

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	Postgraduate Diploma Specialist Practitioner Qualification (District Nursing) Postgraduate Diploma Specialist Practitioner Qualification (Community Children's Nursing)
Awarding Body	Buckinghamshire New University
Teaching Institution / Programme Location	Buckinghamshire New University
Faculty	Society & Health
Name of Final Award	Postgraduate Diploma, PGDip
NQF/FHEQ Level of Qualification	Level 7: Master's degree
QAA Subject Benchmark Statement(s)	There are no QAA benchmarks for this programme. Programme outcomes are mapped to the NMC standards of proficiency for SPQ (NMC, 2001).
UCAS Code	N/A
Course Code(s)	MC2SPQ1 FT (District Nursing) MC2SPQ2 PT (District Nursing) MC3SPQ1 FT (Community Children's Nursing) MC3SPQ2 PT (Community Children's Nursing)
Mode of Delivery	Full Time Part Time
Length of Study	52 weeks (FT) 104 weeks (PT)
Number of Intakes	2: September and February
Regime of Delivery	Blended Learning
Language of Study	English
Programme Accreditation	Nursing and Midwifery Council (NMC)
Month and Year valid from	01 September 2017
Publication & Revision Dates	21 August 2017, January 2019, Feb 2022

Programme Introduction

This programme is for nurses who wish to specialise and qualify as district nurses or community children's nurses. The NMC (2001) require all students undertaking the SPQ programme to be

registered as a nurse on part one of the register in the first instance. Applicants will be required to have had practice experience of sufficient length to have consolidated pre-registration outcomes.

Specialist community nursing is an area of nursing practice which has a focus on assessing, and reacting, to the health needs of children, young people or adults with particular health needs in the community setting. Working in the community requires specialist knowledge, skills and behaviours that are distinct from working in the hospital setting. This programme will appeal to nurses who want to develop their skills in working with patients in their own homes and other community settings. A wide range of advanced skills are needed to work in this environment and this programme will prepare learners for this complex and dynamic area of nursing practice.

There is an option on this programme for students to undertake the Graduate Non-medical Prescribing module (V300) in place of the Community Practitioner Nurse Prescribing (V100) and four 15 credit modules. The Non-Medical Prescribing (V300) programme is an already validated programme at Buckinghamshire New University. Trust areas may require their Specialist Practitioners to have this qualification and therefore, this decision will be dependent on local needs.

Distinguishing Features of the Programme

Students should choose this award if they want to develop their knowledge and skills in working in the community. The community setting is an exciting and dynamic environment which has been highlighted in health policy as an area of further development for improving the health of individuals and communities (DH, 2014). This award will enable learners to develop a high level of understanding of the needs of individuals and local communities and how to address those needs. It will provide students with advanced knowledge and skills that will equip them to 'make a difference' to the health and well-being of people in their care.

Distinguishing Features

- This is a well-established programme that has a number of years of positive evaluations from previous cohorts of students.
- The programme is well-evaluated by practice partners.
- This is an innovative programme that provides a range of creative modules that address current issues in the NHS and community nursing practice.
- The programme is taught by highly skilled academics with a good foundation in specialist practice and who belong to a range of professional bodies that maintain currency in the teaching and learning strategies.
- Members of the programme team are involved with external bodies such as the Queens Nursing Institute (QNI) and the Association of District Nursing Education and this enables them to contribute at a national level on pertinent issues related to SPQ

Admission Requirements

The academic criteria for admission to this programme are a degree (120 credits at level 6) in child or adult nursing.

The NMC professional requirements are for applicants to be entered on the appropriate part of the NMC Register. Applicants will be a level 1 nurse and have a qualification in child or adult nursing and have completed a period of experience of sufficient length to have consolidated pre-registration outcomes. This will be assessed at application and interview.

Non-Medical prescribing (V300) entry criteria:

If students are supported by their sponsoring trust do this option, applicants must provide evidence that they have met the NMC criteria for eligibility to undertake a nurse independent/supplementary prescribing programme. This programme is a separately validated programme at Buckinghamshire New University which complies with the entry requirements stipulated in 'Part 3: Standards for Prescribing Programmes' (NMC, 2018). To be eligible to enrol on the programme, applicants must provide evidence that:

- *They are a registered level 1 nurse (either child or adult).*
- *They must have at least one year's experience as a practising child or adult nurse and be deemed competent by their current employer to undertake the programme.*
- *This experience must have been in the clinical field in which the applicant intends to prescribe. 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. Whether an applicant will undertake the Community Practitioner Nurse Prescribing (V100) module or the Non-Medical Prescribing (V300) programme will be a joint decision between the programme lead for Non-medical prescribing, the employers and the programme team.*

The University has a well established Institutional processes for managing APL. This includes APCL which is prior learning acquired on award bearing (certificated) courses or APEL which is learning acquired through life and work experience and study, and that is not formally attested through an educational or professional certification. A student guide is available to enable a clear understanding of the process. Furthermore, students are invited to seek advice and guidance from the Programme Leader and Accreditation of Prior Learning (APL) Co-ordinator about making an APL claim on their application.

