

## Module specification

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Module Code	NHS7C1
Module Title	Independent and Supplementary Prescribing for Nurses (V300)
Level	7
Credit value	40
Faculty	Faculty of Social and Life Sciences
HECoS Code	100290
Cost Code	GANP
Pre-requisite module	N/A

### Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MSc Advanced Clinical Practice	Option
PG Cert Clinically Enhanced Non-Medical Prescribing	Option
Standalone module aligned to MSc Advanced Clinical Practice for QA and assessment purposes only.	Standalone

### Breakdown of module hours

Learning and teaching hours	156 hrs
Placement tutor support hours	50 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
<b>Active learning and teaching hours total</b>	<b>206 hrs</b>
Placement hours	78 hrs
Guided independent study hours	116 hrs
<b>Module duration (Total hours)</b>	<b>400 hrs</b>

### Module aims

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).

## Module Learning Outcomes

At the end of this module, students will be able to:

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. (RPS 2021 Competency Framework for all Prescribers. 1.1; 1.4; 3.1, 3.3, 3.4, 3.5; 3.6; 4.13; 4.14; 5.1, 5.2, 5.3, 5.4, 5.5; 7.4, 7.6; 8.1, 8.4, 8.5; 10.1.10.2, 10.3, 10.4).
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 all Prescribers. (RPS 2021 Competency Framework for all Prescribers. 1.1. 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12; ; 2.1, 2.3, 2.4, 2.5, 2.6, 2.10; 3.1, 3.3, 3.5, 3.6; 4.1, 4.7, 4.8, 4.10, 4.11, 4.12, 4.13; 5.2, 5.3, 5.4, 5.5; 6.1, 6.2, 6.3, 6.4; 7.1, 7.4, 7.5, 7.6; 8.1, 8.4).
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, having considered the legal, cognitive, emotional and physical differences, 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. (RPS 2021 Competency Framework for all Prescribers. 1.1,1.2, 1.3, 1.4, 1.5,1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14; 2.1, 2.2, 2.5, 2.10; 4.6, 4.10; ; 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4; 7.4, 7.5. 7.6; 8.1, 8.4).
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. (RPS 2021 Competency Framework for all Prescribers. 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.10, 1.11, 1.13 ; 4.9, 4.10, 4.11; 6.1; 7.4, 7.5, 7.6; 8.1, 8.4).
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. (RPS 2021 Competency Framework for all Prescribers 1.3, 1.6, 1.8; 2.7; 4.3, 4.5, 4.8, 4.11, 4.12; 5.3, 5.4, 5.5; 7.4, 7.5, 7.6; 8.1, 8.3, 8.4, 8.5, 8.6; 10.1, 10.2, 10.3, 10.4),

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. (RPS 2021 Competency Framework for all Prescribers. 2.2, 2.6, 2.7, 2.8; 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; 4.7, 5.3, 5.4, 5.5; 7.4, 7.5, 7.6; 8.1, 8.2, 8.3, 8.4, 8.5; 10.3).
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, (RPS 2021 Competency Framework for all Prescribers 1.7; 2.1, 2.2, 2.3, 2.4, 2.6, 2.7; 3.1, 3.2, 3.3, 3.6; 4.1, 4.2, 4.3, 4.4, 4.7; 5.1, 5.2, 5.3, 5.4; 7.5, 7.6; 8.1, 8.2, 8.3, 8.4, 8.5; 9.7; 10.1, 10.2, 10.3, 10.4).
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. (RPS 2021 Competency Framework for all Prescribers 1.6, 1.8; 2.1, 2.2, 2.3, 2.4; 4.1, 4.8, 4.9, 4.13; 6.1, 6.2, 6.3, 6.4; 7.2, 7.3, 7.4, 7.5, 7.6; 8.1, 8.2, 8.3, 8.4, 8.5, 9.7).
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. (RPS 2021 Competency Framework for all Prescribers 1.14; 2.8; 4.2, 4.3, 4.4, 4.5, 4.9, 4.14; 7.3, 7.5, 7.6; 8.1, 8.2, 8.4, 8.5; 9.1, 9.2, 9.3, 9.7; 10.1, 10.2, 10.3, 10.4).
10	Demonstrate the critical thinking and clinical decision-making skills required to prescribe safety, 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. (RPS 2021 Competency Framework for all Prescribers 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14; 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8; 3.1, 3.5, 3.6; 4.1, 4.2, 4.3, 4.5, 4.6, 4.8, 4.9, 4.10; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4, 7.5, 7.6; 8.1, 8.2, 8.4, 8.5; 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4).
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. (RPS 2021 Competency Framework for all Prescribers 1.7, 1.14; 2.8, 2.9, 2.10; 3.5; 4.5; 7.1, 7.2, 7.3, 7.4, 7.6; 8.1, 8.2, 8.3, 8.4, 8.5, 8.6; 9.1, 9.2, 9.3, 9.4, 9.5, 9.6; 10.1, 10.2, 10.3, 10.4)
12	Demonstrate and synthesize public health issues relating to medicines use into clinical decision-making and practice development. (RPS 2021 Competency Framework for all Prescribers 1.1, 1.2; 2.1, 2.3, 2.8, 2.10; 3.5; 4.1, 4.7, 4.10; 7.1, 7.2, 7.3, 7.4, 7.6; 8.4, 8.6; 9.2, 9.3; 10.1, 10.2, 10.3, 10.4).

