



NAS701

Independent and Supplementary
Prescribing
Module Handbook

**MAKE
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Solent University Module Descriptor

Module Code: NAS701

Module title: Independent and Supplementary Prescribing

Overview

The Independent and supplementary prescribing programme at Solent University was designed to respond to a demand from NHS and Health Education England to educate more prescribers and attend the demands of the population. On successful completion of the programme, registered health care professionals will be able to update their registration status with 'Independent and Supplementary Prescribing' annotation (NMC registrants, HCPC registered physiotherapist, therapeutic radiographer, chiropodist/podiatrist, paramedic) or supplementary prescribing annotation (HCPC registered therapeutic radiographers and dietitians).

To be considered for admission, nurses must be registered nurses (level 1) with a minimum of 1 year experience post registration (or part time equivalent). For HCPC registrants' applicants should have at least 3 years relevant post-qualification experience in the clinical area in which they will be prescribing. As stated by the HCPC only paramedics, physiotherapists, therapeutic radiographers, and podiatrists can apply to obtain the independent prescribing qualification. Candidates will also have to demonstrate proof of history taking and physical assessment skills. This programme is not suitable for midwife applicants.

The programme can be undertaken as a standalone module. It is also part of a PGCert Independent Prescribing Practice. NMC and HCPC registrants can both undertake the programme as standalone module and as part of the PGCert route if the admission criteria are met. This module will be credited at 30 credits as part of Post Graduate continuous professional development.

The Independent and Supplementary prescribing module combines a direct, collaborative and guided learning approach. Students will develop competencies in the scope of prescribing, critique scientific evidence related to drug trials (level 7); study the sciences of pharmacology and prescribing. The programme incorporates the main domains of the Competency Framework for All Prescribers (RPS, 2021) and attends to dilemmas around professional accountability, ethical and psycho-social influences that may influence prescribing practice.

The programme requires each student to be assessed in two main components: theoretical and prescribing in practice. Students must pass 2 exams (pharmacology and numeracy) which will count towards the final reward. Students registered with the NMC will be required to nominate a practice assessor (PA) and students registered with the HCPC will be required to nominate a Practice Educator (PE). This individual will support student's learning in practice and provide constructive feedback throughout the programme. The assessment in practice is a tripartite, triangulated assessment and students will be required to build a portfolio to submit for academic marking. The portfolio must include the RPS Competency Framework for all Prescribers (2021) sign off document, a personal formulary for prescribing in your area of expertise, a critical reflective assignment (based on a clinical scenario in practice and the RPS competencies) and the outcome of the tripartite and triangulated assessment in clinical practice.

What are students expected to learn on the module?

In this module, students will learn to:

- a) Safely prescribe therapeutic medications, relevant and appropriate to your scope of practice, including the applied understanding of pharmacology.
- b) Promote shared decision making to support adherence and concordance.
- c) Critically analyse cases of polypharmacy, evaluating the respective pharmacological interactions and the impact upon physical and mental well-being of the patient is question.
- d) Keep up-to-date and apply the principles of evidence-based practice into prescribing, referring to cost-effectiveness and associated legal frameworks.
- e) Practice in line with the principles of antibiotic stewardship and antimicrobial resistance using available national resources.
- f) Appropriately review response to medication, recognising the balance of risks and benefits which may occur. You will learn how to consider the clinical context and prescribe accordingly taking into consideration aspects like polypharmacy, frailty, and existing medical issues such as kidney or liver disease, pregnancy, or pharmacokinetic and dynamic changes in children and the elderly.
- g) Explain and discuss risks and benefits of certain medications with service users using appropriate tools to assist you as needed.
- h) Advise people on medicines management, referring to concordance and patient-health care professional relationship.
- i) Appraise a range of options available other than drug prescribing (e.g. de-prescribing, promoting self-care, advising on the purchase of over-the-counter medicines).
- j) Facilitate and or prescribe non-medicinal therapies such as psychotherapy, lifestyle changes as a therapeutic alternative when appropriate.
- k) Support people to only take medications they require and deprescribe when appropriate.
- l) Maintain accurate, legible, and contemporaneous records of medication prescribed.

Admission Criteria

To ingress on Solent's Independent and Supplementary prescribing programme, applicants must have:

NMC Registrants

Independent and supplementary Prescribing

- Registered Nurse (level 1) and have minimum of 1 year experience post registration (or part time equivalent) prior to course entry with no restrictions to practice.
- Appropriate enhanced DBS Disclosure in place with nothing to declare.
- Acknowledgment of the programme rules whilst undertaking training (stated in the application form)
- History Taking and Physical examination skills.

HCPC Registrants

Independent and supplementary Prescribing

- Registered HCPC **physiotherapist, therapeutic radiographer, or chiropodist/podiatrist** with a minimum of 3 years' experience post registration in the area that they intend to prescribe (or part time equivalent) prior to course entry with no restrictions to practise.
- Registered HCPC **Paramedic** working at an advanced practitioner or equivalent level in line with HEE framework with at least three years of relevant post-qualification experience in the clinical area in which they will be prescribing.
- BSc (Hons), unclassified BSc or equivalent
- Appropriate enhanced DBS Disclosure in place with nothing to declare.
- Acknowledgment of the programme rules whilst undertaking training (stated in the application form)
- History Taking and Physical examination skills.

