

Module Details	
Module Title	Prescribing for Healthcare Professionals (Level 7)
Module Code	PRE7004-C
Academic Year	2022/3
Credits	30
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Clinical Placement	90
Online Lecture (Asynchronous)	28
Online Lecture (Synchronous)	25
Online Seminar (Synchronous)	8
Practical Classes or Workshops	15
Project Supervision	2
Directed Study	62

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1
BDA	University of Bradford / Semester 2

Module Aims
<ol style="list-style-type: none"> <li>1. Prepare nurses, midwives and relevant allied health professionals to prescribe as independent and supplementary prescribers; prepare diagnostic radiographers to prescribe as supplementary prescribers.</li> <li>2. Allow experienced healthcare practitioners to enhance their knowledge and gain critical awareness of contemporary issues in order to become safe, competent and effective prescribers, within current legal and professional guidelines.</li> <li>3. Enable practitioners to continue to advance prescribing practice.</li> </ol>

## Outline Syllabus

10 broad areas have been defined as the necessary to develop knowledge and skills needed to achieve competence as a prescriber. These are split into 2 domains: the Consultation (1-6) and Prescribing Governance (7-10).

1. Assess the patient
2. Consider the options
3. Reach a shared decision
4. Prescribe
5. Provide information
6. Monitor and review
7. Prescribe safely
8. Prescribe professionally
9. Improve prescribing practice
10. Prescribe as part of a team

## Learning Outcomes

Outcome Number	Description
01	Critically appraise and apply the relevant legislation and policy to contemporary prescribing practice including maintaining accurate and current records.
02	Apply a systematic, evidence based, knowledge of drug actions - pharmacodynamics, pharmacokinetics and therapeutics - to own area of practice.
03	Undertake a comprehensive assessment of a patient, including medical, social and medication history, and appropriate physical examination skills and-or investigations. Synthesise this information to inform diagnosis and prescribing decisions.
04	Work in partnership with the patient or carer, taking into account their wishes, values, ethnicity, culture and choices. Communicate effectively to explain the rationale, risks and benefits of treatment.
05	Critically reflect upon own skills and those of others when consulting with the patients or carers.
06	Prescribe safely, appropriately and cost-effectively using best available evidence, evaluate response to medication and make considered judgements regarding treatment modification.
07	Practice within framework of professional accountability and responsibility, promoting clinical governance and adopting critical reflective approach to own CPD need.
08	Critically evaluate your role and the roles and relationships of others when working as part of a team and demonstrate effective partnership working and clinical leadership. Refer to or seek guidance from others as needed in complex situations
09	Critically analyse relevant public health issues in promoting health as part of own prescribing practice.
10	Undertake numerical calculations to underpin safe prescribing practice.

## Learning, Teaching and Assessment Strategy

Lectures and seminars will provide students with the information required to enhance their knowledge and gain critical awareness of contemporary prescribing issues (learning outcomes 1, 2, 3, 4, 5, 6, 7, 9,10).

Formative OSCEs and roleplay will give students the opportunity to practice skills in a safe environment and to evaluate and reflect on the development of skills (Learning outcomes 3, 4, 8, 10).

Tutorials will aid reflection and critical appraisal skills (learning outcomes 1, 2, 5, 6,10).

Practice based learning will give students the opportunity to gain further knowledge related to their own field of practice, consolidate the skills gained in the classroom and reflect on the experience of observing an experienced prescribing practitioner.

Structured individualised learning, supported by self-assessment and a negotiated learning contract will allow students to focus on their own identified learning needs and own area of practice (3, 4, 6, 9, 10). Directed study, including reflective practice, personal reading, scholarship and portfolio development will enhance transferable skills and knowledge related to prescribing in the student's own field of practice (1, 2, 3, 4, 5, 6, 7, 8, 9, 10). OSCEs are aimed to consolidate learning and will give the student application experience in a safe environment. MCQ and short answer paper is aimed to consolidate learning and meet the assessment standards of the NMC and HCPC. The pass mark for the MCQ is 80%, but all calculation based questions must be passed at 100%. Achieving The Single Competency Framework (RPS 2016) confirms safe practice.

### Mode of Assessment

Type	Method	Description	Weighting
Summative	Objective Structured Clinical Examination	History taking (OSCE) with a pass mark of 80% (PASS/ FAIL)	N/A
Summative	Online MCQ Examination	Computer based MCQ and short answer, pass mark 80%, calculation questions must be passed with a score of 100% (PASS/ F)	N/A
Summative	Coursework - Portfolio/e-portfolio	Practice competency log, drug calculation and clinical management plan. PASS/ FAIL	N/A
Summative	Coursework - Portfolio/e-portfolio	Reflective e-Portfolio of evidence, development of clinical management plan (3,000 words) Pass at 40%	100%
Formative	Online MCQ Examination	Multiple choice quiz and short answer paper	N/A
Formative	Objective Structured Clinical Examination	Practical clinical examination (OSCE)	N/A

### Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

**Please note:**

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*

