

PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

SECTION A: DETAILS OF THE PROGRAMME AND AWARD

Programme Title	Graduate Certificate Non-Medical Prescribing
Awarding Body	Buckinghamshire New University
Teaching Institution / Programme Location	Buckinghamshire New University Uxbridge Campus
Faculty	Society & Health
Name of Final Award	Graduate Certificate
NQF/FHEQ Level of Qualification	Level 6: Bachelor's degree with honours
QAA Subject Benchmark Statement(s)	Health Studies 2016
UCAS Code	N/A
Course Code(s)	BC6NMP2 (15 weeks) BC6NMP3 (30 weeks)
Mode of Delivery	Part Time
Length of Study	15 Weeks / 30 Weeks
Number of Intakes	2: September & February
Regime of Delivery	Campus Based
Language of Study	English
Programme Accreditation	The Nursing & Midwifery Council Health & Care Professions Council
Month and Year valid from	September 2017
Publication & Revision Dates	September 2017, August 2018

Programme Introduction

This innovative programme of study is being developed in response to government directives to equip practitioners to break down traditional barriers of health care (NHS 2014) in order to improve patient choice and improve access to medicine (DOH 2002)

Buckinghamshire New University has 10 years' experience of delivering the Independent and Supplementary Prescribing Programme for nurses and has earned a good reputation within both the hospital trusts and community settings that the university serves. Developing the Non-Medical Prescribing programme as a multidisciplinary course not only fits with the university strategy but will enhance the learning experience of all of the disciplines undertaking the programme; through shared learning from clinical experience.

The Practice Certificate in Non-Medical Prescribing (Independent/Supplementary Prescribing) involves practitioners working autonomously to make decisions regarding patient care and achieving a greater awareness of personal limitations and their scope of professional competence. In particular, an

independent prescriber will be responsible for making autonomous prescribing decisions based on the clinical assessment of patients, not only of the clinical needs for which the patient is consulting the health care practitioner, but also to ascertain if there are any other clinical problems that require attention or referral.

This is in keeping with the Department of Health (2006) definition of independent prescribing as 'prescribing by a practitioner responsible and accountable for assessment of patients with undiagnosed or diagnosed conditions and for the decisions about the clinical management required, including prescribing.' The programme is in response to government legislation which extends prescribing responsibilities to non-medical professions within the health care environment. The purpose of this decision is to:

- Improve care without compromising patient safety
- Make better use of the skills of health professionals
- Contribute to the introduction of more flexible team working across the NHS
- Make it easier for patients to get the medicines they need

(Department of Health April 2006, 'Improving Patient's Access to Medicines', a guide to implementing nurse and pharmacist independent prescribing within the NHS in England, HMSO).

The programme embraces A Competency Framework for all Prescribers' (Royal Pharmaceutical Society (RPS 2016) which consolidates the existing profession specific prescribing frameworks and updates the competencies in order to provide a single common framework for any prescriber regardless of professional background.

The Practice Certificate in Non-Medical Prescribing enables nurses, podiatrists/chiropractors, physiotherapists and therapeutic radiographers and paramedics to practice and develop as Independent and Supplementary prescribers and to meet the standards set by the HCPC (2013), NMC (2006) and the Department of Health (2006). On successful completion of the Practice Certificate in Non-Medical Prescribing the health care practitioner will be able to practice and further develop as an independent and supplementary prescriber; demonstrating ability to meet the standards set by their professional bodies.

In 2006 independent nurse and midwife prescribers were given full access to the British National Formulary (BNF) with the exception of some controlled drugs. Regulations in 2009 authorised nurse and midwife independent prescribers to prescribe unlicensed medicines to meet the individual needs of patients or clients on the same basis as doctors, dentists and supplementary prescribers (NMC 2009).