Supplementary Prescribing

- Registered HCPC **Dietician and Diagnostic Radiographer** with at least three years relevant post-qualification experience in the clinical area in which they will be prescribing
- BSc (Hons), unclassified BSc or equivalent
- Appropriate enhanced DBS Disclosure in place with nothing to declare.
- Acknowledgment of the programme rules whilst undertaking training (stated in the application form)
- History Taking and Physical examination skills.

The programme team will verify the enhanced DBS of every candidate.

With regards to history taking and physical examination skills, to undertake the programme as standalone module, Solent University will accept certificates of completion of History Taking and Physical Examination at level 6 or above from a recognised UK academic institution. The module team will also accept a certificate issued by an NHS trust with a History Taking and Physical assessment "in-house" course. Solent University will also accept a counter-signed portfolio with the respective evidence or a statement from the applicant's

line manager in a letter addressed to the university acknowledging your level of competence in this matter detailing the number of years you have been practising this skill. Candidates who cannot provide any of the above must first complete Solent University's History Taking and Physical Assessment module before enrolling on the course to obtain prescribing qualification.

Please note that if the applicant is self-employed same rules apply with exception of the counter-signed portfolio accompanied by a letter of the applicant's line manager.

Award

NMC Registrants

Qualification of independent/supplementary or supplementary prescriber (V300) will be awarded following successful completion of this programme.

Their registration status will update to Nurse Independent / Supplementary Prescriber.

Students will also obtain a transcript of ratified outcomes which will state the course name, credits and outcome.

Students may only start prescribing once the prescribing qualification has been added on the NMC register. Students must also ensure they have fulfilled any trust or employer requirements before prescribing.

The award must be registered with the NMC within five years of successfully completing the programme. If the award is not registered within 5 years, the student will have to retake and successfully complete the programme again.

Successful students are only expected to prescribe from their personal formulary and within their competence and scope of practice once their registration status has been updated.

HCPC Registrants

Upon successful completion of the programme, successful registrants will have their professional registration updated with the appropriate prescribing annotation:

- **Chiropodists/Podiatrists, Physiotherapists, Therapeutic Radiographers and Paramedics** will receive the annotation "Independent Prescriber and supplementary prescriber (IP) (SP)", enabling them to prescribe independently within their professional scope and act as supplementary prescribers under a Clinical Management Plan (CMP).
- **Dietitians and Diagnostic Radiographers** will receive the annotation "Supplementary Prescriber (SP)", allowing them to prescribe only within a CMP alongside an independent prescriber (doctor or dentist only).

Students will also receive a transcript of ratified outcomes, detailing the course name, credits, and qualification achieved.

Prescribing rights can only be exercised once the HCPC register has been updated with the relevant prescribing annotation. Additionally, students must ensure they comply with any employer or NHS trust requirements before commencing prescribing practice.

Prescribing rights and limitations vary depending on the profession registered with the HCPC. Throughout the programme, students will develop a clear understanding of these professional boundaries and the regulatory framework governing prescribing practice.

Intended Programme Learning Outcomes:

The intended learning outcomes have been aligned and developed in reference to NMC (2018 a, b,c,d) and HCPC (2019) Guidance for Non-Medical Prescribing programmes which all take into account the competency framework for all prescribers published by the Royal Pharmaceutical Society (2021).

1. Critically evaluates scientific evidence and is aware of psycho-social influences and ethical principles that may influence and impact on their own specific field of prescribing practise.
2. Practices within a prescribing framework that demonstrates accountability and responsibility to service users, referring to relevant legislation and policies and acknowledging the different non-medical prescribing roles: the independent & supplementary.
3. Critically applies pharmacological knowledge to their prescribing practice covering all aspects of the consultation, examination, and decision-making process to prescribe safely and effectively in their own specific field of practice.
4. Assesses and interprets different clinical scenarios within their scope of practice and adapts prescribing and deprescribing accordingly.
5. Relates prescribing skills as part of a peer-reviewed, multidisciplinary team making references to the governance domain of the Royal Pharmaceutical Society Framework for All Prescribers demonstrating evidence of measures to improve local prescribing practice and prescribing as part of a team network.

Teaching delivery and strategies

The module will be delivered over a 15-week period. The module team will use a direct, collaborative, and guided learning approach to deliver the teaching. Simulation learning and action learning groups will be used whenever possible to link the theory to hypothetical practical scenarios.

The programme has a practical component in which students must nominate a practitioner with prescribing qualification, to provide guidance and support in their practice learning environment. This practitioner must be registered healthcare professional and an experienced prescribers with a minimum of 2 years' experience or part time equivalent. The rule applies to NMC and HCPC registrants. If the student nominates a GMC registrant (doctors), the practitioner is required to be working at registrar level or above. The designation for this healthcare professional is practice assessor (PA) for NMC registrants and Practice Educator (PE) if the student withholds HCPC registration. The PA/PE will take the lead on the tripartite triangulated assessments in practice and will be given drop-in sessions and the contact of the module lead if they require support. NMC registrants will also nominate a second person with prescribing annotation to be a practice supervisor (PS).

The programme requires 300 hours of study (which equates to 10 hours per credit). The University will issue a commitment statement that students and your employers must sign to ensure protected learning time. Self-employed students will have a different commitment statement that won't require signature of the line manager.

The independent and supplementary prescribing module will be delivered with a combination of digital technologies and face-to-face teaching. The module's timetable will be available on the University Solent Online Learning Website before the course starts.

Students attend class one day per week for 12 weeks and required to attend all lectures. In the unlikely event missing a lecture, the module team will inform the student's employer/line manager and practice assessor (NMC)/ Practice Educator (HCPC) via email. The university won't notify managers for self-employed students.