The University Accreditation of Prior Learning (APL) procedure allows for up to 50% of the taught element of the programme to be exempted through Advanced Prior Certificated/Experienced Learning (APCL/APEL). Therefore a student enrolling onto the programme who has undertaken appropriate academic modules elsewhere, where the learning outcomes can be mapped against the modules in this programme can be exempted up to 60 credits, through application to the APL Committee.

This professional programme is funded by employers and students who lose their funding will be unable to complete the course.

Employability Statement / Career Prospects

The learners on this programme will be qualified nurses doing a specialist course that is funded/sponsored by a health trust. The expectation is that they will be developing their career in community nursing: district nursing or community children's nursing. They will become team leaders on qualification with options for progression through management and leadership structures within those disciplines. However, there are other opportunities within the health and social care fields of practice for which this programme may prepare students for future career opportunities. It is expected that the programme will stimulate a love of lifelong learning and therefore, learners will be encouraged to do further higher education courses such as masters programmes or other further qualifications. In the past, the SPQ graduates from Buckinghamshire New University have gone on to become community practice teachers, teachers in further education or higher education or they have progressed

through the management structures in their local areas to become senior managers or commissioners out in practice.

Professional Statutory and Regulatory Body Accreditation

This course is regulated by the Nursing and Midwifery Council (NMC, 2001). On completion of the programme, a record update and self-declaration of good health and good character form is completed by the student and submitted by Registry to the NMC portal.

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

Programme Aims

The main educational aims of the programme are to:

- Prepare the student to become an autonomous, safe and competent Specialist Community Practitioner (SPQ).
- Develop skills of leadership that demonstrate a refined level of decision making in providing quality care in the community.
- Extend knowledge of community practice utilising a critical, evidence based approach.
- Develop skills of independent learning and promote enhanced decision-making in complex and unpredictable situations in the community setting.

Table 1: Programme Learning Outcomes and Mapping to Modules On successful completion of the PG diploma will be able to demonstrate:

		Core Modules (Code) Level 7
K	Knowledge and Understanding	
K1	A systematic approach to the delivery of quality community nursing and show critical awareness of current issues in the community setting*	CP729 CP727
K2	Critical understanding of the application of research and enquiry to identify, interpret and react to the complexity of health needs of children, young people, adults and their families;	CP722/CP727/ CP729
K3	A comprehensive understanding of innovative leadership that contributes to safe, effective and ethical healthcare;	CP723/CP726/ CP728
K4	A refined knowledge of managing risk with particular attention to safeguarding children, young people and vulnerable adults.	CP725/ CP726/CP728
C	Intellectual/Cognitive Skills	
C1	Originality in analysing evidence-based practice within the context of professional practice delivery;	CP722
C2	An ability to understand the complexities of specialist community practice, identify creative solutions to problems and disseminate information appropriately.	CP727/CP729
P	Practical Skills	
P1	An appropriate level of professional competency in their chosen field of practice and demonstrate a refined approach to reflection on and in practice.*	CP727/CP729
P2	A systematic approach to the evaluation of developing therapeutic relationships in the community setting.	CP725/CP729 CP727/CP728
P3	Evaluate practical methods of measuring need and the effectiveness of individual and community interventions.	CP727/CP729
P4	Meet the standards for prescribing in the Nurse Prescribers Formulary for Community Practitioners OR meet the requirements for Non-medical prescribing*.	V100/V300
T	Key Transferable skills	
T1	Critical understanding of the development of self as leader and the role of leadership and management in the delivery of ethical health services.	CP724/ CP727/CP729
T2	Refined communication skills in a variety of settings with individuals, groups and communities.	CP724 CP727/CP729
T3	Originality in the critical understanding of the strategic vision of managing community resources effectively and demonstrate skills in bidding for resources that improve health care.	CP724/ CP727/CP729

On successful completion of a Level 7 PG Cert Exit award, a graduate will be able to demonstrate achievement of the following learning outcomes:

Graduates will have achieved the learning outcomes specified above for the PG diploma with the exception of those marked with a *. These learning outcomes relate to practice and students cannot be awarded a PG diploma without the practice element (30 credits). They will not be allowed to practice as a district nurse or community children's nurse without passing practice and will not be recorded on the NMC register.

