Community Specialist Practice District Nursing, Specialist Community Public Health Nursing

HLT6062
Community Nurse Prescribing (V100)

MODULE GUIDE

2014/2015
Semester 1

Level HE6
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1. Overview

Module Tutor: Nyree Kendall

Room: T3-12  
Tel: 01204 903776  
Email: NK5@bolton.ac.uk  
Level: HE6  
Credits: 20  
Module Pre-requisites: None

Module Tutor: Ruth Heffernan

Room: T3-12  
Tel: 01204 903226  
Email: RH8@bolton.ac.uk  
Level: HE6  
Credits: 20  
Module Pre-requisites: None

Web-link to Module Specification: https://modules.bolton.ac.uk/HLT6062

2. Learning and Teaching Strategy

This module has been designed to deliver effective teaching and learning for students whose standards of proficiency demand a balance of 50% theory and 50% practice. The course is delivered over 13 weeks (full days) and incorporates a number of strategies, that are effective and popular with our students. These include classroom work with formal lectures incorporating discussion and debate in addressing core concepts, interactive learning activities, reflective and practice based learning. In university you will be taught by lecturers with a prescribing qualification and prescribing experience and a pharmacist who will teach the pharmaco-therapeutic elements of the module. Practitioners from your current field of practice will also contribute to university based teaching. In addition, the programme team will aim to meet your individual learning needs by providing scheduled tutorial support where you can meet with a module tutor to discuss aspects of your studies and receive personalised advice and guidance. Support is also provided via Moodle to enable you to undertake further study in a place and at a time that is convenient for you. In the practice placement your exposure to prescribing practice will be overseen by a mentor or Practice Teacher who is current in prescribing practice in line with NMC (2006) requirements.
3. Module Communications
The Module Tutor’s contact details are provided at the top of this page. You must check your University of Bolton email address and the ‘Moodle’ area dedicated to this module regularly as many module communications are channelled through these mediums.

Your Module Tutor will normally aim to respond to your email messages within 2 working days of receipt; however responses will be longer in holiday periods.

4. Module Description
This module is integral to the BSc and postgraduate diploma Specialist Community Public Health Nursing and Community Specialist Practice programmes. The module aims to equip you as registered nurses / midwives with the principles of prescribing to enable you to be safe, effective and cost effective prescribers within the context of your area of practice. This module will equip you to practice in an area of clinical need for which prescribing from the Nurse Prescribers’ Formulary for Community Practitioners will improve patient / client care and service delivery. The module will enhance your consultation and clinical decision making skills so that on successful completion of your programme you may be recorded as a community nurse prescriber on the NMC register and thereafter prescribe appropriate products to meet patient needs. Your knowledge and understanding of legal, ethical and accountability issues related to prescribing will be enhanced as will your knowledge of preparations, their actions and the effects of co-morbidity. As this module is integral to the BSc and Postgraduate Diploma in Specialist Community Public Health Nursing and Community Specialist Practice programmes you will undertake both theoretical learning and supervised practice which exposes you to prescribing. This module is approved and validated by the Nursing and Midwifery Council.

5. Learning Outcomes and Assessment

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1: Assess and consult with patients/clients, clients, parents and carers</td>
<td>Assessment 1 and 2</td>
</tr>
<tr>
<td>LO2: Undertake a thorough history, including medication (including over-the-counter, alternative and complimentary health therapies) to inform diagnosis</td>
<td>Assessment 1 and 2</td>
</tr>
<tr>
<td>LO3: Understand and apply the relevant legislation to the practice of nurse/midwife prescribing</td>
<td>Assessment 1 and 2</td>
</tr>
</tbody>
</table>
**LO4:** Critically appraise, use sources of information/advice and decision support systems in prescribing practice  
Assessment 1

**LO5:** Understand the influences that can affect prescribing practice, and demonstrate your understanding by managing your prescribing in an ethical way  
Assessment 1