In the event of missing one lecture the students must submit a reflective statement to the academic assessor covering all the pharmacological and prescribing aspects of the lecture that has been missed. The document needs to be sign off by the practice assessor/ practice educator and should be attached to the portfolio in the annex section.

If the student misses more than three lectures, the module team considers that they may not have enough preparation to take the pharmacology exam. The module team will review each case on an individual basis with exception of bereavement episodes. In this circumstance the case will be discussed in between academics, and the student will be informed if they can undertake the pharmacology exam. Practice assessor (NMC)/ practice educator (HCPC) would also be informed via email.

In the eventuality of missing more than 3 lectures with no plausible justification, the student will be discontinued from programme and may take another attempt in the next cohort. Practice assessors (NMC)/ practice educator (HCPC) as well as line manager/employer would also be notified by the University (exception of self-employed).

Assessment Requirements

To obtain the Independent and Supplementary Prescribing qualification, students will have to undertake assessments that apply to the theoretical aspects of pharmacology, numeracy, and science behind prescribing, as well as a scrutinised evaluation of clinical competencies to prescribe in practice. These competencies are supported by the Royal Pharmaceutical Society Framework for all Prescribers (2021).

The assessments referred above (theoretical and prescribing in practice) have two main domains: a formative and summative assessment. This means that students will be assessed while undertaking this program with **formative** assessments (designed to assist the learning process through feedback) and **summative** assessments (which will contribute to the **final reward** - Independent and Supplementary prescribing annotation).

Theory assessment

Formative assessment	Professional presentation to an audience of students from other courses within the faculty of Nursing and Social Care. This presentation must be about a topic learned on the course, or about a subgroup of drugs that the student will encounter in their area of expertise. The presentation should refer to pharmacology content like pharmacodynamics, pharmacokinetics, drug interactions and scientific evidence behind the national advice/policies/guidelines.
Summative assessment	<ul style="list-style-type: none">• Pharmacology Exam (pass mark 80%)• Numeracy exam (pass mark 100%)

Prescribing in practice component of the assessment:

Formative assessment	<ul style="list-style-type: none"> Initial and Intermediate PA/PE assessment feedback (part of portfolio submission). Practice learning log (part of portfolio submission). Service User Feedback forms.
Summative assessment	<ul style="list-style-type: none"> Portfolio submission (Pass/Fail): <ol style="list-style-type: none"> Reflective critical assignment (Approximately 2000 words): must include all the learning outcomes which meet the Royal Pharmaceutical Society's (RPS) Competency Framework for all Prescribers (2021) with 40% pass mark. Final assessment of prescribing in practice with PA (NMC) and PE (HCPC) (pass/fail) - must pass for the final mark to be released. RPS (2021) competencies must be all signed off by PA/PE. Personal formulary mustn't contain any mistakes for the final mark to be released. Completed sample prescriptions or CMPs mustn't contain any mistakes to allow final mark release

To Pass the prescribing in practice component of the programme students must submit a Portfolio "Independent and Supplementary Prescriber Portfolio". This document will provide a comprehensive record of acquired skill during the learning journey to become an accredited prescriber. This portfolio of evidence should consist of consists of:

- Evidence of the learning in practice log (90 hours), PA/PE discussions and competencies signed off in practice.
- A minimum of **two** completed sample prescriptions, for 2 individual patients, for medicines that are relevant to the area of clinical practice (independent and supplementary prescribing qualification only)
- One completed sample Clinical Management Plan (CMP) for a patient/client (independent and supplementary prescribing qualification) or three completed sample Clinical Management Plan (CMP) for a patient/client (supplementary prescribing qualification only).
- A personal formulary with the 10 most common drugs used in the student's area of expertise - Note that the formulary must not contain any prescribing related mistakes otherwise the module team cannot "pass" the portfolio.

Demonstration of successful completion of **ALL** assessment components and practice competencies contained within the portfolio must be achieved to be successful in completing the module.

If the student does not successfully complete all assessment components, unfortunately they won't be able to Pass the module. In this instance, students must resubmit the documents that lacked academic quality to Pass the module.

In the event of a resubmission of any of the assessment elements, the assignment grades will be capped at 40%. Please see the assessment briefs on the SOL module assessment tab for more detail.

Assessment in Practice of NMC Registrants - Important information

Supervision and Assessment in Learning

The supervised and assessed learning in practice component of the Independent and Supplementary Prescribing module provides the student with the opportunity to demonstrate the ability to apply the generic theoretical components of the module in their practice setting and prescribing scope of practice.

Within the module there will be a tripartite approach to supervision and assessment across practice based learning and academic environments.

This will be undertaken by the roles of Practice Assessor (PA), Practice Supervisors (PS) and Academic Assessors (AA). Each student will be allocated an academic assessor. Further information on these roles can be found within NMC guidance. Assessments and confirmation of proficiency are based on an understanding of student achievements across theory and practice-based learning (NMC, 2018)

NMC: Note* only in exceptional circumstances can the Practice Assessor and Practice Supervisor be the same person (reasons need to be detailed on admission) e.g. remote and rural practice settings, unexplained extended sickness period, etc. This must be clear and then agreed with the University through the application process.

Assessment in Practice of HCPC Registrants - Important information

This section outlines the supervision and assessment requirements for students undertaking the programme. These standards ensure students develop the knowledge, skills, and professional behaviours necessary for safe and effective prescribing practice within their scope of registration.

