employed registrants) to apply for entry onto an NMC approved prescribing programme.
- confirm that the necessary governance structures are in place (including clinical support, access to protected learning time and employer support where appropriate) to enable students to undertake, and be adequately supported throughout, the programme.
- no record of prior learning will be considered on this programme as University Regulations do not allow RPL/RPEL on part of a module.
- applicant selected to undertake a prescribing programme has the competence, experience and academic ability to study at the level required for that programme.

- applicant is capable of safe and effective practice at a level of proficiency appropriate to the programme to be undertaken and their intended area of prescribing practice in the following areas:
 - 1.6.1 Clinical/health assessment
 - 1.6.2 Diagnostics/care management
 - 1.6.3 Planning and evaluation of care.
- applicants for V300 supplementary/independent prescribing programmes have been registered with the NMC for a minimum of one year prior to application for entry onto the programme.
- on application, they must ensure that the Practice Assessor and Practice Supervisor has training and experience appropriate to their role. The Practice Assessor and Practice Supervisor must have agreed to provide supervision, support and shadowing opportunities for the student for 78 hours of supervised practice, and be familiar with the NMC's requirements of the programme and the need to achieve the learning outcomes.

Additional entry requirements at Wrexham University

- the applicant must hold a degree at 2:2 and above to study at level 7
- if the applicant does not have a degree evidence of completion of a level 6 module is required to study at level 6.
- have written endorsement from their employer or sponsoring organisation identifying that applicants have an appropriate area of clinical practice requiring prescribing skills and that they have up-to-date clinical, pharmacological and pharmaceutical knowledge relevant to their intended area of practice.
- an offer of a place on the Independent Prescribing programme is conditional upon a DBS disclosure being deemed satisfactory by Wrexham University.
- all proposed Practice Assessors and Practice supervisors will have their professional registration practice status confirmed.
- complete a V300 application form and WGU Generic Application Form.
- complete a NMP Short placement educational audit form as part of the application process.
- all short listed applicants must attend an interview.

Self-employed or non – NHS employed registrant

Nurses who work outside NHS settings where clinical governance systems may differ or may not be applied in the same way, must ensure they comply with requirements to demonstrate their competence to practice. Students will be required to show in their application form and provide written evidence at interview of:

- how they audit their practice
- keep up to date with current guidance, and
- how they safeguard the patients in their care within a clinical governance framework.
- name and address of premises

- provide information if the placement area is currently been reviewed or been recently reviewed by Health Improvement Wales (HIW) or Care Quality Commission (CQC)
- provide evidence at interview of the necessary governance structures in place (including clinical support, access to protected learning time and employer support where appropriate) to enable applicant to undertake the programme.
- provide two references with the application (1 x academic and 1 x professional). A clinical reference must be provided to include professional registration number of the referee for confirmation.

2. Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below:

V300 – No RPL/RPEL will be considered on this programme as University Regulations do not allow RPL/RPEL on part of a module.

3. DBS Requirements

All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University. The type and level of DBS check required will be confirmed to you during the DBS application process. Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our Consideration of Criminal Convictions Policy & Procedure. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired during the student's enrolment with the University.

The University will only accept pre-existing DBS certificates requested by other organisations where they have been registered with the DBS Update Service. Where an individual is registered with the Update Service, named University staff can check the DBS certificate online. This only applies where the original certificate is produced for the University to verify and is for the same type of workforce (e.g. child workforce) and level of certificate (e.g. standard / enhanced / enhanced with barred list check) as per the conditions of the current offer of a place.

An offer of a place on any of the programmes described in this document is conditional upon a DBS disclosure being deemed satisfactory by Wrexham University.

4. Suitability for Practice Procedure

The Non-Medical Prescribing programme of study include students who undertake placements or professional practice as part of their studies, and whose professional conduct and practice during the period of academic study is a key element of their satisfactory progress toward an award and toward professional recognition. Such programmes are designed to instil the professional standards that are required in practice. Where a nurse, midwife or student does not attain those standards, they will not be eligible for the qualification to be awarded and eligible to be recorded as a nurse or midwife independent/supplementary prescriber (V300) on the NMC Register as independent prescribers.