**LO6:** Understand and apply knowledge of drug actions in prescribing practice  
Assessment 1

**LO7:** Demonstrate an understanding of the roles and relationships of others involved in prescribing, supplying and administering medicines  
Assessment 1 and 2

**LO8:** Prescribe safely, appropriately and cost effectively  
Assessment 1 and 2

**LO9:** Practice within a framework of professional accountability and responsibility  
Assessment 1 and 2

**L10:** In respect of children, take an appropriate history, undertake a clinical assessment and make an appropriate diagnosis having considered the legal, cognitive, emotional and physical differences between children and adults  
Assessment 1 and 2

### 6. Assessment Deadlines

<table>
<thead>
<tr>
<th>Assessment item</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Essay (2,500 word reflection)</td>
<td>05.05.2015</td>
<td>60%</td>
</tr>
<tr>
<td>2 Written Exam</td>
<td>03.12.2014</td>
<td>20%</td>
</tr>
<tr>
<td>3 Portfolio</td>
<td>05.05.2015</td>
<td>20%</td>
</tr>
</tbody>
</table>

### 7. Assignment feedback
Feedback on items of assessment can be formal (such as on a signed feedback form) or informal (such as advice from a tutor in a tutorial). Feedback is therefore not just your grade or the comments written on your feedback form, it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further actions you might take.
We recognise the value of prompt feedback on work submitted. Other than in exceptional circumstances (such as might be caused by staff illness), you can expect your assignment work to be marked and feedback provided not less than **three working weeks** from the date of submission. However, please note that that such feedback will be provisional and unconfirmed until the Assessment Board has met and may therefore be subject to change.

**8. Module Calendar**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Theory Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24.09.14</td>
<td>Introduction to the module, module handbook, assessment strategy and learning resources including the NPF, BNF, Drugs Tariff, Moodle and other e resources</td>
</tr>
<tr>
<td>2</td>
<td>24.09.14</td>
<td>The legal and policy context of prescribing &amp; its’ impact on prescribing practice</td>
</tr>
<tr>
<td>3</td>
<td>01.10.14</td>
<td>Ethics and Professional Accountability in Prescribing Practice</td>
</tr>
<tr>
<td>4</td>
<td>01.10.14</td>
<td>Consultation, decision-making and therapy, including referral</td>
</tr>
<tr>
<td>5</td>
<td>08.10.14</td>
<td>Influences on, and psychology of, prescribing</td>
</tr>
<tr>
<td>6</td>
<td>08.10.14</td>
<td>Prescribing in a team context</td>
</tr>
<tr>
<td>7</td>
<td>15.10.14</td>
<td>Clinical pharmacology and the effects of co-morbidity</td>
</tr>
<tr>
<td>8</td>
<td>22.10.14</td>
<td>Prescribing for children and young people</td>
</tr>
<tr>
<td>9</td>
<td>22.10.14</td>
<td>Evidence-based practice and clinical governance in relation to nurse prescribing</td>
</tr>
<tr>
<td>10</td>
<td>29.10.14</td>
<td>Mock pharmacology exam and answers</td>
</tr>
<tr>
<td>11</td>
<td>29.10.14</td>
<td>Prescribing in a public health context</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formative submission of assignment plan</td>
</tr>
<tr>
<td>12</td>
<td>05.11.14</td>
<td>(The group will be split)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prescribing: Focus on Health Visiting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prescribing: Focus on District Nursing</td>
</tr>
<tr>
<td>13</td>
<td>05.11.14</td>
<td>Guidelines for completion of the reflective essay and for completion of the Portfolio of Evidence</td>
</tr>
</tbody>
</table>

NB: Please note that this module calendar may be subject to change.
Formative assessment is systematic and planned assessment that students are expected to undertake and to receive feedback on, but is not considered at an assessment board and is not subject to internal or external moderation. In respect of the pharmacology examination you will have the opportunity of working through mock examination questions and their answers. In respect of your reflective essay you will submit a plan of your essay for formative assessment. Your portfolio of evidence will be reviewed by your personal tutor during a visit to the practice placement and your prescribing mentor will also give you on-going formative feedback regarding your portfolio and the progress you are making in practice. Your portfolio will be submitted once to the University for formative assessment. It is very important that you respond to any formative feedback given prior to submitting your portfolio for summative assessment (see below).