Supervision Requirements: All students must undertake a minimum of 90 hours of supervised practice, working alongside a practice educator who must at least a minimum of 3-5 years of experience in prescribing and withhold a prescribing registration with sufficient expertise in the student's intended area of prescribing practice.

The university expects the practice educator to provide structured supervision, including opportunities for coaching in clinical decision-making, patient assessment, and prescribing consultations to assess the student's prescribing competence and readiness for independent or supplementary practice.

The supervised practice period is essential to ensure that students apply theoretical knowledge in a real-world clinical setting while being guided and assessed by an experienced prescriber.

Supportive Learning Environment: The programme is designed to provide a supportive and structured learning environment, ensuring that students can:

- Develop confidence and competence in prescribing within their professional scope.
- Engage in reflective practice to enhance their clinical reasoning and decision-making skills.
- Receive regular feedback and mentorship from their PE and academic assessors.
- Understand the interprofessional context of prescribing and collaborate effectively with other healthcare professionals.

Accountability and Governance: Supervision and assessment are underpinned by strong governance to ensure patient safety and professional accountability. The PE, university, and placement provider share responsibility for ensuring students meet the required prescribing competencies. If any concerns arise during a tripartite review regarding a student's clinical reasoning, prescribing ability, or patient safety, structured support, additional supervision, or remediation, plans will be implemented.

HCPC registrants are required to adhere to the HCPC Standards of Conduct, performance, and ethics throughout their course and future prescribing practice. Prescribing practice must comply with legal and regulatory frameworks, including formulary restrictions and local/national prescribing policies.

Resources: Students will have access to academic assessors and university support services to assist with their learning and development. Additional resources, including prescribing guidelines, legal frameworks, and clinical decision-making tools, will be available through the university's learning platform.

Triangulated Assessment

This assessment within the programme will take the form of an evaluation, which includes input from both the PA, PS (NMC)/PE (HCPC) and designated academic assessor. This triangulated assessment will occur at agreed times over the module (3 different stages - tripartite assessment) and your AA will make all possible efforts to attend the intermediate and final assessment. These may take the form of a face-to-face meeting, or through existing technologies. If your AA cannot attend the session, please know that you must record the session. Note that if you are self-employed the AA will have to be present in all 3 parts of your assessment in practice.

There will be effective correspondence channels between the practice educators and the designated academic assessor who will communicate with the practice educator whenever character, health or conduct concerns may arise. The AA will ensure the student is progressing academically through the module and will provide advice and support to ensure progression.

The module team considers the student an adult learner, therefore the student required to proactively ensure they can progress through the module and achieve the prescribing RPS (2021) competencies. Any issues that the student may have should be directed appropriately and timeously to the PA/PE and AA.

Important Note for students:

The module team will advise all students to consider a second Practice Supervisor/assessor (NMC registrants) / Practice Educator (HCPC registrants) in the unlikely event of the appointed person falling into a period of sickness uncertainty or changes their employment mid-course. If this happens, you must notify your Academic assessor/module lead via email stating the motive. Once you have informed the university staff and your special circumstance has been considered,

you will be given confirmation via email that your request has been authorised/denied. If your appeal is authorised, the module team will then get in contact with your new practice assessor (NMC registrants) / Practice Educator (HCPC registrants) and supply the module handbook and offer an optional informative session (if required).

How to report a concern related to your practice learning environment.

Students on practice placements have must raise concerns about inappropriate patient care, safety, or malpractice. Concerns should be raised if there is a risk of: abuse of vulnerable adults or children, unsafe or poor practice, danger to health and safety. If unsure, students should discuss concerns with their designated academic (academic assessor) at the University.

How to Raise a Concern:

Stage 1: Immediate Action

- Familiarise yourself with placement procedures.
- Report concerns immediately to the person in charge if there's a risk of harm.
- Document details of the incident and your actions.
- If unresolved, report to your University academic/academic assessor.

Stage 2: Escalating the Concern

- If the concern is not resolved, the Practice assessor/educator should escalate it internally.
- You may be asked to provide a statement or meet with the investigating officer.
- Feedback will be provided, but disciplinary actions may not be disclosed.

Stage 3: Further Escalation

If the concern is not adequately addressed, escalate it to your university academic/academic assessor.

If necessary, the concern can be raised with the relevant regulatory body (e.g.: NMC, HCPC).

Support and Confidentiality:

- Your practice educator (HCPC)/assessor (NMC) is the primary source of support.
- Confidentiality is maintained, but your identity may be disclosed if required for the investigation.
- False or malicious allegations may result in a breach of professional conduct.

Whistleblowing: Whistleblowing involves reporting wrongdoing that affects others, such as criminal offences, health and safety risks, or environmental damage.

The Public Interest Disclosure Act 1998 protects individuals who report concerns in the public interest. This includes concerns about criminal acts, health risks, or legal violations.

If a student wishes to raise a concern related to their practice learning environment, they can make an official referral to the academic assessor/module lead via email.

Please check this flowchart to help you understand the process of raising a concern related to practice learning environments. Click on the link below to access the flowchart.

https://learn.solent.ac.uk/pluginfile.php/1534770/mod_resource/content/1/ManagingStudentIssues_FlowChart%20v2.pdf

Ensuring Fairness and Objectivity in Assessments

All students will be allowed a maximum of 3 attempts on their summative assessments.