The framework for supplementary prescribing by pharmacists was completed in 2003. In May 2006 legislation permitted pharmacist independent prescribing. Since 2012 nurse and pharmacist independent prescribers have been able to prescribe controlled drugs within their scope of competence with some exceptions for drugs to treat addiction. The first conversion programme to train pharmacist supplementary prescribers as independent prescribers was accredited in 2006 followed by approval of the first full pharmacist independent prescribing programmes in 2007. In 2013 standards developed by the health and care professions council (HCPC) applied to chiropractors, podiatrists and physiotherapists allowing them to train as independent and supplementary prescribers. The standards also apply to radiographers who have completed training to become supplementary prescribers. In 2016 prescribing rights were extended to allow dieticians to qualify as supplementary prescribers and therapeutic radiographers to become independent prescribers. In 2018 prescribing rights were extended to allow paramedics to train as independent and supplementary prescribers. Nurses, midwives, allied health professionals and pharmacists will undertake both the independent and supplementary prescribing elements of the programme, however a pharmacist independent prescriber may practise as either a pharmacist independent prescriber or pharmacist supplementary prescriber (GPhC 2013).

Distinguishing Features of the Programme

- The course provides a multi professional learning environment for non-medical prescribing students
- The programme is a stand-alone programme assessed separately from any other programme of programme components

- Delivery is at Degree level 6
- The first module 'Clinical Decision Making for Non-Medical Prescribing' NP601 for nurses and allied health professionals
- NP601 for nurses and allied health professionals will include the principles of pharmacology and the role of the pharmacist
- All levels and disciplines will be taught together.
- Students will have the choice of enrolling on short version of the course to be completed in one semester or a long version of the course to be completed over two semesters
- Students on the short or long version of the programme must study module NP601 first
- A student that has chosen to undertake the long version of the programme will undertake module NP603 in the second semester
- A student that has chosen to undertake the short version of the course may transfer to the long version of the course so long as this is before the end of week 6 of the semester and before any assessments have been taken or submitted. Students will only be eligible for this if they have met the attendance requirements up to the point they request the transfer. Students would join the long version of the programme at the equivalent point from which they stepped off the short version. Additionally it would be the responsibility of the student to ensure they have the same clinical placement available to continue on from the point at which they stepped off. If this is not possible then the student may have to interrupt and repeat the module if they are within the time frame set by the university to allow for this and additional fees will be required to be paid.
- Nurses, midwives and allied health professionals who successfully complete this short course will be eligible to enter their professions register as an independent or independent and supplementary prescriber as appropriate

Admission Requirements

Professional Pre-Requisites

Nurses:

This programme complies with the entry requirements as stipulated in the 'Standards of Proficiency for Nurse and Midwife Prescribers' (NMC, 2006). To be eligible to enrol on the programme, applicants must provide evidence that they have met the NMC criteria for eligibility to undertake a nurse independent/supplementary prescribing programme. These are as follows:

- The applicant must be a registered nurse, midwife and/or specialist community public health nurse
- The applicant must have at least three years' experience as a practising nurse, midwife or specialist community public health nurse and be deemed competent by their current employer to undertake the programme
- Of these three years, the year immediately preceding application to the programme must have been in the clinical field in which the applicant intends to prescribe, e.g. neonates, mental health. Part-time workers must have practised for pro-rata period and be deemed competent by their employer
- The applicant must provide evidence via the Buckinghamshire New University Accreditation of Prior and Experiential Learning (APEL) process of their ability to study at degree level if they have not studied at level 6 previously

In addition, the applicant will need to have written confirmation from their employer of their support for them to undertake the programme. The NMC requires employers to undertake an appraisal of a registrant's suitability to prescribe *before* they apply for a training place. Employers must also have the necessary clinical governance infrastructure in place including a Disclosure and Barring Service Disclosure (DBS) check to enable the registrant to prescribe once they are qualified to do so.

Employers should **not** put registrants forward if they have not demonstrated the ability to diagnose in their area of speciality. It should be possible to identify whether a registrant has these skills through continuing professional development (CPD) reviews within the work place setting.

