

De Montfort University

Course Template

1. Basic information

- Course Name: Non-Medical Prescribing with NMC V300
- Course Code: PN185T
- Level (UG, PG): Postgraduate Taught
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Nursing and Midwifery
- PMB: NRMW
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award : Postgraduate Certificate
- All possible exit awards : Institutional Postgraduate Credit
- Award notes : The NMC V300 recorded qualification is linked to the PG Cert only and is for nurses and midwives only.

Professional Body Recognition

- Accreditation by Professional/Statutory body:
- Exemption by Professional/Statutory body:
- Details
- Modes of attendance: Main MOA: Part-Time
Other MOA:
- Mode Notes:
- Course leader: Karen Ford

2. Entry Requirements and Profile

- Effective registration with appropriate professional statutory regulatory body more than three years
- Working in a related field to be prescribed in for more than one year in which there is a clinical need
- Evidence of successful level 6 study in the last three years
- Enhanced DBS within two years of programme commencement date
- Successful completion of a module that includes diagnostic, examination and consultation skills or equivalent
- Possess a undergraduate degree at 2:2 classification or above
- You must be able to demonstrate appropriate numeracy skills through a numeracy assessment undertaken by practice lead or at interview (to be further developed within the context of prescribing and assessed on the course)
- You must attend for an interview

The exception to the above is those students who have failed their NMP (i.e. failed both the 1st and resit attempts). Students wishing to acquire their NMC V300 OR HCPC IP/SP (Physiotherapists and Podiatrists) or SP (Radiographers) may do so by studying for institutional credits only. Such students will enrol when they have successfully completed a minimum of 12 months CPD that was negotiated with the programme leader and supported by their manager. If accepted, the student will enrol on all of the relevant modules in the order to achieve the NMC V300 (i.e. there will be no APA of any previously successful

assessment elements

Entry criteria for those undertaking as a stand-alone module:

- 15 credits at level six studied within the last three years
- First degree 2:2 or above
- Effective professional registration
- No interview required First degree 2:2 or above

3. Course Description

Characteristics and Aims

The programme philosophy incorporates the key beliefs about nursing and nursing education and leads to the key characteristics as follows:-

The aim of the programme is to prepare nurses, midwives and allied health professionals for independent and / or supplementary prescribing where they can then apply their knowledge and skills to prescribe in their field of practice. The overriding philosophy of the programme is patient safety in prescribing practice. The non-medical prescribing team ethos promotes the core principle of competency to prescribe and patient safety.

The programmes are designed to meet the needs of individual practitioners from a wide range of clinical settings to achieve the advanced skills of prescribing in an independent and supplementary capacity.

The programme can also be used as a flexible and adaptable route to undertake degree or master level study for continuing professional development (CPD) purposes.

When appropriate, prior learning and experience can be accredited, but there is specific criteria laid down by the NMC and HPC for the qualification.

The modules may suit those who are already in possession of the V300 or supplementary prescribing qualification and wish to refresh their knowledge.

Managers should be aware that for their qualified prescribers who undertake the Pharmacology and Therapeutics for Prescribers module for CPD purposes and are unsuccessful, there would be a professional requirement to manage the practice consequences of this outcome. This is because the Pharmacology and Therapeutics for Prescribers module is specifically designed to prepare health professionals as a NMC V300 / HPC SP to be safe prescribers in practice.

The diverse range of skills the students bring to the programme is very much valued by the programme team and provides a rich learning environment. Due to the wide range of fields of practice and specialist areas that nurses, midwives and allied health professionals wish to prescribe in it is not possible to provide tailored sessions that reflect all types of prescribing practice. What the programme does endeavour to provide the student with are the key skills and principles that can be translated into the individual fields of practice. At the same time, the programme offers an opportunity for health professionals to advance their knowledge, which will ensure a reappraisal of current practice whilst enhancing the patient's / client's journey.

The programme is based on patients' safety as well as the belief that continual and evolving learning and education is essential to underpin professional practice. The programme is designed to prepare the new prescriber with the skills to continually reflect up their practice and know how to keep up to date within this fast moving area.

The programme recognises that the establishment of good relationships between professional partners and patients / clients is essential through inter/shared professional learning and education. For successful prescribing teams, interprofessional co-operation, effective communication and respect is required and this is incorporated into both the academic and practice elements of the programme.

Fundamental to the programme ethos is the recognition that CPD of learning is grounded in

flexible, stimulating and empowering modes of delivery and therefore a wide variety of approaches to learning are adopted.