Addressing the Learning outcomes

Learning Outcome	Formative Assessment (1 attempt)	Summative Assessment (3 attempts)
Critically evaluates scientific evidence and is aware of psycho-social influences and ethical principles that may influence and impact on their own specific field of prescribing practice.	The presentation will critically analyse a prescribing episode or a commonly used drug in clinical practice, incorporating pharmacological knowledge, psychosocial influences, and ethical principles that impact prescribing decisions. This aligns with the learning outcome by addressing the need for critical evaluation and application of evidence, ethical principles, and psychosocial factors in prescribing practice.	Reflective Critical Assignment (2000 words): This assignment will provide the opportunity to critically evaluate scientific evidence and reflect on the impact of psychosocial and ethical factors on prescribing practice, aligning with the broader learning outcomes of evidence-based practice.
Practices within a prescribing framework that demonstrates accountability and	The presentation will critically analyse a prescribing episode mapped to a framework that acknowledges accountability and responsibility to service	Practice Learning Log: This log will allow students to document and reflect on their practice, ensuring that they demonstrate awareness of legislation, policies,

responsibility to service users, referring to relevant legislation and policies and acknowledging the different non-medical prescribing roles: the independent & supplementary.	users, referring to relevant legislation, policies. CMP will address supplementary prescribing	and the different prescribing roles when applicable (independent and supplementary). Reflective Critical Assignment: reference relevant legislation, policies, and the different non-medical prescribing roles. Final Assessment of Prescribing in Practice with PA/PE: This assessment ensures that students demonstrate accountability and responsibility in their practice within the prescribed frameworks.
Critically applies pharmacological knowledge to their prescribing practice covering all aspects of the consultation, examination, and decision-making process to prescribe safely and effectively in their own specific field of practice.	MOCK pharmacology exam - addresses pharmacological knowledge. The presentation will critically discuss a prescribing episode or a commonly used drug in clinical practice, integrating pharmacological knowledge with the prescribing process.	Pharmacology exam - to address pharmacological knowledge Numeracy Exam - to address safety around prescribing Reflective Critical Assignment: application of pharmacological knowledge across the entire prescribing process, from consultation to prescribing and decision-making. Portfolio: The portfolio will reflect the student's consistent application of pharmacological knowledge throughout their practice and how it influences decision-making and patient safety.
Assesses and interprets different clinical scenarios within their scope of practice and	The presentation will address assessment and interpretation of different scenarios to adapt prescribing and deprescribing accordingly.	Practice Learning Log: The log allows students to reflect on different clinical scenarios and how they have adapted their prescribing decisions, including considerations

<p>adapts prescribing and deprescribing accordingly.</p>		<p>for deprescribing when necessary. Reflective Critical Assignment: This assignment will provide evidence of how the student has interpreted various clinical scenarios and adapted their prescribing and deprescribing practices to meet patient needs within their scope of practice. Final Assessment of Prescribing in Practice with PA/PE: This assessment will ensure that the student can demonstrate their ability to interpret clinical scenarios and apply appropriate prescribing and deprescribing practices in their clinical work.</p>
<p>Relates prescribing skills as part of a peer-reviewed, multidisciplinary team making references to the governance domain of the Royal Pharmaceutical Society Framework for All Prescribers, demonstrating evidence of measures to improve local prescribing practice and prescribing as part of a team network.</p>	<p>Presentation, CMP - The student reflects on working as part of a multidisciplinary team and incorporating feedback and governance into their prescribing practice.</p>	<p>Assignment: This assignment should reference the governance aspects of the RPS framework, improve local prescribing practices and prescribing within the multidisciplinary team. Final Assessment of Prescribing in Practice with PA/PE: This summative assessment provides evidence of the student's collaboration in a team and adherence to governance and best practices in prescribing. Personal Formulary and Sample Prescriptions: These final assessments provide tangible evidence that students can apply the RPS governance</p>

		standards in their prescribing practices. Service User Feedback Forms: These forms can demonstrate how the student's prescribing practices are integrated into a multidisciplinary team, and how patient feedback informs collaborative prescribing practices.
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Formative assessments play a crucial role in guiding students towards success in their summative assessments by providing ongoing feedback and opportunities for reflection. Through tasks such as the MOCK pharmacology exam, formative presentation, and CMP templates, students can identify gaps in their knowledge and skills, allowing them to refine their practice and understanding in real-time. These formative assessments are somehow linked to the summative assessments, such as the reflective critical assignment, final tripartite review and pharmacology exam, as they provide the foundation for students to demonstrate their competence in applying theory to practice.

Objectivity in assessment is supported by standardisation of marking. All summative assessments will be double marked to ensure consistency in grading and reduce the potential for bias based on individual perceptions or interpretations.

Marking Rubrics

Assessment rubrics are reviewed annually by our external examiner. This includes marking rubric for the pharmacology exam, assignment and portfolio checklist. Our rubrics break down the assessment into measurable criteria, providing specific descriptors for various levels of performance.

Inclusive and Diverse Assessment Methods

Students may receive a *Learning Support Plan*, which offers tailored recommendations and accommodations to meet their individual needs. These adjustments and support plans are designed to enable all students to fully participate in their academic work and succeed in their studies, promoting inclusivity and equal opportunity within the learning environment.

To provide an inclusive and supportive learning environment, students who disclose need will receive a Reasonable Adjustment & Inclusive Practice plan (if appropriate) or a Learning Support Plan, which may include a range of tailored accommodations to ensure they can fully participate in their studies. The support plan may outline guidance for campus support, exams, written in-class tests, and presentations, ensuring that all students have access to the necessary resources to succeed.