Podiatrists/Chiropodists, Physiotherapists, Therapeutic Radiographers and Paramedics:

In order to gain entry onto the programme, applicants must meet each of the criteria listed:

- Be registered with the Health & Care Professions Council (HCPC) in one of the relevant allied health professions
- Be professionally practising in an environment where there is an identified need for the individual to regularly use independent/supplementary prescribing
- Be able to demonstrate support from their employer/sponsor including confirmation that the entrant will have appropriate supervised practice in the clinical area in which they are expected to prescribe
- Be able to demonstrate medicines and clinical governance arrangements are in place to support safe and effective supplementary/independent prescribing
- Have an approved medical practitioner, normally recognised by the employer/commissioning organisation as having:
 - experience in the relevant field of practice
 - training and experience in the supervision, support and assessment of trainees
 - agreed to
 - Provide the student with opportunities to develop competences in prescribing
 - Supervise, support and assess the student during their clinical placement
- Have normally at least 3 years relevant post-qualification experience in the clinical area in which they will be prescribing
- Be working at an advanced practitioner or equivalent level.
- Be able to demonstrate how they reflect on their own performance and take responsibility for their own Continuing Professional Development (CPD) including development of networks for support, reflection and learning.
- Provide evidence of a Disclosure & Barring Service (DBS) DBS36 check within the last 3 years

The minimum academic entry requirements for the programme are as follows:

Nurses: The applicant must be a registered first level nurse, midwife and/or specialist community public health nurse. The applicant must provide evidence via the Accreditation of Prior and Experiential Learning (APEL) process of their ability to study at degree level. 60 credits at level 5 are normally required to access the level 6 programme.

Allied Health Professionals: must be registered with the Health & Care Professions Council (HCPC) in a relevant allied health profession. The applicant must provide evidence via the Accreditation of Prior and Experiential Learning (APEL) process of their ability to study at degree level. 60 credits at level 5 are normally required to access the level 6 programme

Suitability to undertake the programme of study will be gauged through an application form and interview.

Recognition of Prior Learning

Applicants may provide evidence via the Accreditation of Prior Learning (APEL) their ability to study at degree level.

Employability Statement / Career Prospects

All students must be in employment to access the course.

All students will be in employed in an environment where they can utilise the skills of non-medical prescribing. Successfully completing a Graduate Certificate in Non-Medical Prescribing may afford the opportunity to enhance the chance of promotion within their field of practice through development of the individual's scope of practice.

Professional Statutory and Regulatory Body Accreditation

The programme is approved by the Health and Care Professions Council and the Nursing and Midwifery Council. Applicants must be registered with one of the approving bodies in order to access the programme of study. Successful completion of the programme will lead to annotation on the appropriate PSRB register which must be completed before prescribing commences.

Nurses: Will be awarded 60 credits and provided with a transcript and the results will be up loaded to the NMC

Allied Health Professionals: Will be awarded 60 credits. The university will send a certified copy of the pass list to the HCPC containing the names and registration numbers of the allied health professionals who have successfully completed the programme and confirming that they are eligible for annotation on the HCPC register as an independent and supplementary prescriber

Only nurses/midwives and allied health professionals that successfully complete both modules will be registered as Independent and Supplementary Prescribers on the appropriate register.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- Develop the knowledge and skills required to deliver effective evidence based practice in the role of the non-medical prescriber.
- Analyse and evaluate contextual and contemporary issues of practice which may impact on the students' transition to a non-medical prescriber.
- Provide an Inter professional platform for shared learning relating to prescribing practice
- Develop understating of Clinical Governance and promotion of Continual Professional Development.

Programme Learning Outcomes

Table 1: Programme Learning Outcomes and Mapping to Modules

On successful completion of the Graduate Certificate Non-Medical Prescribing a graduate, will be able to:

K	Knowledge and Understanding	Core Modules Level 6
K1	Understand the condition being treated, their natural progress, assessment of severity, deterioration and anticipated response considering adherence to and effectiveness of current medicines	NP601
K2	Demonstrate personal responsibility and accountability for prescribing understanding the legal and ethical implications and responsibility in relation to prescribing	NP601
K3	Critically analyse how alterations in physiology and pathophysiology may affect the actions of medicines	NP603
K4	Distinguish between Independent prescribing and Supplementary prescribing. Document an accurate legible clinical management plan that reflects the principles of supplementary prescribing	NP603
K5	Demonstrate the ability to take, undertake clinical assessment and make an appropriate diagnosis, having considered the legal, cognitive, emotional and physical differences between children and adults (Nurses only)	NP603
C	Intellectual/Cognitive Skills	
C1	Write legible unambiguous complete prescriptions and written records that meet legal requirements ensuring other prescribing partners and healthcare staff are appropriately informed	NP601
C2	Demonstrate the ability to accurately calculate drug doses relevant to prescribing	NP603
P	Practical Skills	
P1	Independently undertake a comprehensive patient history and clinical assessment including medication history (including over the counter, alternative and complimentary health therapies) to inform diagnosis or appropriate referral	NP601
P2	Demonstrate a shared approach to decision making by assessing patients' needs for medicines taking account of their wishes and values and those of their carers	NP601
P3	Critically analyse the principles of using appropriate diagnostic tools and physical examination skills relevant to patient assessment for clinical decision making in prescribing practice	NP603
P4	Prescribe safely appropriately and cost effectively considering relevant to local and national frameworks to support evidence based prescribing	NP603