### Reading List:


11. Guidelines for the Preparation and Submission of Assignments:

1. Assignments should be word-processed in Arial 12 point font, be double-spaced, on A4 size paper. Writing should appear on only one side of the paper, be fully justified and with each page being numbered in the footer, numbering to be centred.

2. There should be a title page detailing the programme, module title, assignment title, student number, marking Tutor and date of submission. Do not put your name on the assignment. It is good practice to put your student number in the top left hand side of the header of each page, and the date of submission in the top right.

3. If there is a word count limit for your programme please include the following text: Word Count: You are expected to revise and edit your assignment to remain within +/- 10% of the indicative word length outlined. In order to ensure that word counts can easily be checked you should include a note of the word count as identified by your word processing package. A deduction should be made from this figure for all tables, figures, quotations, appendices and references which DO NOT count towards the overall word limit.

Students who exceed a specified indicative word length for a written assignment will be subject to the following penalty system:

- Up to 10% over the specified indicative word length = no penalty
- 10 – 20% over the specified indicative word length = 5 marks subtracted (However if the assignment would normally gain a pass mark, then the final mark will be not be less than 40%).
- More than 20% over the indicative word length = maximum 40%.
Assignments shorter than the indicative word length will not have marks deducted (even if these are more than 10% short). However, it is likely to be an exceptional piece of work that covers the assignment requirements fully in much less than the set word count, less 10%.

4. All written work must be referenced using the Harvard System, full details of which are available from the UOB Library website.

5. Unless otherwise notified by your Module Tutor, electronic copies of assignments, saved as a Word document, should be uploaded to the Moodle area for this module. Your Tutor will explain the process. If you experience problems uploading your assignment to the designated area, then you must forward an electronic copy as an attached to your Module Tutor, by the due deadline. The time you send the email with your assignment as an attachment, will evidence the time the assessment was submitted.

Please note when you submit your assignment to the Moodle area for this module, it will automatically be checked for evidence of plagiarism as part of the process.

Submission of assessments may be done on or before the published submission date. Assignments not available at this time will be considered as “late” unless an extension has been previously agreed, with the Programme Leader for your programme.

Students who fail to submit assessments by the specified date (without an extension being granted or without accepted Mitigating Circumstances) will be subject to the following penalties:

- Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than 40%.
- Up to 10 calendar days late = 20 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than 40%.
- More than 10 calendar days late = 1 mark will be awarded only.

Please note that it is your responsibility to ensure that the assignment is submitted in the format/s specified in the Module Guide or on the Assessment Brief.

YOU SHOULD ALWAYS ENSURE YOU KEEP A COPY OF ANY ASSIGNMENT SUBMITTED BY WHATEVER METHOD

6. In the case of exceptional and unforeseen circumstances, an extension of up to 7 days after the assessment submission deadline may be granted by your Programme Leader, following firstly discussing the problem with the Module Tutor. You should complete an Extension Request Form available from your Tutor and attach documentary evidence of your circumstances, prior to the published submission deadline.
Requests for extensions for periods longer than 7 days must be made using the Mitigating Circumstances procedures*. 

*Please note that the failure of data storage systems is not considered to be a valid reason for mitigating circumstances. It is therefore important that you keep multiple copies of your work on different storage devices before submitting it.

Please see your Programme Handbook for further details.

12. Procedures for Examinations

1. Examinations are normally held during Week 12. The examination timetable date is posted in the module handbook and in the Moodle area for this module well in advance of the examination period.

   It is essential that you note the dates of any examination, including resit examinations and ensure that you are available to take them.

   Please note that we do not accept holiday bookings as a legitimate reason for missing an examination.