Key inclusivity measures may include:

- Recording of classes to allow students to review material at their own pace.
- The ability to activate automated captions and transcripts during online classes.
- Extended time in presentations or exams for those with disabilities
- Providing advanced copies of handouts, slides, and reading lists to help students prepare.
- Using accessible formats and fonts for all course materials to ensure clarity.
- Ensuring an accessible teaching environment with clear verbal and written communication, avoiding ambiguous language.
- Offering written and video assessment briefs for students to easily understand assessment expectations.
- Breaking down projects and briefs into clear, manageable tasks to aid comprehension.
- Allowing additional processing time for some students, as needed.
- Using visual prompts to support learning and retention.
- Encouraging students to create glossaries of key terminology for reference.
- Providing access to assistive software and the Assistive Technology areas on campus.
- Access to the Sensory Room (JM110), a calm and quiet space for students who may feel distressed.
- Offering general study skills support for all students, with specific guidance for those with learning needs.
- The opportunity to apply for Extenuating Circumstances in cases where academic performance is impacted by a disability.
- The possibility of requesting an Occupational Health assessment, with collaboration between the course team and Disability Advice Team to determine appropriate adjustments.
- Some students may also benefit from using electronic devices to take notes during classes.

Summative assessment weighting details

AE1	Weighting:	20%
	Assessment type:	Calculations Exam
	Aggregation:	Must pass
	Length/duration:	Complete for all assessment types inc. portfolio
	Online submission:	Yes
	Grade marking:	Numerical grade
	Anonymous marking:	Yes

AE2	Weighting:	40%
	Assessment type:	Pharmacology Exam
	Aggregation:	Must pass
	Length/duration:	Complete for all assessment types inc. portfolio
	Online submission:	No
	Grade marking:	Numerical grade
	Anonymous marking:	Yes

AE3	Weighting:	Pass/ fail
	Assessment type:	Competency portfolio
	Aggregation:	Must pass
	Length/duration:	Complete for all assessment types inc. portfolio
	Online submission:	Yes
	Grade marking:	Pass/Fail
	Anonymous marking:	Yes

AE4	Weighting:	40%
	Assessment type:	2000 work reflective essay
	Aggregation:	Must pass
	Length/duration:	Complete for all assessment types inc. portfolio
	Online submission:	Yes
	Grade marking:	Letter grade
	Anonymous marking:	Yes

The final assessment **Pass/Refer** will be given after the submission of the prescribing portfolio.

Module lead

Luis Silva Costa

Reading List

Most Important manuals/documents

BAIN, H. and GOULD G., 2022. Principles and practice of Nurse Prescribing. London: Sage Publications Ltd

NEAL, M.J., 2020. *Medical pharmacology at a glance*. 9th ed. Chichester: Wiley Blackwell

RANG, H.P., 2016. *Rang & Dale's pharmacology*. 8th ed. London: Elsevier, Churchill Livingstone

ROYAL PHARMACEUTICAL SOCIETY, 2021. *A competency framework for all prescribers*. Royal Pharmaceutical Society [viewed 20 May 2022]. Available from: <https://www.rpharms.com/portals/0/rps%20document%20library/open%20access/professional%20standards/prescribing%20competency%20framework/prescribing-competency-framework.pdf>

Manuals

BEAUCHAMP, T.L. and J.F. CHILDRESS, 2019. *Principles of biomedical ethics*. 8th. ed. New York: Oxford University Press

BROADHEAD, R., 2019. Professional, legal and ethical issues in relation to prescribing practice. In: D. NUTTALL and J. RUTT-HOWARD, eds. *The textbook of non-medical prescribing*. 3rd ed. Hoboken: Wiley

DJULBEGOVIĆ, B. *et al.*, 2012. Dual processing model of medical decision-making. *BMC Medical Informatics and Decision Making*, 12(1), 94

DUERDEN, M., AVERY, T. and PAYNE, R., 2013. *Polypharmacy and medicines optimisation: making it safe and sound*. London: King's Fund Institute [viewed 20 May 2022]. Available from: https://www.kingsfund.org.uk/sites/default/files/field/field_publication_file/polypharmacy-and-medicines-optimisation-kingsfund-nov13.pdf

GREENHALGH, T., 2019. *How to read a paper: the basis of evidence-based medicine and healthcare*. 6th ed. Newark: Wiley

JOINT FORMULARY COMMITTEE (2022) British National Formulary London: BMJ group and Pharmaceutical press. - newer edition

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Assessment Details

Module Title:	Independent and Supplementary Prescribing
Module Code:	
Module Leader:	Luis Costa
Level:	7
Assessment Title:	Numeracy exam
Assessment Number:	AE1
Assessment Type:	Exam
Restrictions on Time	30 min
Consequence of not meeting time/word count limit:	<p>This examination is timed; therefore, the assessment needs to be completed in the specified time frame.</p> <p>There is no penalty for submitting before the time limit, but students should be aware that there is a risk they may not maximise their potential mark.</p>
Individual/Group:	Individual
Assessment Weighting:	20%
Issue Date:	
Hand In Date:	
Planned Feedback Date:	
Mode of Submission:	Timed examination
Number of copies to be submitted:	1 copy
Anonymous Marking	yes

Assessment Task

The exam is mandatory requirement to complete the programme and aims to demonstrate if the student is capable performing drug dosages and calculations. The numeracy exam requires 100% mark for students to pass.

Assessment criteria

The exam will be assessed by the number of correct answers. The exam will not have a negative mark. All questions must be answered. The pass mark for this assessment is 100%.