T	Key/Transferable Skills	
T1	Critically analyse the basic principles of pharmacology e.g. the mode of action and pharmacokinetics of medicine	NP601
T2	Demonstrate an understanding of the public health issues related to medicines use	NP601
T3	Critically analyse both pharmacological and non-pharmacological approaches to modifying disease and promoting health, optimising doses as well as stopping treatment in addition to considerations of polypharmacy	NP603
T4	Critically analyse and work within governance frameworks that include audit of prescribing practice, reflecting on own prescribing practice and that of others and practice within a framework of accountability and continuing professional development	NP603

The above learning outcomes will be demonstrated by the achievement of 60 credits listed at Level 6 for this programme.

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

All students are required to attend all teaching sessions. An attendance register will be completed in line with university procedures

A variety of methods for delivery will be employed including keynote lectures, seminars, group and individual tutorials and debates. The prior experience inherent within this student population will be actively used to enhance the learning experience, as well as including inter and intra-professional learning.

Paramount to the teaching and learning strategy will be the value placed on the student's own experience of practice and theoretical underpinnings of practice. It is envisaged, however, that the programme team and external experts from a range of employment areas and specialities will provide expert input to the taught sessions.

Students will have access to University information technology resources, including Internet, word processing and printing facilities. Materials that are used to support module delivery will be made available through the virtual learning environment. This may include PowerPoint slides, handouts, worksheets, assessment documents, website links and scanned articles. These can be accessed on or off campus.

The inclusion of academic writing skills is a feature of many modules and use of the Learning Development Unit is actively promoted. At the start of modules students have an introduction to the Learning Resource Centre and information technology. The induction includes academic writing support available in the virtual learning environment, data base searching, e-submission, and information on plagiarism and academic misconduct. Following enrolment, students are assisted in logging into their university e-mail accounts and the university virtual learning environment.

The mechanisms for content delivery include:

Lectures: keynote lectures may be employed to launch fundamental theoretical aspects of the programme and will be led by the lecturers and/or external speakers. The lectures will provide the foundation for student led work within seminar and/or workshops.

Seminars: seminars will offer a forum by which students can explore key areas and will combine the presentation of information and ideas, exploration of relevant issues, and the application of theoretical

principles. There will be opportunities for students to discuss the application of these in their field of practice.

Workshops: workshops will be used to enable students to work through examples and the application of theory to practice. These sessions will be facilitated by lecturers and/or outside speakers.

Simulation: the high fidelity state of the art simulation suite at Bucks New University is used on some modules to simulate practice scenarios and to facilitate physical assessment skills. Students can learn in a more realistic, but non-threatening environment. The potential exists to employ the Simulation suites and SMOT cameras for practical skills assessment in the future.

Directed reading: throughout the programme the students will be required to engage in critical discussion, which will require them to undertake directed reading outside of the formal teaching session. Students will be provided with relevant reading lists by the lecturers and will be encouraged to undertake independent reading to ensure they engage with a breadth of literature and evidence so they are cognisant with contemporary debates within their field. In keeping with the Virtual Learning Policy, all documents and supporting information will be made available to students electronically and will be utilised to enable student discussion and peer support.

Case studies: during face-to-face sessions, an array of real case studies from all disciplines will be used as a vehicle for enquiry-based learning. Students will explore and critically discuss the components of those cases, to learn from successful and un-successful interventions as well as to be able to iterate the nature of good and bad experiences. The case studies will enable the students to illuminate the nature of work, the demands inherent within the practice arena to enable the development of critical knowledge and problem solving skills.