The Suitability for Practice Procedure is invoked by staff in cases where the student has exhibited behaviour which is inappropriate in terms of professional standards, leading to concern that they are unsuitable for their chosen profession. There may also be concerns in respect of the student's health (either physical or mental) and its impact on professional practice, which could lead to the implementation of the procedure. Information about the Suitability for Practice procedure is available on 'MyUni' via Student Administration, Moodle and in the Programme/Module Handbook and Practice Supervisor / Practice Assessor Handbook.

5. Aims of the programme

The aims of the programmes are as follows:

Independent and Supplementary Prescribing for Nurses (V300) Level 6

- to develop a systematic, evidence based and reflective approach to clinical decision making in independent/supplementary prescribing practice. to enable nurses (adult, mental health, learning disabilities and children's nursing); midwives, specialist community public health nurses to develop the competence to practice safely, appropriately and cost-effectively as Independent/Supplementary prescribers in relation to professional standards set by the Nursing and Midwifery Council (2018).

Independent and Supplementary Prescribing for Nurses (V300) Level 7

- 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.
- to enable nurses (adult, mental health, learning disabilities and children's nursing); midwives, specialist community public health nurses to develop the competence to practice safely, appropriately and cost-effectively as Independent/Supplementary prescribers in relation to professional standards set by Nursing and Midwifery Council (2018).

6. Distinctive features of the programme

Independent and Supplementary Prescribing (V300) at Level 6 and Independent and Supplementary Prescribing (V300) at Level 7

This is a 40 credit level 6 and level 7 module that prepares nurses, midwives and SCPHN to prescribe as independent and supplementary prescribers according to the Nursing and Midwifery Council (NMC's) accreditation criteria designed to ensure nurses, midwives and SCPHN undertaking an accredited independent prescribing programme are equipped with the necessary skills and knowledge to meet the learning outcomes and to practice safely and effectively as a prescriber in line with standards stipulated by the Nursing and Council (NMC 2018).

The module aims to build upon existing knowledge and experience to enable the practitioners to critically evaluate and synthesise the concept of delivering improvements within prescribing practice. This will be achieved by the development of knowledge, both in theory and practice that is based on available evidence and effective decision making skills within non-medical prescribing practice.

Wrexham University has successfully delivered a multi professional supplementary prescribing preparation for nurses and pharmacists since 2004. In 2007 the Welsh Assembly Government (WAG) produced generic guidance for the implementation of non-medical prescribing in Wales. The document set out the framework needed to enable relevant

healthcare professionals to act as independent/ supplementary prescribers in Wales. Wrexham University non-medical prescribing programmes (NMP) have been designed to meet these requirements (WG 2017). This ensures that the programme complies with the legislation to support the use of the Welsh Language (NMC 2018, Standards for prescribing programmes Standard 2.6). The NMC last re-accredited the programme to prepare nurses as independent and supplementary prescribers at Wrexham University in 2012, with recent extensions to validation having been awarded by the NMC given the review and publication of revised prescribing and student supervision and assessment standards in 2018.

This inter professional programme is extremely well evaluated by students and supporting medical staff and has a very high completion rate. Students from a range of health care settings have accessed the V300 module and particularly value the level of tutorial support that is offered to help them prepare for their prescribing practice.

Development of an inter professional NMP learning environment

In 2009 Health Professional Council (HPC) now Health Care Professions Council (HCPC) approved a 40 credit Wrexham Professional Certificate in Supplementary Prescribing for Allied Health Professionals (AHPs) and in the same year, Independent/Supplementary Prescribing for Pharmacists was approved by the then Royal Pharmaceutical Society of Great Britain (RPSGB), since been replaced by the General Pharmaceutical Council (GPhC) (Pharmacists regulatory body) in 2010. Physiotherapists, radiotherapists and podiatrists share learning with nurses and pharmacists in a highly enriched multi-professional programme. The challenge that this brings, however, is to ensure that the diverse learning needs of the various professional groups of students are met. For example, nurses need strong pharmacological input; pharmacists need a full range of clinical skills; physiotherapists, depending on their specialism, require a mixture of clinical skills and pharmacology and podiatrists need strong clinical and pharmacology knowledge.

With these demands in mind, lecturing staff from the Simulation Skills Laboratory offer clinical skills simulation and development to those who need this. Pharmacist NMP students normally attend Clinical Skills sessions rather than attend all the clinical pharmacology sessions for example. Nurses and others have also benefited from updating their clinical skills too, and attend clinical assessment skills simulation activities that enriches the inter-professional learning for all learners. Students have evaluated these arrangements positively. Student evaluation has made reference that this is a highly rich simulated learning environment.

