Module Descriptor

Title	Community Nurse Prescribing V150		
Session	2026/27	**Status**	Published
Code	NURS09230	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Jen Pender		

Summary of Module

This module is open to first level registered nurse or midwives who meet the entry criteria determined by the standards of Nursing and Midwifery Council (NMC 2018) wishing to undertake academic and professional qualifications as Community Nurse Prescribers without a Specialist Qualification (NMC code V150).

Applicants must have the support of the Prescribing Lead from their employing Health Board and have evidence of SCQF Level 9 study, or recognition of prior learning, that can be mapped to the Royal

Pharmaceutical Society's Competency Framework for all Prescribers (2021).They must be numerate within their clinical role, have a sound knowledge of the main body systems and be competent in patient assessment and diagnosis within their clinical area.

The module is underpinned by the RPS Competency Framework for all Prescribers (2021) and will develop the theoretical and practical knowledge and skills required to prescribe a limited range of drugs and medicinal products from the Nurse Prescriber's Formulary (NPF).

A hybrid mode of delivery is used for this module, across one academic term and takes one term to complete. In addition to engagement in online learning activities, students are required to attend online core content delivery. In addition, students must complete 65 hours of clinical prescribing practice with the support of a nominated Designated Prescribing Practitioner (Practice Assessor) and a nominated Practice Supervisor (PS).

Students will develop generic knowledge and skills in the following core areas of prescribing which can be contextualised to their area of clinical practice: • Systematic assessment & consultation • Professional and legal frameworks of prescribing • Pharmacology of drugs (i.e. pharmacokinetics and pharmacodynamics) • Wider consideration of prescribing expertise and duty of care (i.e. concordance, safety netting, adverse drug reactions, inter-professional and multi-disciplinary working, realistic medicine etc.) • Principles of prescribing practice including prescription writing.

The module is delivered by Hybrid learning across one academic term. In addition to engagement in online learning activities, students are required to engage with online core content delivery. Students must complete 65 hours of clinical prescribing practice with the support of a nominated Designated Prescribing Practitioner (Practice Assessor) and a nominated Practice Supervisor.

The module is validated by the NMC and completion leads to eligibility to be recorded as a V150

Community Nurse or Midwife Prescriber. The prescribing qualification must be recorded with the NMC within 5 years of completion of the module. (Failing to do so will result in having to retake and successfully complete a module to qualify and register the award as a prescriber). Upon successful completion, students will demonstrate the competence to practice as a Community Nurse or Midwife Prescriber within their scope of clinical expertise and be eligible to be recorded as V150 Community Nurse or Midwife Prescriber.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☐	**Online**[3] ☒	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Undertake a systematic holistic assessment to reach shared prescribing decisions.
L2	Demonstrate safe and professional prescribing practice based on current legislation, professional frameworks and national and local guidelines.
L3	Apply critical understanding of the pharmacological effects of medicines within the NPF and consider options to ensure safe prescribing decisions.
L4	Demonstrate critical appraisal of wider prescribing expertise in the context of community role and the multidisciplinary team.
L5	Generate safe, cost-effective prescriptions within the scope of clinical competence.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Knowledge and Understanding (K and U)	**SCQF 9** Develop knowledge and understanding of pharmacodynamics and pharmacokinetics in relation to their current clinical role. Identify and appraise the evidence that underpins prescribing decisions, including legislation, national and local policies and frameworks. Understand the concept of prescribing expertise in their clinical context including: duty of care, safety netting, concordance, realistic medicine and the importance of multi-disciplinary team members in the context of prescribing
Practice: Applied Knowledge and Understanding	**SCQF 9** Gain an understanding of assessment, diagnosis and prescribing within a clinical area. Know and understand drug actions and reactions in relation to patients across the life span. Know and understand how to prescribe in complexity Understand how to modify prescribing decisions and recognise when it is appropriate to refer to another practitioner.
Generic Cognitive skills	**SCQF 9** Analyse the local and national guidelines and other relevant prescribing literature. Recognise the principles of effective decision making and problem solving in prescribing. Evaluate and reflect on the outcomes of prescribing practice and identify needs for continuing professional development
Communication, ICT and Numeracy Skills	**SCQF 9** Utilise appropriate record systems, either electronically or hard copy, engage in appropriate prescribing decisions. Write a prescription. Communicate verbally and through patient records with colleagues to with enhance patient outcomes. Demonstrate accuracy in numeracy skills in medication calculations.
Autonomy, Accountability and Working with Others	**SCQF 9** Understand the relevant legislation, professional and local frameworks to prescribing practice. Understand the determining of one's own competence in the context of prescribing Understand how to create a partnership with service users and promote concordance with prescribed medication

Prerequisites	**Module Code**	**Module Title** Course entry is determined by the employer, UWS and NMC requirements. Pre-screening is carried out by the employer prior to acceptance onto the module. Applicants, managers and Designated Prescribing Practitioners (DPP) complete additional UWS module documentation to confirm all requirements have been met.