## Assessment

### Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

### Formative Assessment

1. Situational analysis
2. Numeracy assessment related to prescribing and calculation of medicines
3. CMP – provide feedback on CMP template
4. Critical Reflective Log – provide feedback on Plan and 2 pages of work
5. Pharmacology – Unseen examination, 20 multiple-choice questions and short answer questions
6. PAD – OSCE 4 phases

### Summative Assessment

Assessment 1: PAD - Reflective log

Assessment 2: PAD – Clinical Management Plan Assessment

Assessment 3: PAD - OSCE – 4 phases

Assessment 4: PAD - Achievement of RPS Competency framework for all Prescribers including service-user/carer feedback.

Assessment 5: PAD - Personal formulary from within the individual practitioner's scope of practice

Assessment 6: Practice Assessor 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).

Assessment 7: Unseen numeracy assessment related to prescribing and calculation of medicines examination consists of 12 numeracy assessment questions (**pass mark 100%**).

Assessment 8: Pharmacology unseen examination consists of 20 MCQs and short answer questions (**80% pass mark**).

If a practitioner fails to correctly answer any questions that may result in direct harm to a patient/client or which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer' on that part of the assessment task.



Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1-12	Written Assignment	4000	100	N/A
2	1-12	Written Assignment	1000	Pass/Refer	N/A
3	1-12	OSCE		Pass/Refer	N/A
4	1-12	Portfolio		Pass/Refer	N/A
5	2, 3, 4, 5, 7, 8, 9, 10	Portfolio		Pass/Refer	N/A
6	1-12	Portfolio		Pass/Refer	N/A
7	10	Examination	1 hr	Pass/Refer	N/A
8	1-12	Examination	2 hr	Pass/Refer	N/A

## **Derogations**

All elements of the assessment must be passed individually in order to pass this module.

There is a maximum of two attempts at any one element.

Assessment 7 pass mark is 100% and Assessment 8 pass mark is 80%.

## **Learning and Teaching Strategies**

A variety of learning and teaching methods will be used and are designed to stimulate student enquiry and self-directed learning around the curriculum content. These include 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) is grounded in the University's values of being accessible, supportive, innovative and ambitious, and 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. In clinical practice an experiential strategy, including observation, simulation, guided practice and observed independent practice, will be used to meet the module outcomes. Service user and carer form is available in Welsh. Programme Handbook and PAD document and session content can be translated to support the use of the Welsh language. Guidelines are provided in the Programme Handbook.

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. Students will agree an individual/group contract at the beginning of the module with a member of the module teaching team, identifying specific learning needs. Students will also undertake a formative OSCE assessment in a simulated environment in order to help identify areas of strengths and weakness. Specific negotiated learning sessions (e.g. clinical assessment skills sessions and simulation) will be timetabled in order to support specific practitioner learning in relation to relevant knowledge and skills development.

Students will also undertake two OSCE formative assessments in a simulated environment in order to help identify areas of strengths and weakness. Formative feedback is also provided by the PA on an on-going basis in practice; All students will be visited/ contacted via SKYPE in practice and 20% of the summative OSCE's undertaken in practice by Nurses are moderated by the programme team to ensure consistency of decisions on competence.

Practice Assessors and Practice Supervisors 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 clinical area where they will prescribe on qualification. Practice Assessor will also assess that the student is competent to practice and achieved the learning outcomes of the programme of study. In exceptional circumstances the same person may fulfil the role of Practice supervisor and Practice Assessor for that part of the programme where the prescribing student is undertaking training in a practice learning setting. Students will also be allocated an Academic Assessor. All students will be supported by an Academic Assessor. Midwives will be supported by a Lead Midwife for Education.

## **Welsh Elements**

Students are entitled to submit assessments in the medium of Welsh.

## **Indicative Syllabus Outline**

The indicative content will include the general and professional content and prescribing specific content reflecting the [RPS \(2021\) Competency Framework](#) for all Prescribers and its application to the independent and supplementary prescribers practice .

## **Indicative Bibliography**

Please note the essential reads and other indicative reading are subject to annual review and update.

### **Essential Reads:**

Ashelford, S., Raynsford, J. and Taylor, V. (2019) *Pathophysiology and Pharmacology in Nursing*. 2nd edition. London: SAGE publications Ltd.