They will receive a PG certificate in health studies (60 credits at level 7).

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes**How will students learn?**

The teaching, learning and assessment strategy has been developed to encourage an ethos of lifelong learning. This will be achieved by developing and enhancing key study skills, which ensure independence in learning and will produce Specialist Practitioners who will be confident in their ability to seek out new learning opportunities.

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.

There is a strong emphasis on shared learning on this course which leads to a comprehensive understanding of the roles of other community practitioners. Therefore, there will be shared learning with the Specialist Community Public Health Nurses (SCPHN). This has been evaluated by previous students as invaluable to the learning experience. They will also gain their practice experience in their chosen field of practice and be supported by an appropriate practice teacher, link tutor, personal supervisor and project supervisor. The project supervisor will give additional support for research and study skills throughout the final project.

There is recognition that level 7 students have specific academic needs. Level 6 and level 7 students are taught separately in the research modules. This acknowledges the specific research needs and experience of research at the two academic levels. Level 7 students will be expected to develop a deeper level of understanding of research, and demonstrate 'mastery' of the topics. Researchers at level 7 and level 8 will contribute to the research module to foster an environment of discussion at the appropriate level.

In other modules, while the indicative professional content may be the same for both levels, the learning outcomes, application of academic learning and critical discussion are different. Therefore, lead lectures will provide the overall content which will be followed by seminars for the different academic levels where appropriate. Individual tutorials and other academic sessions for level 7 students will be provided including 6 academic session at the start of the programme specifically for level 7 students. These six sessions will be on their Friday study days and all students will be encouraged to attend these sessions. They will cover topics such as: time management, referencing, writing at level 7: creating deeper critical analysis, developing 'mastery' and searching the literature. A personal supervisor/tutor will be allocated to the students to provide additional academic support at level 7.

A variety of assessment methods will be used across the modules. These include exams, portfolios and written assignments. There will also be group exercises and presentations, a practice-based project, case studies and simulated role plays. The skills laboratories will be used to allow students to develop practical skills in a safe environment and reflect on their abilities in communication and home visiting for example. There is recording equipment to record these learning opportunities with space for discussion and evaluation.

In the leadership module, students work together in teams to organise an event that is delivered to an outside audience. This promotes innovation and creativity and enables them to understand the realities of working in teams and how to deal with potential conflict and change in practice. It also helps to build resilience in an ever-changing community landscape. In the past, this module has promoted creativity in the student's application of leadership ideas. For example, there has been a conference on community nursing education and an event in a local shopping centre highlighting health promotion messages across the lifespan. A 'dragons den' approach has been used to develop the student's presentation skills as well as their understanding of budgets and procurement. External experts in the field of business and commissioning have been invited to be on the 'dragons den' panel.

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.

The Practice Supervisor is responsible for teaching and supporting the student in practice, and the Practice Assessor will assess the student in the practice setting. They will grade the portfolio with the Academic Assessor. The Academic Assessor will hold tripartite meetings on at least three occasions during the year. The portfolio is the assessment strategy for the practice element of the course. This is an E portfolio which has been developed in conjunction with the Student Achievement and Success Team at the university and has been a successful and creative assessment strategy that students can continue to populate in the future. This is a valuable resource for ongoing NMC revalidation purposes (NMC, 2018).

The assessments within the portfolio include a tool that considers the knowledge, skills and attitudes (behaviour) of students in the practice setting as they progress towards competence.

The Non-medical Prescribing (V300) module will include a portfolio of evidence, exam, case study and an OSCE.

How will students be assessed?

Formative assessment will be employed throughout all the modules and at the start of the students learning. This is a written essay on a topical issue related to the learner's field of practice. This will allow the programme team to assess the academic ability of students. This allows experienced academics to refer learners if necessary for extra help from the Student Achievement and Success Team.

Formative reflections will also be used in the E portfolio for the team to monitor progress.

Summative assessments include:

- Exams.
- Case Study
- Essay
- Reflective essays
- Group presentations
- E portfolio
- Dissertation (extended literature review).