2. Examinations take a variety of forms. Some may be traditional closed book format; some may use a case study which you are given in advance. Some may allow you to use textbooks or notes during the examination. Please ensure you check the format of your examination in advance.

3. It is important that you prepare fully for examinations. Revision slots are indicated on your module calendar. Failure to attend these and other timetabled sessions will seriously jeopardise your success in examinations.

4. You will need to check the room location and equipment requirements in advance. Please ensure that you reach the examination room at least 15 minutes prior to the timetabled start. You will need to bring with you your University of Bolton and Student Identity Card, as proof of your identity. Failure to supply your identify cards could result in you not being allowed to take your examinations.

5. Students whose English is a second language may take a hard-copy pocket language dictionary into the examination. Large dictionaries and electronic dictionaries are not permitted.

6. If you require any special examination arrangements to be made, please ensure that Disability Service is made aware of these well in advance.
### 13. General Assessment Criteria Level HE6

<table>
<thead>
<tr>
<th>Class I (Exceptional Quality)</th>
<th>Relevance</th>
<th>Knowledge</th>
<th>Argument/Analysis</th>
<th>Structure</th>
<th>Presentation</th>
<th>Written English</th>
<th>Research/Referencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%+</td>
<td>As for Class 1(70-79%) but exceptional work</td>
<td>Demonstrates an excellent knowledge/understanding of theory and practice for this level. Demonstrates the ability to identify and critically appraise the most important issues, themes and questions.</td>
<td>Makes creative use of appropriate arguments and/or theoretical models. Contains some distinctive or independent thinking. A comprehensive evaluation of the material resulting in clear, logical and illuminating conclusions.</td>
<td>Coherently articulated and logically structured. An appropriate format is used.</td>
<td>The presentational style &amp; layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).</td>
<td>A very well written answer with standard spelling and grammar. Style is clear, resourceful and academic.</td>
<td>All sources accurately cited in the text and a very extensive reference list in the correct style is provided.</td>
</tr>
</tbody>
</table>

| Class II (Very Good Quality) | 70-79% | Directly relevant to title. Addresses most or all of the implications and assumptions of the title. | Uses appropriate arguments or theoretical models. A sound evaluation of the material resulting in clear and logical conclusions. | For the most part coherently articulated and logically constructed. Appropriate format is used. | The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP. | Well written with standard spelling and grammar. Style is clear and academic. | All sources accurately cited in the text and a wide range of appropriate references cited in the reference list in the correct style. |

| Class III (Good Quality) | 60-69% | Generally addresses the title and its implications, but sometimes addresses irrelevant issues. | Provides a coherent argument, but some loss of focus and consistency. Some issues lack clarity, or theoretical models expressed in simplistic terms. Adequate critique, with some descriptive or narrative passages. Conclusions are fairly clear and logical. | Adequate attempt at articulation and logical structure. An acceptable format is used. | The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity. | Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic. | Most sources accurately cited in the text and an appropriate reference list in largely the correct style is provided. |

| Class IV (Satisfactory Quality) | 50-59% | Generally addresses the title and its implications, but sometimes addresses irrelevant issues. | Demonstrates adequate knowledge/understanding of theory and practice, with appraisal of some basic issues, themes and questions. | Some attempt at articulation and logical structure. An acceptable format is used. | The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding. | Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and tends not to be academic. | Some relevant sources cited. Some weaknesses in referencing technique. |

| Class V (Failure) | 40-49% | Some degree of irrelevance to the title. Superficial consideration of the issues. | Demonstrates adequate knowledge/understanding of theory and practice, with appraisal of some basic issues, themes and questions. | Some attempt at articulation and logical structure. An acceptable format is used. | The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding. | Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and tends not to be academic. | Some relevant sources cited. Some weaknesses in referencing technique. |