For the academic year of 2019 – 2020 Health Education Improvement Wales (HEIW) who replaced Workforce, Education and Development Service (WEDS) in 2018 has agreed prime funding for 24 Non Medical Prescribing commissions for 2019/2020, with additional funding for those undertaking the Advanced Clinical Practice programme and those who work within a community setting. The programme team have consistently had good rapport and support from local employers and commissioners and continue to meet the educational and workforce need in Wales and over the border in England. The V300 Non-Medical Prescribing cohorts will be capped at 50 students to be taught together at any one time.

Employer Partnerships

There are effective employer partnerships with Betsi Cadwaladr University Health Board (BCUHB), Powys Teaching Health Board (PtHB) and Robert Jones and Agnes Hunt Orthopaedic Hospital (RJAH). The Programme Leader and Post Registration Professional Lead attend the bimonthly BCUHB Advanced Practitioner Working Group that includes non-medical prescribing. Both attend the Task and Finish Group for NMC Education Standards. This includes joint admissions interviews for all NMP applicants with the both Health Board Medicines Management Nurses who are also members of Wrexham University Stakeholder

Group. There is joint interviews for applicants from RJAH with the Deputy Director of Nursing who is also a NMP and very supportive of the NMP programme at Wrexham University.

7. Credit Accumulation and exit awards

Independent and Supplementary Prescribing for Nurses (V300) at Level 6; Independent and Supplementary Prescribing for Nurses (V300) at Level 7.

Successful completion of 40 credits at Level 6 or Level 7 entitles the student to the exit award of Wrexham University Professional Certificate (*Independent/Supplementary Prescribing for Nurses (V300)*) and be recorded as a prescriber in category of a nurse or midwife independent/supplementary prescriber (V300).

Students will need to complete all elements of the programme in theory and practice in order to gain the intended award.

8. Programme Structure Diagram, including delivery schedule

Wrexham University Professional Certificate (Independent/Supplementary Prescribing for Nurses (V300))

LEVEL 6							
Mod Code	NHS6A5	Mod title	Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Credit value	40	Core	Delivery semester 2 and 3,

LEVEL 7							
Mod Code	NHS7C1	Mod title	Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Credit value	40	Core	Delivery semester 2 and 3

9. Intended learning outcomes of the programme

Independent and Supplementary Prescribing for Nurses (V300) at Level 6

Knowledge and Understanding

	Level 6
A1	2. Competently undertake a history and clinical assessment within the limits of professional competence, 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 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 all Prescribers.
A2	8. 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.
A3	10. Demonstrate the 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.
A4	12. Demonstrate an understanding of the public health issues relating to medicines use into clinical decision-making and practice development.

Intellectual skills

	Level 6
B1	1. Deploy effective communication/relationship with patient/clients, carers, other prescribers and members of the health care team within a prescribing scenario, articulating problem solutions and improvements where relevant.
B2	6. Appraise, use sources of contemporary information/advice/research and decision support systems including evidence based guidelines in prescribing practice, identifying further areas of practice development.
B3	9. Reflect upon own role and the roles of others involved in prescribing, supplying and administering medicines, giving consideration to your own personal prescribing development.

Subject Skills

Level 6	
C1	3. Reflect upon the formulation of a treatment plan for the prescribing of one or more medicines if appropriate within their role as a 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.
C2	4. 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 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.

Practical, professional and employability skills

Level 6	
D1	5. Describe, comment upon and apply the relevant legislation to the practice of non-medical prescribing within a clinical governance framework including issues of record keeping and the use of unlicensed medicines, to the practice of nurse (adult, mental health, learning disability and children's nursing); midwife and specialist community public health nursing prescribing.
D2	7. Review the influences of patients or carers and consider their wishes and values, that can affect prescribing practice, demonstrating a systematic understanding giving consideration to a shared evidence based model of decision making by managing one own prescribing in an ethical way.
D3	11. 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

Independent and Supplementary Prescribing for Nurses (V300) at Level 7

Knowledge and Understanding

Level 7	
A1	2. 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 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.
A2	8. 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.
A3	10. 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.
A4	12. Demonstrate and synthesize public health issues relating to medicines use into clinical decision-making and practice development.

Intellectual skills

Level 7	
B1	1. 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.
B2	6. 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.
B3	9. 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.