Work-Based / Placement Learning

This programme is 50% theory and 50% practice across the whole programme. This is a requirement of the NMC standards of proficiency (NMC, 2001). This means that across the programme students will spend half of their time in academic study and half in the practice setting learning the practical

aspects of the role of district nursing or community children's nursing. The programme is divided into three learning 'blocks'. Full time students will spend two days in practice and two days in university in the first two blocks of learning and in the third block, they will spend 50 days in full time practice in their chosen field. Part time students will spend one day in university and one day in practice in the first two blocks of learning in year 1 and year 2 and will also undertake the last 10 weeks of the programme full time in their chosen field at the end of the second year.

The modules are designed so that the primacy of practice is a key focus and learning will involve the integration of relevant and sound theoretical knowledge with the experience derived from practice. The modules are designed for this purpose with the assessments reflecting current practice issues. Students will be supervised and assessed in practice in line with the standards for Student Supervision and Assessment (NMC, 2018). Students are assigned an Academic Assessor who will hold tripartite meetings on at least three occasions during the year. Educational audits are undertaken to assess the suitability of the practice areas for learners and the Practice Supervisors and Practice Assessors attend meetings four times a year for educational updates and liaison with the programme team.

SECTION C: PROGRAMME STRUCTURE(S) AND HOURS**Table 1: Programme Structure Table**

Programme Title		Postgraduate Diploma Specialist Practitioner Qualification (District Nursing)							
Course Code		MC2SPQ1							
Mode of Study		Full Time							
Credit Value		UK	120	ECTS			60		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (/Core / /Optional)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
CP727	Enhancing Specialist Community Practice (DN)	7	1	C	30		100%		SB
CP722	Philosophical Enquiry in Practice	7	1	C	30		100%		SB
CP728	Critical Perspectives in Managing Complex Health Needs in the Community Setting	7	1	O	15		100%		S1 or S2
CP724	Leading Innovative Healthcare in the Community Setting	7	1	O	15		70%	30% (P/F)	S1 or S2
CP725	Critical Issues in Mental Health Across the Lifespan	7	1	O	15		100%		S1 or S2
CL742	Contemporary Issues in Community Palliative Care	7	1	O	15		100%		S1 or S2
CL030	Community Practitioner Nurse Prescribing (V100)	6	1	O	0	50%	50%		SB
OR NP704	Non -Medical Prescribing	6	1	C	60	50%	50%		SB

Students will either to do **FOUR, 15** credit modules and Community Practitioner Nurse Prescribing (V100) module **OR** the Non-medical Prescribing (V300) programme (60 credits). This will be dependent on the requirements of the local trusts and students will need to meet the entry requirements of that programme. Whichever prescribing programme is undertaken, it must be passed in order for the specialist practice award to be given.

Programme Title	Postgraduate Diploma Specialist Practitioner Qualification (District Nursing)								
Course Code	MC2SPQ2								
Mode of Study	Part Time								
Credit Value	UK	120			ECTS			60	
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]lose / [O]ptional)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
CP727	Enhancing Specialist Community Practice (DN)	7	1	C	30		100%		SB
CP722	Philosophical Enquiry in Practice	7	2	C	30		100%		SB
CP728	Critical Perspectives in Managing Complex Health Needs in the Community Setting	7	1	O	15		100%		S1 or S2
CP724	Leading Innovative Healthcare in the Community Setting	7	2	O	15		70%	30% (P/F)	S1 or S2
CP725	Critical Issues in Mental Health Across the Lifespan	7	2	O	15		100%		S1 or S2
CL742	Contemporary Issues in Community Palliative Care	7	1	O	15		100%		S1 or S2
CL030	Community Practitioner Nurse Prescribing (V100)	6	1	O	0	50%	50%		SB
OR NP704	Non -Medical Prescribing	6	1	C	60	50%	50%		SB

Students will either to do **FOUR, 15** credit modules and Community Practitioner Nurse Prescribing (V100) module **OR** the Non-medical Prescribing (V300) programme (60 credits). This will be dependent on the requirements of the local trusts and students will need to meet the entry requirements of that programme. Whichever prescribing programme is undertaken, it must be passed in order for the specialist practice award to be given.