| Class VI (Borderline Fail) | 35-39% | Some significant degree of irrelevance to the title is common. Only the most obvious issues are addressed at a superficial level and in unchallenging terms. | Demonstrates weaknesses in knowledge/understanding of theory and practice for this level. Key issues not identified or appraised. | A basic argument is presented, but largely descriptive or narrative in style with contradictory analysis. Conclusions are neither clear or logical. | For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed. | Deficiencies in spelling and grammar makes reading difficult. Simplistic or repetitious style impairs clarity. | Limited sources and weak referencing. |
| Fail | <34% | Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms. | Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding. | Severely limited arguments. Descriptive or narrative in style with no evidence of critique. Conclusions are sparse. | Unstructured. Lack of articulation. Format deficient. | For the type of assignment the presentational style &/or layout is lacking. FTP as above. | Poorly written with numerous deficiencies in grammar, spelling, expression and style. | An absence of academic sources and poor referencing technique. |
14. Assessments

Assessment Number 1: Essay (60%)
Assessment Title: Reflection on prescribing event
Assessment Length: 2500 words
Submission Deadline: 5th May 2015

Learning Outcomes:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>LO1</strong>: Assess and consult with patients/clients, clients, parents and carers</td>
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<td><strong>LO2</strong>: Undertake a thorough history, including medication (including over-the-counter, alternative and complimentary health therapies) to inform diagnosis</td>
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<td><strong>LO5</strong>: Understand the influences that can affect prescribing practice, and demonstrate your understanding by managing your prescribing in an ethical way</td>
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<td><strong>LO6</strong>: Understand and apply knowledge of drug actions in prescribing practice</td>
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<tr>
<td><strong>LO7</strong>: Demonstrate an understanding of the roles and relationships of others involved in prescribing, supplying and administering medicines</td>
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<td><strong>LO8</strong>: Prescribe safely, appropriately and cost effectively</td>
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<td><strong>LO9</strong>: Practice within a framework of professional accountability and responsibility</td>
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<td><strong>L10</strong>: In respect of children, take an appropriate history, undertake a clinical assessment and make an appropriate diagnosis having considered the legal, cognitive, emotional and physical differences between children and adults</td>
</tr>
</tbody>
</table>

Assignment Brief:

2,500 word reflective essay (minimum pass mark 40%): The aim of this essay is for you to critically analyse and reflect upon a prescribing decision in practice and thus demonstrate on paper that you have met a number of the Standards of Proficiency for nurse and midwife prescribers. Detailed written
and verbal guidance will be given to help you to work towards this assignment. In this assignment you will be evidencing the following learning outcomes at the academic level HE6; 1, 2, 3, 4, 5, 7, 8, 9 & 10 (HV only)

**Secondary Research Level HE6** - It is expected that the Reference List will contain between fifteen to twenty sources. As a MINIMUM the Reference List should include three refereed academic journals and four academic books.

**Specific Assessment Criteria:**

**First class:** This piece of work shows evidence of wider research with reference to a number of differing academic viewpoints. The essay has recognised relevantly and discussed in detail, all the required external environmental factors which affect the management operation of mega events. Several reasoned and logical arguments have been developed well and supported by a wide range of appropriately researched literature. Reference to two or more academic models is clear, relevant and informative. Presentation is of a high standard, and in the appropriate essay style. The high number of appropriate sources has been referenced accurately and to a high standard.

**Second class:** A clear and informative piece of work with evidence of wider research and discussion. The essay has correctly recognised and discussed, all the required external environmental factors which affect the management operation of mega events. Some reasoned arguments have been developed and supported by a good number of sources. Reference to two academic models is clear. Presentation is of a good standard, in the appropriate essay style. A good number of appropriate sources have been referenced well, with most complying with the Harvard style.

**Third class:** A reasonable attempt has been made at researching the essay but greater in depth discussion and academic debate is required. The essay has recognised the external environmental factors which affect the management operation of mega events, however mostly the discussion is superficial and lacking in any depth. Reference to two academic models has been attempted. Presentation of the essay is limited, and Only the minimum of 5 sources has been provided, with at least one academic text and two academic journals included.

**Fail:** Students who do not meet the requirements of a third class grade will not successfully complete the assessment activity.

Please also see Section 13 for General Assessment criteria.

