



CORPORATE AND ACADEMIC SERVICES




MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Prescribing Practice V300				
Module Code	UZTRVN-20-M	Level	M	Version	1
Owning Faculty	Health and Life Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	BSc (Hons) Specialist Practice MSc Advanced Practice MSc Specialist Practice MSc Integrated Professional Development Postgraduate Diploma Integrated Professional Development Graduate Diploma Integrated Professional Development BSc(Hons) Integrated Professional Development				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Professional Practice
Pre-requisites	N/A		Co- requisites	Applied Pharmacology for the Non-Medical Prescriber UZTSPT-15-M	
Excluded Combinations	Prescribing Practice UZTS7P-20-M/UZTRRX-20-3 Prescribing Practice UZTSPU-30-3		Module Entry requirements	Must fulfil current entry requirements set by the student's professional body in relation to prescribing practice. Selection forms must be signed by both individuals and organisations before students are enrolled.	
Valid From	September 2013		Valid to	September 2018	

CAP Approval Date	17 April 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<ul style="list-style-type: none"> • Accurately interpret the legislation and critically analyse the impact on prescribing practice (Component A and B) • Critically reflect upon the influences on prescribing practice (Component A and B) • Demonstrate comprehensive and substantial knowledge and understanding of drug actions and interactions (Component A and B) • Demonstrate a critical awareness of own professional boundaries in relation to the unique characteristics of prescribing for neonates, children and young people (Component A and B) • Demonstrate appropriate organisation and delivery of prescribing practice incorporating synthesis of safe, appropriate and economic medicines management (Component A and B) • Access and critically apply authoritative and contemporary sources of information within prescribing interventions (Component A and B) • Reflect upon strategies to optimise concordance in the effective use of medicines (Component A and B) • Select and justify structured, valid and rigorous approaches in consultation and assessment in partnership with independent prescribers, patients and carers

	<p>(Component A and B)</p> <ul style="list-style-type: none"> • Practice dynamically within a framework of professional accountability and responsibility in relation to prescribing within comprehensive patient care (Component A and B) • Practice competently to the highest ethical standards relating to clinical judgement and evidence-based practice (Component A and B) • Engage with and rigorously process within the required standards of interaction with professionals and significant others involved in prescribing, supplying and administering medicines • Operate within the context of prescribing partnerships and develop and maintain accurate documentation including Clinical Management Plan (CMP) (Component A and B)
Syllabus Outline	<p>Consultation, Decision-making and Therapy including Referral</p> <ul style="list-style-type: none"> • Models of consultation • Accurate assessment, communication and consultation with patients and their carers • Concepts of working diagnosis or best formulation • Development of a management plan • Confirmation of diagnosis, further examination, investigation, referral for diagnosis • Prescribe, not to prescribe, non-drug treatment or referral for treatment <p>Influences on and Psychology of Prescribing</p> <ul style="list-style-type: none"> • Patient demand versus patient need • External influences, for example companies/colleagues • Patient partnership in medicine-taking including awareness of cultural and ethnic needs • Conformance, normalisation of professional prescribing behaviour • Achieving shared understanding and negotiating a plan of action <p>Prescribing in a Team Context</p> <ul style="list-style-type: none"> • National and local guidelines, protocols, policies, decision support systems and formulae: rationale, adherence to and deviation from • Understand the role and functions of other team members • Documentation, with particular reference to communication between team members including electronic prescribing and developing Clinical Management Plans for supplementary prescribing • Auditing, monitoring and evaluating prescribing practice • Interface between multiple prescribers and the management of potential conflict • Budget / cost effectiveness • Issues relating to dispensing practices <p>Evidence-based Practice and Clinical Governance in relation to Non Medical Prescribing</p> <ul style="list-style-type: none"> • National and local guidelines, protocols, policies, decision support systems and formulae: rationale, adherence to and deviation from • Continuing professional development: role of self and organisation • Management of change • Risk assessment and risk management, including safe storage, handling and disposal • Clinical supervision • Reflective practice • Critical appraisal skills • Auditing and systems monitoring • Identifying and reporting ADRs and near misses <p>Legal Policy and Ethical Aspects</p> <ul style="list-style-type: none"> • Legal basis, liability and indemnity • Legal implications of advice to self-medicate including the use of complementary