	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. The theoretical components of the module are delivered using a Hybrid Learning approach, where teaching and learning strategies underpin the RPS (2021) prescribing competencies and NMC standards (2023). These include a blend of synchronous and asynchronous interactive learning activities via the VLE ,Interactive group work, case-based discussions, online learning activities and quizzes, which students will contextualise to their clinical area of practice. Teaching will be delivered by a core module team of nurse and pharmacist lecturers with a range of clinical and prescribing expertise. Sessions will be supported by a variety of prescribing practitioners. Comprehensive formative feedback and feedforward is provided for assessments to support and encourage students to develop a deeper knowledge and understanding of pharmacology and the core principles of prescribing. Within the practice component of the module, students must complete a minimum of 65 hours of supervised practice in their clinical area with a nominated Designated Prescribing Practitioner (DPP) and nominated Practice Supervisor (PS). [For NMC registrants, the DPP is referred to as the Practice Assessor]. Together with their DPP and PS, students will access opportunities for learning in practice and participate in prescribing decisions for service users who normally present in that clinical area. In addition, students are encouraged to learn from additional Practice Supervisors from a range of relevant clinical disciplines (i.e. pharmacists, NMPs, medical practitioners etc.). Each student will be allocated an Academic Assessor (AA) from the module team who will provide academic support and guidance, and assess the components of assessment. Learning and teaching will be achieved from working through the module learning outcomes, which have been cross referenced with the NMC standards (2023) and the RPS Competency Framework (2021), whilst recognising the SCQF and QAA benchmark statements for level 9.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	42
Practice-based Learning	65
Asynchronous Class Activity	40
Independent Study	53
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Carrier, J. (2015) Manging long-term conditions and chronic illness in primary care: a guide to good practice. 2nd Edition. Abingdon: Routledge.

Davidson, D. (2020) Numeracy and Clinical Calculations for Nurses. 2nd Edition. Banbury: UK Lantern Publishing Limited.

McFadden, R. (2019) Introducing Pharmacology for Nursing and Healthcare. 3rd Edition. Abingdon: Routledge.

Nuttall, D. & Rutt-Howard, J. (eds) (2020) The Textbook of Non-Medical Prescribing. 3rd Edition. Chichester: Wiley-Blackwell.

Ritter, J., Flower, R., Henderson, G., Kong Loke, Y., MacEwan, D. & Rang, H. (2020) Rang and Dales Pharmacology. 9th Edition. Edinburgh: Elsevier.

Web Resources:

Electronic Medicines Compendium. Available at: https://www.medicines.org.uk/

Joint Formulary Committee. British National Formulary London: BMJ Group and Pharmaceutical Press. Available at: https://bnf.nice.org.uk/

National Institute for Care & Excellence. Clinical Knowledge Summaries: Drugs and Devices. Available at: https://cks.nice.org.uk/specialities/drugs-devices/

Nursing and Midwifery Council (2023) Standards for Prescribing Programmes. Available at :

Standards for prescribing programmes - The Nursing and Midwifery Council (nmc.org.uk)

prescribing-programmes/

Royal Pharmaceutical Society (2021) A Competency Framework for all Prescribers. Available at: https://www.rpharms.com/resources/frameworks/prescribers-competency-framework

Royal Pharmaceutical Society (2019) Designated Prescribing Practitioner Competency Framework. Available at: https://www.rpharms.com/resources/frameworks/designated-prescribing-practitioner-competency-framework

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate. All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students. Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Adult Nursing Community Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Community and Health
Moderator	Emma Gilmer
External Examiner	M Duncan
Accreditation Details	NMC
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Pharmacology class test (students must achieve a minimum of 80% for a pass award) and Numeracy class test (students must achieve 100% for a pass award) (NMC 2018). This component of assessment is graded pass-fail, with 0% weighting
Assessment 2
Case Study: (2000 words) 100% weighting of the final Module mark. A pass grade of 40% must be achieved in this component of assessment.
Assessment 3
Work Based Learning: Clinical Portfolio This component of assessment is graded pass-fail, with 0% weighting. A pass grade is required to achieve an overall module pass
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class test (written)	☐	☐	☒	☐	☒	0	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☒	☒	☒	☒	☒	100	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of practical work	☒	☒	☒	☒	☒	0	0
Combined total for all components						100%	2 hours

Change Control

What	**When**	**Who**