Subject Skills

Level 7	
C1	3.Critically reflect upon the formulation of a treatment plan for the prescribing of one or more medicines if appropriate within their role as a 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.
C2	4.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 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.

Practical, professional and employability skills

Level 7	
D1	5.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
D2	7.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,
D3	11.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.

10. Learning and teaching strategy

In the Non–Medical Prescribing modules with practice element, an experiential strategy is used to meet the module outcomes and practice competencies for all prescribing programmes (NMC 2018).

Academic staff within the department consider education to be part of a process to bring self-fulfilment to the individual, so teaching staff strive to uphold this by treating their students with respect, valuing their life experience and contributions in the classroom. This is further reinforced by staff making efforts to create a learning environment where students feel safe to ask questions and take part without fear of being embarrassed and where relationships with staff are collegial and friendly. The education philosophy complements the person centred framework for practice which underpins all our programmes in health and social care. Within this framework the practitioner seeks to deliver person centred outcomes for the patient/client, such as satisfaction and involvement in care by engaging in care processes such as shared decision making.

The learning, teaching and assessment strategy aims to foster a student centred, creative approach to learning and teaching, which will enhance the capabilities and employability of practitioners. As students taking this programme will be qualified and experienced practitioners it is essential that the approach to learning and teaching used throughout reflects and builds upon students' prior learning and clinical experience.

Educational Philosophy

The delivery of the programmes and their assessment will reflect Wrexham University's Learning, Teaching and Assessment Strategy and with particular emphasises 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 V300 students will share learning with peers undertaking other prescribing modules at level 6 and level 7 (Pharmacists and Allied Health Professionals). 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. The Active Learning Framework (ALF) was implemented in 2019/20. Grounded in the University's values of being accessible, supportive, innovative and ambitious, ALF will support flexible learning that makes best use of spaces on Campus together with digitally-enabled learning opportunities designed to be accessed anytime, anywhere as appropriate. In addition, ALF will embody ways of teaching and learning that create and support a sense of belonging for students – critically important for us as a university that prides itself on being a supportive community. Simulation facilities enhance practice skills acquisition and assessment and decision-making skills. This provides opportunity for simulation based learning opportunities to support learning and assessment on the programmes. The facilitation of learning within the subject area is therefore grounded in philosophies of student-centred, andragogic principles of teaching and learning. 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 (the pharmacology exam must be passed with a minimum score of 80%), and successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%). This will be communicated to the Programme Leader and marks entered onto the student information system in readiness for the assessment board.

Meeting different learning needs of professional groups

On the V300 programme nurses share learning with pharmacists and allied health professionals such as physiotherapists, podiatrists, paramedics, dieticians and radiographers in a highly enriched multi-professional programme. The challenge that this brings, however, is to ensure that the diverse learning needs of the various professional groups of students are met. For example; pharmacists need a full range of clinical skills; nurses need strong pharmacological input whilst allied health professionals, depending on their specialism, require a mixture of clinical skills and pharmacology. With these demands in mind, lecturing staff who deliver on the Masters in Advanced Clinical Practice programme offer clinical skills development and simulation in the Skills Laboratory.

Learning in practice

Learning-in-practice is recognised as an essential part of the programme and preparation is offered to Practice Assessors who hold relevant qualifications prior to the start of the NMP programme in which the following outcomes will be achieved:

- Interpersonal communication skills relevant to student learning and assessment;
- conducting objective, evidenced based assessments of students;
- providing constructive feedback to facilitate professional development in others, and
- knowledge of the assessment process and their role within it,
- they will receive on-going support and training to reflect and develop in their role,
- develop their professional practice and knowledge in order to fulfil their role and
- have an understanding of the proficiencies and programme outcomes that the student they confirm is aiming to achieve.

With practice placements being an essential requirement of the module, this programme is viewed as a tripartite commitment between the university, the service employer, and the nurse, midwife or SCPHN students. To that effect, employers are asked to commit to ensuring protected practice time, and identification of a Practice Assessor to ensure all learning outcomes are achieved. An educational audit is completed in each placement area to ensure that appropriate learning opportunities and resources are in place to support

learning. This includes the need for an appropriate Clinical Governance Framework to support the assessment of suitable potential students from all practice placement areas.