Extenuating Circumstances

The University's Extenuating Circumstances procedure will be applied if there are genuine circumstances that may prevent a student to attend the assessment. Students will have the option of attending a second exam - 5 working day extension or they can request to re-sit in the next assessment date which will be the exam of the next cohort of students (Defer). In both instances students must submit an EC application with relevant evidence.

Please find a link to the EC policy below:

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/2p-extenuating-circumstances.pdf>

Academic Misconduct

Any submission must be the students' own work and, where facts or ideas have been used from other sources, these must be appropriately referenced. The University's Academic Handbook includes the definitions of all practices that will be deemed to constitute academic misconduct. Students should check this link before attending an exam or submitting their assignments.

Procedures relating to student academic misconduct are given below:

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/4l-student-academic-misconduct-procedure.pdf>

Ethics Policy

The Ethics Policy is contained within Section 2S of the Academic Handbook:

<https://staff.solent.ac.uk/official-documents/quality-management/academic-handbook/2s-solent-university-ethics-policy.pdf>

Grade marking

The University uses a numerical grade scale to mark exams.

More detailed information on grade marking and the grade scale can be found on the portal and in the Student Handbook.

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/2o-annex-3-assessment-regulations-grade-marking-scale.docx>

Assessment Details

Module Title:	Independent and Supplementary Prescribing
Module Code:	
Module Leader:	Luis Costa
Level:	7
Assessment Title:	Online pharmacology exam
Assessment Number:	AE2
Assessment Type:	Written Exam
Restrictions on Time	120 min time restriction. Reasonable adjustments will be given to students with an agreed additional learning plan.
Consequence of not meeting time/word count limit:	This examination is timed; therefore, the assessment needs to be completed in the specified time frame. There is no penalty for submitting before the time limit, but students should be aware that there is a risk they may not maximise their potential mark.
Individual/Group:	Individual
Assessment Weighting:	40%
Issue Date:	
Hand In Date:	
Planned Feedback Date:	
Mode of Submission:	Timed examination
Number of copies to be submitted:	1
Anonymous Marking	Yes

Assessment Task

The exam is mandatory requirement to complete the programme and aims to demonstrate the student's knowledge in science of pharmacology. The pharmacology exam requires 80% mark for students to pass.

Assessment criteria

The exam will be assessed by the number of correct answers. The exam will have multiple choice questions, true or false questions and short answer questions. This exam will not have a negative mark. All questions should be attempted. The pass mark for this assessment is 80%.

Extenuating Circumstances

The University's Extenuating Circumstances procedure will be applied if there are genuine eventualities that may prevent a student to attend the assessment. Students will have the option of attending a second exam - 5 working day extension or they can request to re-sit in the next assessment date which will be the exam of the next cohort of students (Defer). In both instances students must submit an EC application with relevant evidence.

Please find a link to the EC policy below:

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/2p-extenuating-circumstances.pdf>

Academic Misconduct

Any submission must be the students' own work and, where facts or ideas have been used from other sources, these must be appropriately referenced. The University's Academic Handbook includes the definitions of all practices that will be deemed to constitute academic misconduct. Students should check this link before attending an exam or submitting their assignments.

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Grade marking

The University uses a numerical grade scale to mark exams.

More detailed information on grade marking and the grade scale can be found on the portal and in the Student Handbook.

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/2o-annex-3-assessment-regulations-grade-marking-scale.docx>

Assessment Details

Module Title:	Independent and Supplementary Prescribing
Module Code:	
Module Leader:	Luis Costa
Level:	7
Assessment Title:	Critical reflective assignment of a prescribing episode
Assessment Number:	AE4
Assessment Type:	Online submission
Restrictions on Time/Word Count:	2000-word count. (+/- 10%).
Consequence of not meeting time/word count limit:	Markers will stop reading at 10% over and lower the word limit.
Individual/Group:	Individual
Assessment Weighting:	40%
Issue Date:	
Hand In Date:	
Planned Feedback Date:	
Mode of Submission:	Online
Number of copies to be submitted:	Examination to be submitted via an online platform
Anonymous Marking	yes

Assessment Task

Students will have to complete a 2000 word reflective essay on a prescribing episode related to their clinical practice. This assignment should have a reflective introspection on prescribing choices, and these should refer to scientific evidence and local/national guidelines. Both domains of the RPS (2021) framework for all prescribers should also be incorporated into the assignment.

The pass mark for the whole assessment is 40%.

Late Submissions

Students will be reminded that:

- If this assessment is submitted late (i.e. within 5 working days of the submission deadline), the mark will be capped at 40% if their summative assessment would achieve a pass mark;
- If this assessment is submitted later than 5 working days from the submission deadline, the work will be regarded as a non-submission and will be awarded “refer”.
- If this assessment is being submitted as a referred piece of work, students will have the opportunity to re-submit by a specific deadline date; any Refer assessment submitted late will be regarded as a non-submission and will be awarded a zero/refer.

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/20-assessment-principles-regulations-temporary-amendments-for-covid-19-contingency-plans.pdf>

Extenuating Circumstances (EC)

The University's Extenuating Circumstances procedure is in place if there are genuine eventualities that may prevent a student submitting an assignment. If students are not 'fit to study', they can either request an extension to the submission deadline of 5 working days or they can request to submit the assessment at the next available opportunity (Defer). In both instances students must submit an EC application with relevant evidence. If accepted by the EC panel, there will be no academic penalty for late submission. Students are reminded that EC covers only short-term issues (20 working days) and that if they are experiencing issues that will affect their availability to study long-term, students must contact the Student Hub for advice.