Barber, P and Roberston, D. (2020) *Essentials of Pharmacology for Nurses*. 4th edn. Maidenhead: Open University Press.

Beckwith, S. and Franklin, P. (2011) *Oxford Handbook of Prescribing for Nurses and Allied Health Professionals*, London. Oxford University Press.



British Medical Association, Royal Pharmaceutical Society of Great Britain (Current edition) *British National Formulary*. London BMA/RPSGB

British Medical Association, Royal Pharmaceutical Society of Great Britain (Current edition) *British National Formulary for Children*. London BMA/RPSGB

Courtney, M and Griffiths, M (2010) *Independent and supplementary prescribing – an essential guide (2<sup>ND</sup> Edition)*. Cambridge. Cambridge University Press

McFadden, R. (2019) *Introducing Pharmacology for Nursing and Healthcare* 3rd edition. London: Routledge.

Neil, M.J. (2020) *Medical pharmacology - at a glance*. (9<sup>th</sup> edition). Chichester. Wiley-Blackwell

Nursing and Midwifery Council (2018) *Standards framework for nursing and midwifery education*. London: NMC. Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/education- standards/education-framework.pdf/> (Accessed 01 October 2019).

Nursing and Midwifery Council (2018) *Standards for student supervision and assessment*. London: NMC. Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf/> (Accessed 01 October 2019).

Nursing and Midwifery Council (2018) *Standards for prescribing programmes*. London: NMC. Available at : <https://www.nmc.org.uk/globalassets/sitedocuments/education- standards/programme- standards-prescribing.pdf/> (Accessed 01 October 2019).

Nuttall, D and Rutt-Howard, J (2020) *The textbook of non-medical prescribing. (Third edition)*. Chichester. Wiley-Blackwell

Ritter, J.M., Flower, R.J., Henderson, G., Loke, Y.K., MacEwan, D. and Rang, H.P. (2019) *Rang & Dale's Pharmacology* 9th edition. Missouri: Elsevier.

Royal Pharmaceutical Society (2021) *A Competency Framework for all Prescribers*. London. RPS <https://www.rpharms.com/resources/frameworks/prescribing-competency- framework/competency-framework> (Accessed 28/05/2022).

Other indicative reading:

Baker, E. Burrage, D. Lonsdale, D. Hitchings, A. (2014) *Prescribing scenarios at a glance*. Chichester. Wiley-Blackwell

Barker, C. Turner, M. Sharland, M (2019) *Prescribing medicines for children*. London. Pharmpress.

Bickley, L.S. (2016) *Bates' guide to physical examination and history taking*. (12<sup>th</sup> Edition) Lippincott William and Wilkins. Philadelphia

Blaber, A. Ingram, H and Gorman, J. (2000) (Ed) *Independent prescribing for district nurses*. Somerset. Class Professional Publishing

Franklin, P (Ed) (2017) *Non-medical prescribing in the United Kingdom*. Switzerland. Springer

Golan, D. E., Armstrong, E.J. and Armstrong, A.W. (2017) *Principles of Pharmacology*. 4th edition. Philadelphia: Wolters Kluwer.



Harris, N Shearer, D. (2020) *Nurses! Test yourself in non-medical prescribing*. Maidenhead. Open University Press

Hopcroft, K., Forte, V (2014) *Symptom Sorter*. Fifth Edition. London. Radcliffe Publishing Limited

Jarvis, C. (2019) *Pocket Companion for Physical Examination and Health Assessment*. 8th edition. Missouri: Elsevier.

Lapham, R (2015) *Drug Calculations for Nurses: A Step-by-step Approach*. 4th edition. London: Arnold Publishers.

Lynn, J., Bowskill, D., Bath-Hextall, F., Knaggs, R. (2010) *The new prescriber – an integrated approach to medical and non-medical prescribing*. Chichester. Wiley- Blackwell

Marshall, P., Gallacher, B., Jolly, J. and Rinomhota, S. (2017) *Anatomy and Physiology in Healthcare*. Banbury: Scion Publishing Ltd.

McCance, K.L., and Huether M. (2018) *Pathophysiology: The Biologic Basis for Disease in Adults and Children*. 8th edition. Missouri: Mosby.

Nursing and Midwifery Council (2018) *The Code*. London: Nursing and Midwifery Council.

Ross, S (2014) *Prescribing at a glance*. Chichester. Wiley-Blackwell

Strickland-Hodge, B and Kennedy, M. (2019) *The prescribing pharmacist*. Cumbria. M and K Publishing.

## Administrative Information

<b>For office use only</b>	
Initial approval date	15/07/21
With effect from date	September 2021
Date and details of revision	Jun 2022 – LOs and syllabus outline amended to reflect the latest version of the Royal Pharmaceutical Society (2021) competency framework Aug 2025 – addition of PG Cert Clinically Enhanced Non-Medical Prescribing programme
Version number	3