Key Characteristics

- 78 hours of practice supervised by a designated medical practitioner and supported by other non-medical prescribers, pharmacists and specialist practitioners.
- All modules must be passed at the respective threshold to obtain the V300 for nurses and midwives and the SP for allied health professionals
- Practice is assessed using the National Prescribing Centre Competency Framework for prescribing (2003)
- A commitment to inter-professional education and shared learning within the programme
- A commitment to academic personal tutoring
- Development of a Practice based algorithm of a care pathway
- A 'buddy' non-medical prescriber in practice in addition to the designated medical practitioner mentor
- Professional requirements for proficiency in prescribing for nurses and midwives (NMC 2006) and NMC Standards of Professional conduct (2008)
- Professional requirements of conduct, performance and ethics (2008) for allied health professionals in addition to the NMC 2006 Standards of proficiency
- Learning and teaching that is underpinned by research and evidence base for safe and current prescribing practice
- Teaching by a team that comprises non-medical prescribers from nursing and pharmacy backgrounds
- Flexible modes of study for those wishing to pursue CPD modules
- Capacity for students to undertake the programme as part of the MSc and pursue either a specialist practice qualification or Masters degree

The PG Cert aims to enable students to:

1. Fulfil the requirements for the independent and/or supplementary prescribing recordable/ annotated qualification for the respective professional registers
2. Apply pharmacological knowledge to prescribing decision making taking into account product options, cost and efficacy within the context of patient centred care
3. Assess a patient/client's clinical condition; undertake a thorough history, including medical and medication history and diagnose where necessary, including over the counter medicines, complementary therapies and illicit drugs; decide on the management of the presenting condition and whether or not to prescribe
4. Identify appropriate products if medication is required
5. Advise the patient/client or carer on effects and risks; prescribe if the patient/client agrees
6. Monitor the responses to medication and give lifestyle advice
7. Work in a multi-disciplinary prescribing team and participate in innovation and change within the team using evidence to lead change and improve quality for patients/clients
8. Develop advanced critical skills within prescribing practice by the synthesis of ideas that can contribute to advanced practice for improved patient care.

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Teaching, Learning and Assessment Strategies

The learning, teaching and assessment strategies within this curriculum adhere to the DMU assessment policy and are underpinned by the University's Learning, Teaching and Assessment Strategy (ULTAS) (2007/08-2011/12), available at: <http://www.dmu.ac.uk/Images/ULTAS-2007-12_tcm6-42200.pdf>

The Guiding Principles of this are:

- Supporting students through HE
- Maintaining the currency of the curriculum
- Communicating with students
- Assessment of students.

The Faculty (of Health and Life Sciences) Learning Teaching and Assessing Strategy

(FLTAS) for Implementation reflects the University Strategy and has been utilised to inform the development of the programme philosophy and programme learning, teaching and assessment strategy. The approaches are designed to draw on the students' current experiences and encourage the application of newly acquired knowledge to practice through shared learning. This includes promoting a high standard of assessment and clinical decision making for safe prescribing by relating research / evidence based theory to practice.

The focus of the programme is student-centred learning and includes a wide variety of learning and teaching strategies. There is an enquiry-based focus to the curriculum, but other student-centred activities include case studies, scenarios, small group work, action learning sets, workshops, pod casts, reflection, student presentations, supervised consultations with service users in practice and clinically focused tutorials. This aims to facilitate the students' ability to integrate theory with practice and meet the increasingly diverse needs of our student groups.

It is through the variety of student-centred activities that all students will develop the skills to critique and synthesise ideas, evaluate and reframe arguments and apply the knowledge to clinical practice. The ability of the student to be able to evaluate the evidence base for prescribing practice is a core theme that runs across the programme.

To recognise the importance of the partnership approach between the University and our practice partners to prescribing education, the Personal Tutor, Module Tutors, and Designated Medical Practitioners (DMP) will work together to provide support and guidance for the student while on placement and both will be involved in the monitoring of the students' progress, the acquisition of skills and the integration of knowledge into practice. Our practice colleagues are also involved through the development of the curriculum, the recruitment of students, the delivery of the taught element by clinical staff with particular expertise within module teams and within some theoretical assessments, which truly reflects the partnership approach to the prescribing provision.

The use of Technology Enhanced Learning and information technology skills will be taught and developed throughout the programme to enable students' to access information to maximise their learning and enable them to succeed within the modern workplace. This will include making maximum use of the Virtual Learning Environment. The DMU 'Draft threshold for the use of technologies document' have been utilised to guide the design and development of the Blackboard learning materials and will be used for each module.

An essential part of the teaching and learning associated with the programme will take place in practice settings under the guidance of a DMP and facilitated by their personal tutor. Students will also be supported by a designated qualified nurse prescriber / lead midwife for education or supplementary prescriber within allied health who will take up the role of preceptor at the end of the programme. This will provide a platform of transition into prescribing practice with the support of an experienced mentor, forged upon a partnership developed during the programme.

Meeting the learning outcomes

The learning, teaching and assessment strategies inherent within the non-medical prescribing provision are designed to ensure that students are able to provide a sound rationale for clinical decision making and practice. Students will be signed off for all practice standards laid down by the NMC (2006) Standards of Proficiency for Nurse and Midwife Prescribers.