Please find a link to the EC policy below:

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/2p-extenuating-circumstances.pdf>

Academic Misconduct

Any submission must be the students' own work and, where facts or ideas have been used from other sources, these must be appropriately referenced. The University's Academic Handbook includes the definitions of all practices that will be deemed to constitute academic misconduct. Students should check this link before attending an exam or submitting their assignments.

Procedures relating to student academic misconduct are given below:

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/4l-student-academic-misconduct-procedure.pdf>

Ethics Policy

The Ethics Policy is contained within Section 2S of the Academic Handbook:

<https://staff.solent.ac.uk/official-documents/quality-management/academic-handbook/2s-solent-university-ethics-policy.pdf>

Grade marking

The University uses a letter grade scale to mark assignments.

More detailed information on grade marking and the grade scale can be found on the portal and in the Student Handbook.

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/2o-annex-3-assessment-regulations-grade-marking-scale.docx>

Guidance for online submission through Solent Online Learning (SOL)

<http://learn.solent.ac.uk/onlineSubmission>

Assessment Details

Module Title:	Independent and Supplementary Prescribing
Module Code:	
Module Leader:	Luis Costa
Level:	7
Assessment Title:	Portfolio
Assessment Number:	AE3
Assessment Type:	Competency framework portfolio
Restrictions on Time/Word Count:	There are no restrictions on word count.
Consequence of not meeting criteria for a pass mark:	All elements of the portfolio must be signed off by the Practice assessor (NMC)/ Practice Educator (HCPC) and Academic Assessor for the student to pass. The personal formulary mustn't contain any pharmacological mistakes. The CMP mustn't contain any prescribing mistakes. The prescription samples mustn't contain any mistakes.
Individual/Group:	Individual
Assessment Weighting:	Pass/ fail
Issue Date:	
Hand In Date:	
Planned Feedback Date:	
Mode of Submission:	Online
Number of copies to be submitted:	Examination to be submitted via online platform.
Anonymous Marking	Yes

Assessment Task

The Assessment requires the student to demonstrate efficiency in all areas of the Royal pharmaceutical society's prescribing competency framework. The student must satisfy the practice assessor (NMC)/ Practice Educator (HCPC) by achieving all the RPs (2021) competencies, demonstrating evidence by elaborating the tasks necessary for the Independent and Supplementary Prescribing portfolio.

The portfolio and assessment materials are as follows: commitment statement and character statement, learning contract with practice supervisor (PS)/assessor (PA) (NMC registrants)/ Practice Educator (HCPC registrants), PA/PE initial report, practice learning log, PA/PE intermediate report, CMP, example of 2 completed sampled prescription, PA/PE final report, the royal pharmaceutical society framework for all prescribers (2021) competencies all signed off, a critical reflective assignment, a personal formulary (maximum 10 drugs) and service user feedback forms.

Please note (as part of the portfolio assessment):

- The Royal Pharmaceutical Society's Competency Framework for All Prescribers competency document is a practice assessment framework that is also recorded as a **pass/fail**. Passing this ensures that students have met the competencies of the framework but does not contribute to the overall module marks weighting.
- Students will have to write a critical reflective assignment referred in the section above. This is also a pass/fail assessment, and students require a total of 40% to Pass.
- The final assessment in the clinical learning environment with the PA/PE/AA is mandatory in the portfolio submission. This is also a **pass/fail** mark, and students must Pass for your final mark to be published.

The following sections of the portfolio do not account for the summative assessment, although if the academic assessor/module lead outlines a prescribing error/mistake, the student cannot pass the portfolio. In this case students will have the opportunity to re-submit at a specific deadline date. Refer assessments submitted late will be regarded as a non-submission and will be awarded a zero/refer.

- The personally formulary (maximum 10 drugs) should not contain any prescribing mistakes.
- The CMP plan should not contain any mistakes ((Independent and supplementary Prescribing or supplementary Prescribing only).
- The samples prescription should not contain any mistakes (Independent and supplementary Prescribing only).

Initial submission of the Portfolio (Rules for Late Submissions)

Students will be reminded that:

- iv. If this assessment is submitted late (i.e. within 5 working days of the submission deadline), the mark will be capped at 40% if their summative assessment would achieve a pass mark;
- v. If this assessment is submitted later than 5 working days from the submission deadline, the work will be regarded as a non-submission and will be awarded "refer".
- vi. If this assessment is being submitted as a referred piece of work, students will have the opportunity to re-submit by a specific deadline date; any Refer assessment submitted late will be regarded as a non-submission and will be awarded a zero/refer.

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/2o-assessment-principles-regulations-temporary-amendments-for-covid-19-contingency-plans.pdf>

Extenuating Circumstances (EC)

The University's Extenuating Circumstances procedure is in place if there are genuine eventualities that may prevent a student submitting an assignment. If students are not 'fit to study', they can either request an extension to the submission deadline of 5 working days or they can request to submit the assessment at the next available opportunity (Defer). In

both instances students must submit an EC application with relevant evidence. If accepted by the EC panel, there will be no academic penalty for late submission. Students are reminded that EC covers only short-term issues (20 working days) and that if they are experiencing issues that will affect their availability to study long-term, students must contact the Student Hub for advice.

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Grade marking

The University will use a pass/fail to mark this assignment.

More detailed information on grade marking and the grade scale can be found on the portal and in the Student Handbook.

<https://students.solent.ac.uk/official-documents/quality-management/academic-handbook/2o-annex-3-assessment-regulations-grade-marking-scale.docx>

Guidance for online submission through Solent Online Learning (SOL)



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