**Submission Instructions:**
See Section 10 Guidelines for the Preparation and Submission of written coursework, which will give you details on how to submit your work electronically. You are required to submit only electronic copies of your written assessments, unless your Module Tutor advises you otherwise.
Advice:

- Do not cut and paste phrases or paragraphs from published sources. You should seek to use your own words to explain concepts and theory.

- If you wish to refer to specific quotes from published sources then you must use full Harvard presentation. See BISSTO for clear guidance.

- Do not share work with other students.
Assessment Number 2: Examination (20%)
Examination Date: 3rd December 2014
Duration: 2 hours
Special Arrangements: None

Learning Outcomes:

**LO6**: Understand and apply knowledge of drug actions in prescribing practice

Examination Information:

The examination will require you to summarise and interpret your knowledge and understanding of the relevant factors pertinent to the study of pharmacology. The examination will last 1 hour and you will be able to bring your BNF, NPF with you. Students must achieve an 80% pass mark. The examination consists of a total of twenty questions (a combination of short answer and multiple choice questions) relevant to the scope of your prescribing responsibilities. This examination aims to test your pharmacological knowledge and its application to practice. You need to pass this assessment to evidence that you have met learning outcomes 6 of the module. Students will be given the opportunity for formative assessment see module calendar (section 8).

Please see Section 13 for General Assessment criteria.
Specific Assessment Criteria: Students must achieve an 80% pass mark.

Assessment Number 3: Portfolio (20%)
Assessment Title: Prescribing
Assessment Length: NA
Submission Deadline: 5th May 2015
### Learning Outcomes:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

### Assignment Brief:

**Portfolio of Evidence**

The aim of the portfolio of evidence is for you to demonstrate the achievement of your competence to prescribe in the context of practice. This is largely accomplished through an assessment process carried out by your prescribing practice teacher or mentor. The summative assessment process will take place towards the end of trimester two. If your prescribing practice teacher or mentor assesses that you have met the competencies he/she will sign the statement of clinical competence to undertake prescribing as a community nurse prescriber. You will not be permitted to prescribe however until you have successfully completed your overarching programme and been recorded as a nurse prescriber on the NMC register. In support of your competencies the portfolio of evidence must also include:

- Evidence of reflective practice in respect of prescribing to demonstrate how you have closed the theory practice gap.
• Successful completion of the numeracy questions which are relevant to the context of your practice

Prescribing for children and young people: Please note, the NMC stipulate that all nurse / midwife independent / supplementary prescribing programmes incorporate an additional learning outcome to ensure that on successful completion of the programme you can take an appropriate history, undertake a clinical assessment and make an appropriate diagnosis having considered the legal, cognitive, emotional & physical differences between children and adults. In addition the NMC stipulate that the assessment must demonstrate your recognition of the unique implications and developmental context of the anatomical and psychological differences between neonates, children and young people. As the NMC state that any assessment should take place in the work context, you are required to evidence this additional learning outcome within the portfolio of evidence.

Please note if there is any doubt about your ability to demonstrate knowledge, skill and competence in the aspects listed below you will need to undertake further training prior to successfully completing this module. To re-iterate the relevant aspects are:

• The legal, cognitive, emotional and physical differences between children and adults
• Taking an appropriate history
• Undertaking a clinical assessment
• Making an appropriate diagnosis for a child

In your prescribing portfolio you will be evidencing the following learning outcomes; 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10

There is no compensation between elements of assessment for this module. This means that each element must be passed in order to pass the module. So that you gain some academic credit for each element it has been agreed that each assessment will be “weighted” as follows;

• Pharmacology exam: Your mark will be worth 20% of the overall mark of the module
• Reflective essay: Your mark will be worth 60% of the overall mark of the module
• Portfolio of evidence: Successful completion will be worth 20% of the overall mark for the module

Specific Assessment Criteria:
The Assessment criteria for the Portfolio is Pass / Refer or Defer
Note: There is no compensation within any assessment element of this module.