Development of Practice Assessment Document (PAD)

Students will be guided to develop a Practice Assessment Document (PAD) that will enhance their ability to critically evaluate and reflect on and in practice as part of their practice placement hours. This will enable the students to integrate theory and practice that is essential for them to be able to develop; as future prescribers. The PAD will include the use of learning contracts, reflective log, completion of required practice hours (V300 - 78 hours), completion of RPS Competency framework for all Prescribers, OSCE assessment, service user/carer feedback. The V300 students will provide a narrative on the development of a Clinical Management Plan and complete a 'Personal formulary' of drugs that they will prescribe on qualification.

Students on the V300 will undertake two formative four phase one to four OSCE assessment with the Practice Supervisor/Practice Assessor to enable them to identify their strengths and weakness. This can be in a simulated environment in order to help identify areas of strengths and weakness. The summative phase one to four OSCE assessment will be undertaken with their Practice Assessor in the practice placement learning environment.

Specific negotiated learning sessions (e.g. clinical assessment skills sessions) will be timetabled in order to support specific practitioner learning in relation to relevant knowledge and skills development.

The role and preparation of the Practice Supervisor, Practice Assessor and Academic Assessors for NMP programmes.

The Once for Wales (2019) Practice Supervisor and Assessor guide – Part 2 NMC Standards for student supervision and assessment (2018) and The Once for Wales (2019) Guidelines for part 2 NMC Standards for student supervision and assessment (2018) Practice Supervisor, Practice Assessor and Academic Assessor roles and requirements guide provide detailed information about these roles and requirements on the NMP programme.

These documents will provide information for the healthcare professional about the role and whether they are eligible to undertake either the Practice Supervisor or Practice Assessor role, and will be available in the workplaces and given to all supervisors and assessors supporting students on the NMP programmes. Students will ensure that Practice Assessors will also complete a Practice Assessor form as part of the Non-Medical Prescribing application process. Once the Practice Assessor has been 'approved' by the Health Board /Trust/Organisation they will undertake the required preparation programme to prepare him/her to provide the student with supervision, support and to assess competence in prescribing practice. This will include shadowing/mentoring opportunities and the opportunity to engage in discussions around assessment issues with other Practice Supervisors and Practice Assessors. The RPS (2019) Designated Prescribing Practitioner document will be used to supplement the preparation of Practice Supervisors and Practice Assessors.

Practice Supervisors

NMC registered nurses, midwives and SCPHN and other registered health and social care professionals who are prescribers will act as Practice Supervisors and support the student through the practice learning experience. All Practice Supervisors who are prescribers who support the learning and development will contribute to the Practice Assessment Document and provide feedback to Practice Assessors on the student professional conduct and achievement of competencies. Practice Supervisors will discuss the students' progress with the nominated Practice Assessor throughout the practice learning experience. They will

provide feedback at arranged points to inform the mid-way point prescribing practice assessment document review. The Learning contract will have feedback from Practice Supervisors at mid-way review and statement of achievement review towards the end of the practice placement learning experience. Practice Supervision preparation is aimed at all practice supervisors in the organisations.

New Practice Supervisors preparation for the role will be equivalent to one full day and existing Practice Supervisors preparation will be equivalent to half a day.

Practice Assessors

Students will have a nominated Practice Assessor/s who are prescribers for the Non-medical prescribing programme. Practice Assessors are accountable for confirming achievement of proficiency against competency outcomes in the Practice Assessment Document. Students will have opportunities to achieve these outcomes over the 78 (V300) hours period of practice learning experiences throughout the programme. The Practice Assessor will be the student point of contact and will liaise with Practice Supervisors to facilitate student learning. The nominated Practice Assessor will work in partnership with the nominated Academic Assessor (from Wrexham University) at scheduled points during and following the practice learning experience as required, to review the student progress and at the end of the programme to evaluate and recommend student progression as a Prescriber on the professional register. Practice Assessors will make assessment decisions by drawing on the student learning contract, periodic observations of the students practice, feedback from a range of Practice Supervisors, service users and carers, and discuss reflections on practice and any evidence the student has gathered on their achievement of competency outcomes. The Practice Assessor will be responsible for completing the student's statement of clinical attendance undertaken and competency form at the end of the programme.

New Practice Assessors preparation will be equivalent to one full day and existing Practice Assessors preparation will be equivalent to half a day.