Programme Title		Postgraduate Diploma Specialist Practitioner Qualification (Community Children's Nursing)							
Course Code		MC3SPQ1							
Mode of Study		Full Time							
Credit Value		UK	120		ECTS		60		
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 %	
CP729	Enhancing Specialist Community Practice (CCN)	7	1	C	30		100%		SB
CP722	Philosophical Enquiry in Practice	7	1	C	30		100%		SB
CP728	Critical Perspectives in Managing Complex Health Needs in the Community Setting	7	1	O	15		100%		S1 or S2
CP723	Critical Perspectives in Child and Adolescent Development	7	1	O	15		100%		S1 or S2
CP724	Leading Innovative Healthcare in the Community Setting	7	1	O	15		70%	30% (P/F)	S1 or S2
CP725	Critical Issues in Mental Health Across the Lifespan	7	1	O	15		100%		S1 or S2
CL742	Contemporary Issues in Community Palliative Care	7	1	O	15		100%		S1 or S2
CP726	Critical Aspects of Safeguarding Vulnerable Children and Adolescents	7	1	O	15	100%			S1 or S2
CL030	Community Practitioner Nurse Prescribing (V100)	6	1	O	0	50%	50%		SB
OR NP704	Non -Medical Prescribing	6	1	C	60	50%	50%		SB

Students will either to do **FOUR, 15** credit modules and Community Practitioner Nurse Prescribing (V100) module **OR** the Non-medical Prescribing (V300) programme (60 credits). This will be dependent on the requirements of the local trusts and students will need to meet the entry requirements of that programme. Whichever prescribing programme is undertaken, it must be passed in order for the specialist practice award to be given.

Programme Title		Postgraduate Diploma Specialist Practitioner Qualification (Community Children's Nursing)							
Course Code		MC3SPQ2							
Mode of Study		Part Time							
Credit Value		UK	120	ECTS			60		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (<i>C</i> Core / <i>O</i> ptional)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
CP729	Enhancing Specialist Community Practice (CCN)	7	1	C	30		100%		SB
CP722	Philosophical Enquiry in Practice	7	2	C	30		100%		SB
CP728	Critical Perspectives in Managing Complex Health Needs in the Community Setting	7	1	O	15		100%		S1 or S2
CP723	Critical Perspectives in Child and Adolescent Development	7	1	O	15		100%		S1 or S2
CP724	Leading Innovative Healthcare in the Community Setting	7	2	O	15		70%	30% (P/F)	S1 or S2
CP725	Critical Issues in Mental Health Across the Lifespan	7	2	O	15		100%		S1 or S2
CL742	Contemporary Issues in Community Palliative Care	7	1	O	15		100%		S1 or S2
CP726	Critical Aspects of Safeguarding Vulnerable Children and Adolescents	7	1	O	15	100%			S1 or S2
CL030	Community Practitioner Nurse Prescribing (V100)	6	1	O	0	50%	50%		SB
OR NP704	Non -Medical Prescribing	6	1	C	60	50%	50%		SB

Students will either to do **FOUR, 15** credit modules and Community Practitioner Nurse Prescribing (V100) module **OR** the Non-medical Prescribing (V300) programme (60 credits). This will be dependent on the requirements of the local trusts and students will need to meet the entry requirements of that programme. Whichever prescribing programme is undertaken, it must be passed in order for the specialist practice award to be given.

Table 3: Breakdown of Contact Hours

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	350	566	916	1832
Total	350	566	916	1832

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	175	283	374	749
Year two	175	283	542	917
Total	350	566	916	1832

SECTION D: ASSESSMENT REGULATIONS

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

Modules may not be compensated on this programme.

The final award calculation will be based on 100% level 7.

Exit Awards Available

Students who fail the practice element of the programme will be awarded a PG Certificate in Health Studies (60 credits required).

Exit Award Type	Award Title	Credits Achieved
PG Certificate	Health Studies	60

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 (2014) Framework for Higher Education Qualifications

- Equality & Diversity Teaching & Learning Toolkit
- QAA (2015) University Academic Qualifications Framework
- NHS (2014) Five Year Forward
- Skills for Health; Mental Health Core Skills, Education and Training Framework
- Skills for Health (2016) Dementia Core Skills Education and Training Framework
- Skills for Care (2016) Common Core Principles and Competencies for Social Care and Health Workers working with adults at the End of Life
- Skills for Care (2016) Leadership Qualities Framework
- DH (2016) Public Health Skills and Knowledge Framework (PHSKF)
- QNI (2016)
- NMC (2001, 2004,) The Code (2018)
- Royal Pharmaceutical Society (RPS) (2016) *A competency framework for all prescribers*. London, RPS.
- NHS Leadership Framework (Berwick report, 2013)
- Standards for Student Supervision and Assessment (NMC, 2018)
- Part 3: Standards for Prescribing Programmes (NMC, 2018)

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.

Other monitoring – Quality and Contract Performance Management (QCPM) processes.

Educational audits of practice areas every other year.

The re-approval of this programme is scheduled for academic year: 2021

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