	<p>therapy and over the counter (OTC) medicines</p> <ul style="list-style-type: none"> • The related ethical issues, documentation, legal aspects and the registrants accountability related to the prescribing of botulinum toxin and related products • Safe keeping of prescription pads, action if lost, writing prescriptions and record keeping • Awareness and reporting of fraud • Drug licensing act • Yellow card reporting to the Committee of Safety on Medicines (CSM) • Prescribing in the policy context • Manufacturers guidance relating to literature, licensing and off-label • Ethical basis of intervention • Informed consent, with particular reference to client groups in learning disability, mental health, children, the critically ill and emergency situations <p>Professional Accountability and Responsibility</p> <ul style="list-style-type: none"> • Nursing and Midwifery Council, Health Care Professions Council code of Professional Conduct and Scope of Professional Practice • Accountability and responsibility for assessment, diagnosis and prescribing • Maintaining professional knowledge and competence in relation to prescribing • Accountability and responsibility to the employer <p>Prescribing in the Public Health Context</p> <ul style="list-style-type: none"> • Duty to patients and society • Policies regarding the use of antibiotics and vaccines • Inappropriate use of medication including misuse, under- and over-use • Inappropriate prescribing, over and under prescribing • Access to health care provisions and medicines 																								
Contact Hours	To comply with professional body requirements for the blended learning prescribing programme at UWE students must attend the university for 15 days, have 5 protected learning days to undertake directed learning and complete 12 days supervised learning in practice.																								
Teaching and Learning Methods	<p>The module will include a range of teaching methods to maximise the learning experience for the diverse group of students enrolling on the course. It will include lectures and small group work where patient care and potential prescribing decisions are examined and reflected upon. On line resources will be used to develop and test numeracy skills. In addition a Blackboard community group will be used to support students' undertaking mandatory directed learning activities. Students will be encouraged to share and learn from each other using online using a variety of online discussion mediums.</p> <p>Whilst working in partnership with their prescribing mentor students will critically reflect and apply the principles of prescribing to their own sphere of practice. The use of a portfolio will be an effective means of demonstrating this ability to integrate theory to practice.</p>																								
Key Information Sets Information	<table border="1"> <thead> <tr> <th colspan="6">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> <tr> <td>300</td> <td>122</td> <td>100</td> <td>78</td> <td>300</td> <td></td> </tr> </tbody> </table>	Key Information Set - Module data						<i>Number of credits for this module</i>					30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	122	100	78	300	
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Total assessment of the module:				
Written exam assessment percentage		0%		
Coursework assessment percentage		50%		
Practical exam assessment percentage		50%		
		100%		

Reading Strategy

Core readings

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.

Further readings

Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, *current* advice on readings will be available via the module guide.

Bath-Hextall, F. Lymn, J. Knaggs, R, Bowskill, D. (2010) *The New Prescriber, An Integrated Approach to Medical and Non-Medical Prescribing* Chichester, Wiley-Blackwell.

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

Brookes, D. and Smith, A. (2006) *Non-medical prescribing in healthcare practice: A toolkit for students & practitioners*. London Palgrave.

Courtney, M. Griffiths, M. (2010) *Independent & supplementary prescribing an essential guide*. (2nd Ed) Cambridge, Cambridge university press.

Humphries, J. and Green, J. (2002) *Nurse Prescribing* (2nd edition) Basingstoke, Palgrave Macmillan.

National Prescribing Centre (2012) *A Single Competency Framework for Prescribing*.

	<p>Nursing and Midwifery Council (2006) <i>Standards for Nurse and Midwife Prescribing.</i></p> <p>Nursing and Midwifery Council (2008) <i>The Code: Standards of conduct, performance and ethics for nurses and midwives.</i></p> <p>Nursing and Midwifery Council (2010) <i>Guidelines for Records and Record Keeping.</i></p> <p>Nursing and Midwifery Council (2010) <i>Standards for Medicines Management.</i></p> <p>Nuttal D, and Rutt-Howard J, (2011) <i>The Textbook of Non-Medical Prescribing</i> Chichester, Wiley-Blackwell.</p>
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Part 3: Assessment	
Assessment Strategy	The assessment strategy within this module complies with professional body standards for Non Medical Prescribing. The individual components of the assessment are non-negotiable and are regularly updated to reflect current changes in legislation. An updated list of assessments is available within the current module handbook. To comply with the student's professional bodies standards assessments are non-compensatory. In addition if students by their omission or incorrect answer would cause direct harm to a patient then they must be referred. Students must pass all assessments within one year of starting the course or attend all sessions and undertaken all assessments again.

Identify final assessment component and element	Component A Element 1	
% weighting between components A and B (Standard modules only)	A: P/F	B: 100
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Mentor confirmation of successful completion of professional practice competencies as identified within practice documentation. Evidence of the mandatory supervised learning time within the student's clinical area.	Pass/Fail	
2.OSCE	Pass/Fail	
Component B Description of each element	Element weighting (as % of component)	
1. A portfolio of evidence which reflects the field of practice in which the student is to prescribe and includes successful completion of the mandatory assessments set by the student's professional body. Details of individual components are given in the module handbook.	100%	

Resit (further attendance at taught classes may be required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. At the Discretion of the Award Board	Pass/Fail
2.OSCE	Pass/fail

Component B Description of each element	Element weighting (as % of component)
1. A portfolio of evidence which reflects the field of practice in which the student is to prescribe and includes successful completion of the mandatory assessments set by the student's professional body. Details of individual components are given in the module handbook.	100%
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	