It must be noted that for Prescribing students in **exceptional circumstance ONLY** the same person may fulfil the role of practice supervisors and practice assessor for that part of the programme where the prescribing student is undergoing training in a practice learning session. In such instances, the student, practice supervisor/assessor and the Wrexham Wrexham University will need to evidence why it was necessary for the practice supervisor and assessor roles to be carried out by the same person. This would have been evidenced in the application form and triangulated at the interview process. In these exceptional cases, more frequent meetings will take place with the Academic Assessor who will also then be present at specified points to observe the student during their assessment. The student will be selected for the moderation OSCE process.

Academic Assessors

All prescribing students will be assigned an Academic Assessor who is a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking. They will provide feedback to students throughout the programme to support their development as necessary to enable them to achieve the RPS (2016) competencies and programme outcomes.

Wrexham University will require that all Academic Assessors for a prescribing programme have a prescribing qualification. The current Programme Leader and Deputy Programme Leader within the programme team have vast knowledge and experience of managing and delivering prescribing programmes and will act as Academic Assessor. A register of Academic Assessors will be held internally for all non-medical prescribing programmes.

Academic assessors will attend preparation at Wrexham University in order to:

- Provide interpersonal communication skills relevant to the student learning and assessment;
- conduct objective, evidence based assessments of students;
- provide constructive feedback to facilitate professional development on others and
- have a sound knowledge of the assessment process and their role within it.
- provide on-going support and training to reflect and develop in their role;
- continue to proactively develop their professional practice and knowledge in order to fulfil their role and
- have an understanding of the proficiencies and programme outcomes that the student they confirm is aiming to achieve.

Independent and Supplementary Prescribing for Nurses (V300) at Level 6 and Independent and Supplementary Prescribing for Nurses (V300) at Level 7.

In order to meet the practice requirement and achievement of learning outcomes of the module Practice Supervisors and Practice Assessors will also support students by offering them a minimum of 78 hours supervised practice and the opportunities to allow them to observe and have 'hands-on' experiences in the use of medicines for the specified conditions(s) in the clinical area where they will intend to prescribe on qualification. This will include the teaching of skills for clinical assessment of the patients that the nurse, midwife or SCPHN will be assessing in their role as a future prescriber. 20% of summative OSCE's are moderated on NMC approved NMP programme by the Programme team.

Formal evidence and confirmation will be obtained from the Practice Assessor in the PAD that the nurse, midwife or SCPHN has satisfactorily completed at least 78 hours supervised practice at the end of the programme. They will also assess that the student is competent to practice and achieved the learning outcomes of the programme of study. The Practice Assessor will also provide a professional declaration that in their opinion as the Practice Assessor, the skills demonstrated in practice confirm that nurse, midwife or SCPHN as being suitable for annotation as an Independent/ supplementary prescriber (V300). The student will be informed that the award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber. The student will also be informed that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

Students then apply theoretical knowledge and develop professional skills under the guidance and supervision of Practice Assessor and Practice Supervisor (NMC 2018).

- Student is assigned to a Practice Assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking.
- If the student is a midwife the Programme Leader will work in conjunction with the Lead Midwife for Education (LME) and the Practice Assessor to ensure adequate support for any midwives undertaking the course. Wrexham University do not currently have a LME and a sessional contract will be developed with another LME from a neighbouring university and approved by the Dean of Faculty of Social and Life Sciences.

Before taking on the role of Practice Supervisor and Practice Assessor, the organisation will consider the competencies needed to effectively undertake this role.

11. The Wrexham Graduate

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes,

attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

12. Work based/placement learning statement

Where assessment of practice-based learning is required for non-medical prescribing formal arrangements for ensuring quality are in place. These are:

- a. Educational audit of the placement to ensure the environment is appropriate to the student's learning needs;
- b. Formal preparation of Practice Supervisors and Practice Assessors for mentoring and assessing students;
- c. Written information for both students and Practice Supervisors and Practice Assessors which give clear guidance about the practice requirements of the module;
- d. Contact either face to face visit to the practice placement area or virtual using the latest technological advances or documentary evidence by a member of the Programme Team – Academic Assessor to discuss the progress of students with the student and their Practice Assessor

The quality of the student's practice-based learning is evaluated at the end of the learning experience. External examiners are encouraged to meet with student in the academic setting to discuss both academic and practice experience as appropriate. The External Examiner may visit the student in the practice placement area with the OSCE Moderator from the university to observe the OSCE process. This is discussed with the external examiner. The student will be notified if this is the case. Students will be facilitated both from within classroom activities and through engagement with their Practice Assessor to construct learning from practice experience. In this way learning emerges from and is integrated back into practice, enabling it to be of the highest relevance to the student.