Group work: group work is a key teaching and learning modality. It enables students to engage in participatory learning and encourages a team working approach to problem solving. Some modules include an element of enquiry based learning where students work in small groups to discuss work related scenarios and coordinate presentations to a professional standard. This is an opportunity for the students to benefit from constructive feedback from their peers. Group work will be employed as a teaching and learning tool for student preparation for the practical skills assessment

Learning Contracts: learning contracts allow students to negotiate an area of study personal to them and help them to focus on their learning and development needs. Learning contracts are a particularly suitable learning strategy for those wishing to undertake project work in their employment areas. The learning contract will contribute to the development of the practice portfolio

Competency Based Learning: NP603 has competencies which must be completed in the clinical area under the guidance of a Designated Medical Practitioner. Clinical competencies are core to the learning and assessment criteria of this module and students are not admitted to the module unless they have access to appropriate clinical experience for the duration of the module.

Reflection: reflection in and on practice is central to the student developing emotional intelligence around their skills development that will enable their continued professional development. Reflecting on their past experience and the experiences of others is a key component of the programme and will contribute to the portfolio. Reflection encourages the students to explore the application of new knowledge to a given situation, and the development of problem solving skills both of which are characteristic of being a responsive practitioner.

Virtual Learning Environment: the virtual learning environment will allow students to access module materials and where appropriate participate in discussion boards. It is a resource through which students may be contacted and which also enables them to access a range of facilities to support their studies including the library, academic writing support and plagiarism software.

Assessment Strategy

The assessment strategies have been developed to meet both the learning outcomes of the modules and the requirements of the PSRBs (please see appendix for mapping document).

Learning outcomes, learning content and assessments are aligned in order to ensure that students will develop into academically sound, safe, responsive evidence-based practitioners. In line with the aim of encouraging students to develop a flexible approach to their own learning and development, the programme adopts a varied methodology for assessment.

Evidence of unsafe practice in any assessment will result in a fail in that element.

NP601

The assessment strategies have been developed to meet both the learning outcomes of the modules and the requirements of the PSRBs (please see appendix for mapping document).

Formative assessment OSCE assessment

Summative assessment

OSCE assessment

A presentation

NP603

Formative Assessment - Reflective assessment
Numeracy assessment

Summative Assessment

A practice portfolio:

The portfolio document will provide evidence of application of theory to practice in the clinical environment.

The portfolio is a reflection of evidence which will include the following:

- Evidence of drug calculations and prescriptions relevant to the students' area of clinical practice.
- A clinical management plan
- 3 reflective prescribing analysis accounts
- A 1,500 word essay
- A log of hours
- A practice assessment document.

For nurses: one written account must focus on the difference between children and adults in relation to clinical assessment and diagnosis having considered the legal, cognitive, emotional and physical differences between adults and children (NMC 2007).

The summative portfolio must be signed by the DMP, employer and student.

A pharmacology examination

.

A numeracy examination

Clinical Practice

All students are required to complete a successful period of practice under the supervision of a Designated Medical Practitioner (DMP) during module NP603. This practice will be in the student's clinical practice setting or in the setting where the DMP is working. This will be a minimum of 90

hours. The DMP should meet the criteria for undertaking the role (DOH, 2001, NMC 2006). The student will be responsible for identifying a suitable DMP in conjunction with their manager prior to commencing the non-medical prescribing programme.

The DMP will be required to complete a clinical site evaluation form detailing the learning opportunities available in the clinical area. Students will also be required to complete an application form confirming their suitability to undertake the programme and the commitment of the employer and DMP to support the student during the programme of study. This provides a live database of mentors and the clinical environment hosting the student.

The DMPs are invited to attend an introductory session at the university prior to the start of NP603. This session outlines the roles, responsibilities and expectations of the university, student and the DMP. The VLE will also host an area for the DMP to access essential information and contribute to a blog. The university provides the DMPs with a handbook that outlines the roles and responsibilities of the period of clinical supervision. The contact details for members of the teaching team are included. The course team will contact the DMP early in the programme to establish a link with the course team. In addition a link visit may be arranged by one of the course team if appropriate in order to support both the DMP and the student in the clinical setting. They will liaise with the student and DMP providing clear lines of communication to ensure understanding and application of theory to practice, to facilitate successful completion of practice competencies and learning outcomes in Modules NP603. The DMP is expected to work in collaboration with the Lead Midwife for Education and the student's personal tutor for supporting students from the midwife profession only.