Students will be expected to take responsibility for their personal, professional and academic development. The emphasis of individual development centred on the collection of evidence for the portfolio will enable the student to reflect on the integration of theory and practice in meaningful way. Students will be required to identify their learning needs in practice with their DMP and actively seek opportunities to acquire the knowledge and skills that will enable them to achieve the clinical learning outcomes associated with the programme / module. This will be with doctors, non-medical prescribers, pharmacists and other key specialists from their field of practice.

The emphasis is on the link between theory and practice in all the modules. Students will be

encouraged to explore, challenge and change existing knowledge and acquire new skills to achieve competency in non-medical prescribing.

4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
<ul style="list-style-type: none"> Knowledge & understanding 	<ol style="list-style-type: none"> Critically appraise all prescribing decision making to determine if a prescription is really necessary Critically assess, diagnose and plan care and appropriate medication for patients / clients within own area of competence, whilst considering co-morbidities underpinned by anatomy and physiology (including altered physiology) Critically appraise ethical and legal issues which have implications for prescribing decision making and take appropriate actions Identify, evaluate, apply and disseminate research findings related to prescribing
<ul style="list-style-type: none"> Cognitive skills 	<ol style="list-style-type: none"> Critically analyse a range of evidence that supports a safe prescribing decision Analytically explore and apply pharmacokinetic and pharmacodynamic knowledge to prescribing decision making Critically reflect on prescribing decision making whilst working within a framework of accountability
<ul style="list-style-type: none"> Subject specific skills 	<ol style="list-style-type: none"> To analyse the importance of taking comprehensive and detailed history, including a thorough medication and allergy history and transferring this knowledge into planning and decision making for prescribing Appraise relevant legislation and policies related to prescribing and work with legislation, local protocols and policies; using this knowledge to synthesis ideas for prescribing practice development and contribution to the wider prescribing team Critically analyse and continually develop prescribing competencies to work within a finite prescribing budget Critically define and analyse one's own practice and act both independently and practice within the multi-disciplinary / prescribing team Recognise own limitations and know when to refer on within the multi-disciplinary team Supervise, manage and evaluate prescribing decisions to ensure patient safety at all times with effective research based management Analytically explore and implement

	strategies for quality, innovation and audit. Determine criteria against which they should be judged, how success might be measured and who should measure success within the prescribing team
<ul style="list-style-type: none"> Key Skills 	<ol style="list-style-type: none"> 1. Demonstrated the ability to problem solve, draw conclusions and plan actions to resolve the problem including competency and accuracy in numeracy calculations as it applies to the practice of prescribing; 2. Critically analyse, evaluate, apply and disseminate research findings to prescribing practice 3. Exhibit effective communication and interpersonal skills for safe practice; 4. Operate competently and confidently the use of information technology for a range of purposes required to ensure high quality prescribing practice; 5. Commit to manage and direct lifelong learning and professional responsibility including the skills of planning, self-assessment, critical reflection, self-motivation, independent, resourcefulness and evaluation in order to recognise one's own limitations and enhance knowledge, skills, values and attitudes needed for safe and effective prescribing

5. Structure and Regulations

Relationship Details

Module	Credits	Level	Take/Pass	Semester	Locations
MPHE5500	30.00	5	Both	2, X	DM
MPHE5501	15.00	5	Both	1, 2	DM
MPHE5502	15.00	5	Both	2, X	DM
MPHE5503	0.00	5	Both	2, X	DM

Structure

Structure notes

1 Programme Specific Regs

Course Specific Differences or Regulations

- 1 The award of the PG Cert Non-Medical Prescribing with NMC V300 or HPC SP requires the student to pass all modules and complete all professional requirements. The assessment regulations for the programme exceed the Universities general regulations in that:
- Students are required to complete all components of theory and practice successfully and to meet the statutory requirements in attendance and professional conduct in order to qualify for professional qualification and for the academic award;
 - To pass a module, the student must have achieved at least the pass mark in ALL components of the assessment e.g. if the module assessment consists of a coursework component and a written examination component, a pass mark must have been achieved in both the coursework and the written examination for the student to pass the module.
 - Students achieving marks below the pass mark will be deemed to have failed the module.

iv. Where an element of failure relates to unsafe practice, in either theory or practice, the module will be failed;

v. On satisfactory completion of the programme prior to entry to the NMC Register for the recorded qualification V300 or the HPC SP, students are required to provide evidence of their ability to meet the requirements for good character (Enhanced CRB) and continuing professional registration and that this has not changed since they started the programme. This will be checked by completing a self-declaration form provided for this purpose which declares they are capable of safe and effective practice.

Failure to complete a self-declaration form or to inform the programme leader of any changes in circumstance will lead to students not being able to progress until the matter is resolved.

vi. Students are expected to attend all timetable theory sessions and achieve 78 hours of supervised practice.

Numbers at sites, including partner institutions

1

Relevant QAA Subject Benchmarking statement(s)

1

6. Quality Assurance Information

QA of Workbased Learning

Liaison with Collaborative Partners

Procedures for Maintaining Standards

Course Handbook Descriptor