When students enrol on the module, they will be provided with a PAD for that module which is centred round the module outcomes, and practice competencies. This will be an important developmental tool in guiding learning towards the achievement of learning outcomes and competencies, providing a framework with which students can be facilitated to monitor and evaluate their development throughout the programme. This approach is consistent with the programmes use of adult and experiential learning theory and philosophy and enables an effective means of integrating theory and practice.

Practice Supervisors and Practice Assessors will support students in practice for a minimum of 78 practice hours for V300 programme assessing relevant student competencies, providing evidence of supervision and discussion within the PAD. Within practice students will apply the theoretical clinical knowledge to the conditions for which they will be prescribing on qualification under the supervision of the Practice Supervisor and Practice Assessor. They will be shadowing clinical nurse specialists, and a range of non-medical

prescribers as well as pharmacists, allied health professionals, medical prescribers acting as Practice Supervisors. Practice Supervisors will sign that the student is working towards and the Practice Assessors will sign that a student has achieved the relevant competencies/outcomes identified in the PAD.

13. Welsh medium provision

The programmes will be delivered through the medium of English, but tutorials can be provided through the medium of Welsh. Students are entitled to submit assessments in the medium of Welsh and would have the opportunity to undertake placements in Welsh medium. 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. 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.

14. Assessment strategy

For the V300 programmes 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.

Formative feedback on V300 is provided in the form of a Formative Situational analysis 500 words in week 5; Formative Drug calculation/Numeracy test in week 7, Formative CMP with 250 word narrative in week 11; Formative Critical Reflective Log 500 words in week 14; Formative Unseen examination in week 26, and Formative OSCE x 2 to be completed prior to summative OSCE completion in week 26.

Module code & title	Assessment type and weighting	Indicative submission date
V300		
NHS6A5 Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Formative Situational analysis	Week 5 Semester 2
NHS6A5 Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Formative Numeracy assessment related to prescribing and calculation of medicines (Pass mark 100%).	Week 8 Semester 2
NHS6A5 Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Formative CMP Provide feedback on CMP template	Week 11 Semester 2
NHS6A5 Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Formative Critical Reflective Log Provide feedback on Plan and 2 pages of work	Week 14 Semester 2

Module code & title	Assessment type and weighting	Indicative submission date
NHS6A5 Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Formative Unseen examination Pharmacology 20 multiple-choice questions and short answer questions. (80% pass mark)	Week 19 Semester 2
NHS6A5 Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Formative PAD - OSCE – 4 phases. Pass/Refer 2 Formative attempt	Week 13 – 26 Semester 2 and 3
NHS6A5 Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Summative Written Assignment - Pass/Refer PAD – Clinical Management Plan Assessment	Week 18 Semester 3
NHS6A5 Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Summative Written Assignment – 100% PAD - Reflective log Assignment.	Week 23 Semester 3
NHS6A5 Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Summative OSCE - Pass/Refer PAD - OSCE – 4 phases. 1 Summative attempt	Week 26 Semester 3
NHS6A5 Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Summative Portfolio – Pass/Refer PAD – Achievement of RPS Competency framework for all Prescribers including service- user/carer feedback.	Week 26 Semester 3
NHS6A5 Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Summative Portfolio – Pass/Refer PAD - Personal formulary from within the individual practitioner's scope of practice.	Week 26 Semester 3
NHS6A5 Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Summative Portfolio – Pass/Refer PAD - PA to confirm that the nurse has satisfactorily completed at least 78 hours of supervised practice including sign-off by the PA of competence as an independent / supplementary prescriber (V300).	Week 26 Semester 3
NHS6A5 Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Summative Examination – Pass/Refer Unseen Numeracy assessment related to prescribing and calculation	Week 8 Semester 2