The role of the DMP in teaching, supporting and assessing the competence of the non-medical prescriber is integral to the programme. The DMP will have been identified prior to the course for each student. Students undertaking modules NP603 after NP601 will be required to confirm the DMPs commitment prior to commencing the second module. The DMP and student can access support from the lecturing team and the learning development unit (LDU) if required.

SECTION C: PROGRAMME STRUCTURE(S) AND HOURS

Table 1: Programme Structure Table

Programme Title		Graduate Certificate Non-Medical Prescribing							
Course Code		BC6NMP2							
Mode of Study		Short Version – 15 Weeks							
Credit Value		UK	60	ECTS			30		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (<i>Core / Optional</i>)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
NP601	Clinical Decision Making for Non - Medical Prescribing	6	1	C	30			100%	S1/ S1A
PLUS									
NP603	Applied Pharmacology for Non-Medical Prescribing	6	1	C	30	50%	50%		S1/ S1A

Programme Title		Graduate Certificate Non-Medical Prescribing							
Course Code		BC6NMP3							
Mode of Study		Long Version – 30 Weeks							
Credit Value		UK		60		ECTS		30	
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([Close / Optional])	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
NP601	Clinical Decision Making for Non - Medical Prescribing Nurses/ midwives and allied health professionals	6	1	C	30			100%	SB
Followed by									
NP603	Applied Pharmacology for Non-Medical Prescribing	6	1	C	30	50%	50%		SB

Table 3: Breakdown of Contact Hours

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	156	354	90	600

SECTION D: ASSESSMENT REGULATIONS

This programme complies with the approved University regulations *Academic Assessment Regulations* and procedures as detailed on the University website.

With the following exceptions:

- Students are offered 2 attempts at each assessment. Students may be offered an exceptional 3rd attempt at the numeracy assessment at the discretion of the assessment board. The pass mark for this assessment is 100% and is a pass/fail element
- Regardless of interruptions of their studies whilst undertaking the short version of the programme then they must complete the programme in no more than two years from the identified start of the programme.
- Regardless of interruptions of their studies whilst undertaking the longer version of the programme they must complete the programme in no more than three years from the identified start of the programme

The course team will interview the registrant to ensure that their acquired skills and knowledge remain valid prior to resumption of studies

- If a registrant has not completed all assessments within the allocated time, they would need to reapply and must undertake the whole programme again, including all assessments, to ensure that competence has been maintained
- It is an expectation that students will have 100% attendance on this programme. This programme is completed by attendance to the University on a total of 26 days. Students undertaking the short version of the course will attend two days a week for one semester. Students undertaking the longer version will attend a day a week over two semesters. Students will also undertake a minimum of 90 hours of supervised clinical practice under the guidance of the DMP.
- 100% attendance is expected, however in the event of non-attendance for example due to sickness then individual learning contracts will be drawn up with the student in order to demonstrate understanding of the subject area. Any significant absences will lead to withdrawal/suspension from the course.
- All assessments must be passed. The modules cannot be compensated. Failure in a module will mean failure of the programme. Any student that demonstrates unsafe practice will fail the element in question even if the pass mark is otherwise achieved

SECTION E: FURTHER INFORMATION

Reference Points

The following reference points were used when designing the programme:

- University Strategy 2016-2021
- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA Subject Benchmark Statement for Health Studies (2016)
- QAA Framework for Higher Education Qualifications (2014)
- Standards of proficiency for nurse and midwife prescribers NMC (2006)
- Standards for Prescribing (HCPC 2013)
- Equality & Diversity Teaching & Learning Toolkit
- QAA Education for Sustainable Development
- Work-based and Placement Learning Policy
- University Academic Qualifications Framework
- Recommendation and feedback from external subject academic and industry professional

Annual Review and Monitoring

This programme will be monitored annually through the University's Programme Review and Enhancement process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

The re-approval of this programme is scheduled for academic year: 2022-23

© 2017 Buckinghamshire New University