

Module Details	
Module Title	Prescribing for Pharmacists
Module Code	PRE7003-C
Academic Year	2023/4
Credits	30
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Laboratories	12
Online Lecture (Asynchronous)	3
Online Lecture (Synchronous)	6
Tutorials	8
Work based learning	90
Directed Study	162
Lectures	19

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

Module Aims
<ol style="list-style-type: none"> <li>1. Prepare pharmacists to prescribe as independent and supplementary prescribers within current legal and professional guidelines.</li> <li>2. Enable experienced pharmacists to enhance their knowledge and gain critical awareness of contemporary issues in order to become safe, competent, effective and reflective non-medical prescribers.</li> </ol>

## Outline Syllabus

The module covers each of the four domains which have been identified as necessary from the GPhC (2019) to develop knowledge and skills needed to achieve competence as a prescriber. The domains are:

1. Person-centred care
2. Professionalism
3. Professional knowledge and skills
4. Collaboration

## Learning Outcomes

Outcome Number	Description
01	Undertake a systematic holistic assessment of a patients' needs taking into account their ethnicity, culture and health beliefs.
02	Critically evaluate and reflect upon own skills when consulting with patients and carers including the use of effective communication and appropriate physical examination skills.
03	Demonstrate a shared approach to decision making by assessing patients' needs for medicines, taking account of their wishes, values and ability to make fully informed decisions.
04	Reflect on the psychological and physical impact of prescribing decisions, including the risks and benefits for people.
05	Undertake critical analysis and synthesis of different sources of information and demonstrate how these are used in patient care taking into account evidence-based practice and national/local guidelines where they exist.
06	Reflect on professional competence and knowledge and be aware of own limitations. Know when and how to seek guidance from or refer to another member of the healthcare team.
07	Discuss legal, ethical and professional frameworks for accountability and responsibility in relation to prescribing and within a clinical governance framework.
08	Reflect on and develop their own prescribing practice to ensure it represents current best practice.
09	Prescribe safely, appropriately and cost-effectively utilising technology where appropriate.
10	Critically appraise the influences on prescribing practice at individual, local and national levels.
11	Recognise and manage prescribing and medication errors and raise concerns related to inappropriate or unsafe prescribing.
12	Demonstrate the application of pharmacology in relation to prescribing practice.
13	Create and maintain appropriate records which ensure safe and effective care and align with relevant legislation.
14	Demonstrate clinical and diagnostic skills, including interpreting results, in clinical settings appropriate to their scope of practice.
15	Monitor response to therapy and modify treatment to improve patient outcomes.
16	Critically analyse relevant public health issues in promoting health as part of own prescribing practice.
17	Demonstrate collaborative working to optimise patient care, recognising own role and responsibilities and those of others in safeguarding children and vulnerable adults.
18	Facilitate, manage and critically evaluate change(s) in practice to improve outcomes for patients.

## Learning, Teaching and Assessment Strategy

The research informed teaching and learning strategies have been designed to develop theoretical knowledge and awareness of contemporary prescribing issues, advance knowledge and critical thinking and to develop a range of skills appropriate to your professional field your organisation and workplace setting.

Online reading and exercises will provide students with the information required to enhance knowledge (5, 9, 10, 12, 15, 16). Evidence influenced lectures and seminars will provide students with the information required to gain critical awareness of contemporary prescribing issues (1, 2, 3, 4, 6, 7, 8, 9, 11, 13, 15, 16). Formative OSCEs and roleplay will give students opportunity to practice skills in a safe environment and to evaluate and reflect on the development of skills (1, 3, 9, 14) Tutorials will aid reflection and critical appraisal skills ( 4, 5, 6 ).

Practice based learning will give the opportunity to gain further knowledge related to own field of practice, to consolidate the skills gained in the classroom and reflect on the experience of observing an experienced medical practitioner. Structured individualised learning, supported by self- assessment and a negotiated learning contract will allow students to focus on their own identified learning needs and own area of practice (14, 12, 13, 18). Directed study, including reflective practice, personal reading, scholarship and portfolio development will enhance transferable skills and knowledge related to prescribing in the student's own field of practice (1, 2, 3, 5, 7, 9, 12).

The following statement applies to learners that are completing this module as part of an Apprenticeship.

The apprentice must meet all the required standards when measured against each individual learning outcome for the module (as mapped below):

Advanced Clinical Practitioner (Intergrated degree)\* Standard:

Know and Understand: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.2, 3.4, 3.6, 3.7, 4.1, 4.4, 4.5

You will be able to: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7

Learning outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18 are assessed via the portfolio of evidence.

Learning outcomes 1, 2, 3, 6, 16 are assessed via the OSCE.

Learning outcomes 12 and 17 are assessed via the MCQ and short answer paper. The pass mark for the MCQ is 80%, but all calculation based questions must be passed at 100%.

Learning outcomes 14 and 15 are assessed via the clinical skills assessment.

Learning outcomes 9 and 11 are assessed by the Practice competency log and drug calculation and clinical management plan.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Objective Structured Clinical Examination	History taking OSCE with a pass mark of 80% (PASS/FAIL)	N/A
Summative	Online MCQ Examination	Computer based MCQ and short answer (1 Hr) , pass mark 80%, calculation questions must be passed at 100% PASS/FAIL	N/A
Summative	Coursework - Portfolio/e-portfolio	Practice competency log, drug calculation and clinical management plan. PASS/FAIL	N/A
Summative	Coursework - Portfolio/e-portfolio	Reflective e-Portfolio of Evidence, development of clinical management plan (3,000 words) Pass at 40%	100%
Summative	Clinical Assessment	Clinical skills assessment (2 Hrs) - PASS/FAIL	N/A
Formative	Objective Structured Clinical Examination	Clinically based OSCE	N/A
Formative	Online MCQ Examination	Practice MCQs	N/A

Reading List
To access the reading list for this module, please visit <a href="https://bradford.rl.talis.com/index.html">https://bradford.rl.talis.com/index.html</a>

*Please note:*

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

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