Module code & title	Assessment type and weighting	Indicative submission date
	of medicines (pass mark 100%). Duration of 1 hour.	
NHS6A5 Independent and Supplementary Prescribing for Nurses (V300) at Level 6	Summative Examination – Pass/Refer Unseen - Pharmacology 20 MCQs and short answer questions. (80% pass mark). Duration of 2 hours	Week 26 Semester 3
NHS7C1 Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Formative Situational analysis	Week 5 Semester 2
NHS7C1 Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Formative Numeracy assessment related to prescribing and calculation of medicines (Pass mark 100%).	Week 8 Semester 2
NHS7C1 Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Formative CMP Provide feedback on CMP template	Week 11 Semester 2
NHS7C1 Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Formative Critical Reflective Log Provide feedback on Plan and 2 pages of work	Week 14 Semester 2
NHS7C1 Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Formative Pharmacology Unseen examination 20 multiple-choice questions and short answer questions. (80% pass mark)	Week 19 Semester 2
NHS7C1 Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Formative PAD - OSCE – 4 phases. Pass/Refer 2 Formative attempt	Week 13 – 26 Semester 2 and 3
NHS7C1 Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Summative Written Assignment – Pass/Refer PAD – Clinical Management Plan Assessment	Week 18 Semester 3
NHS7C1 Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Summative Written Assignment - 100% PAD - Reflective log Assignment.	Week 23 Semester 3
NHS7C1 Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Summative OCSE - Pass/Refer PAD - OSCE – 4 phases.	Week 26 Semester 3
NHS7C1 Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Summative Portfolio – Pass/Refer PAD – Achievement of RPS Competency framework for all	Week 26 Semester 3

Module code & title	Assessment type and weighting	Indicative submission date
	Prescribers including service-user/carer feedback.	
NHS7C1 Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Summative Portfolio – Pass/Refer PAD - Personal formulary from within the individual practitioner's scope of practice.	Week 26 Semester 3
NHS7C1 Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Summative Portfolio – Pass Refer PAD - PA to confirm that the nurse has satisfactorily completed at least 78 hours of supervised practice including sign-off by the PA of competence as an independent / supplementary prescriber (V300). Pass/Refer	Week 26 Semester 3
NHS7C1 Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Summative Examination – Pass/Refer Unseen Numeracy assessment related to prescribing and calculation of medicines (pass mark 100%). Duration of 1 hour.	Week 8 Semester 2
NHS7C1 Independent and Supplementary Prescribing for Nurses (V300) at Level 7	Summative Examination - Pass/Refer Unseen Pharmacology 20 MCQs and short answer questions. (80% pass mark). Duration of 2 hours	Week 26 Semester 3

15. Assessment and award regulations

Derogations

1. Derogations have been applied to V300 modules due to professional requirements of 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
2. 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. All students are also required to pass all elements of the assessments with a minimum mark of 40%. Furthermore, the university has regulations in respect of other assessment regulations such as student conduct, withdrawal from programmes, and suitability for practice.
3. A derogation for the timing of feedback to a four weeks turnaround for all assessments.

16. Accreditation

On successful completion of the programme students will be able to register the qualification with the Nursing and Midwifery Council (NMC)

17. Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module forms
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

18. Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Wrexham website at www.wrexham.ac.uk to find out more about the Departments

The Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

In line with the NMC (2018) Standards for student supervision and assessment standards student will be allocated an Academic Assessor from within the Faculty of Social and Life Sciences Nursing team who are also prescribers with equivalent experience for the student's field of practice. They will be undertaking this role. The current Programme Leader has been involved with the prescribing programmes since 2002. The University has applied the NMC view point meaning that the academic assessor's work based experience or qualifications must enable them to understand, and be able to assess if required, what the student is aiming to achieve, for the time they are assigned to them. These qualifications can include those formally recognised by regulators such as the NMC, and other qualifications. With this

in mind the current Programme Leader meet the NMC criteria for Programme Leader and Academic Assessor for V300 students.

It is recognised that the learning needs of nurses are different – some have an in-depth knowledge of pharmacology and related topics while others may have a higher level of clinical assessment skills. Therefore individual, negotiated learning is included in the learning and teaching strategy. Further information is available on MyUni under Student Support, on the Inclusion Services page, for how they can contact the disability advisor for further advice. Students will agree an individual contract at the beginning of the programme with a member of the academic teaching team, identifying specific learning needs. They may be asked to complete a learning difference questionnaire and if it indicates that they have a learning difficulty they may wish to see an educational psychologist for an assessment. Depending on the outcome they will be supported to apply for disability student allowance (DSA), they will require either medical evidence or diagnostic evidence to support your application. If they are eligible for DSA then an assessment of need can be carried out so that recommendation can be made of the support they require, the inclusion team will then assist them with the support and resources that can be put in place.

19. Equality and Diversity

Wrexham University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#)