Module Descriptor

Title	Independent and Supplementary Prescribing L9		
Session	2026/27	**Status**	Published
Code	NURS09231	**SCQF Level**	9
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	Emma Gilmer		

Summary of Module

This module aims to prepare practitioners to be safe independent and/or supplementary prescribers within their scope of clinical competence. The modules have been approved by the Nursing and Midwifery Council (NMC) and The Health and Care Professions Council (HCPC) and will lead to the annotation of an independent/supplementary prescriber* on the appropriate professional register.

The module is delivered across two academic terms and is underpinned by the RPS Competency Framework for all Prescribers (2021). Theoretical content will focus on the core areas of prescribing consultations, prescribing governance as well as the pharmacology of common drugs, which can then be contextualised to the student's own area of clinical practice. In addition, students must complete 90 hours of clinical prescribing practice within their own clinical area supervised by a Designated Prescribing Practitioner.

Applications are welcome from first level nurses, midwives, physiotherapists, podiatrists, therapeutic radiographers, paramedics, dieticians* and diagnostic radiographers*, who are in a current clinical post where prescribing is required. Applicants must have a current professional registration with a minimum of 1-year post registration experience in the area in which they intend to prescribe. Applicants are required to demonstrate safe and effective practice in clinical/ health assessment, diagnostics/ care management & planning and evaluation of care within the intended area of prescribing practice and have appropriate supervision arrangements in place prior to application. Applicants working within the NHS must have the support of the Prescribing Lead from their employing organisations.

(* Dieticians and diagnostic radiographers will undertake the supplementary prescribing qualification only)

Upon successful completion of the module, students will be recorded as an Independent Prescriber and/or Supplementary Prescriber on the appropriate professional register and be able to prescribe within their scope of competence. The prescribing qualification must be recorded with the student's professional body within 5 years completion of the Module. (Failing to do so will result in having to retake and successfully complete a module to qualify and register).

The above skills acquisition, contributes to the development of the UWS Graduate Attributes: Universal - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; Work-Ready -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful -autonomous, incisive, creative, resilient and daring.

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 effect of medicines and consider options to ensure safe prescribing decisions.
L4	Analyse the wider prescribing expertise related to clinical role and the multi-disciplinary team.
L5	Generate safe, cost-effective prescriptions and Clinical Management Plans 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:**
Knowledge and Understanding (K and U)	**SCQF 9** Develop a detailed 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

[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

	and the importance of multi-disciplinary team members in the context of prescribing
Practice: Applied Knowledge and Understanding	**SCQF 9** Gain a comprehensive 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 and clinical management plan. 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**
	Other Applicants are required to have support from their employer and have appropriate supervision arrangements in place prior to application. Pre-screening for NHS-employed applicants is carried out by the Health Board Prescribing Lead and by the UWS Prescribing Lead for Independent/ Non-NHS employed applicants. Applicants, managers and Designated Prescribing Practitioners (DPP) complete additional UWS module documentation to confirm all requirements have been met.	
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 module will be delivered over two academic terms using a hybrid model for teaching and learning. An experienced multi-disciplinary academic team will deliver the theoretical components using a blend of synchronous, online interactive workshops and asynchronous online learning activities using the virtual learning environment Aula. Students will be encouraged to participate in collaboration, group learning and peer support through case-based discussions and general discussion topics related to contemporary prescribing practice. Each student will be allocated an academic assessor from the module team who will provide academic support and guidance and assess the theoretical components.

Practice based learning will be within the student's own clinical area allowing theory to be contextualised to their intended area of prescribing practice. A Designated Prescribing Practitioner (DPP) (and nominated Practice Supervisor for NMC registrants) will support and facilitate 90 hours of supervised learning in practice and assess clinical prescribing competence.

Both the theoretical and practice-based components of the module are underpinned by the RPS (2021) Competency Framework for all prescribers, NMC Standards for Prescribing Programmes (2023) and HCPC Standards for Prescribers (2019). Comprehensive formative feedback and feedforward is provided for all assessment components to support and encourage success

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)
Lecture / Core Content Delivery	25
Tutorial / Synchronous Support Activity	45
Practice-based Learning	90
Asynchronous Class Activity	50
Independent Study	90
n/a	
TOTAL	300

Indicative Resources

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

Courtenay, M., Griffiths, M. (Eds) (2022) Independent and Supplementary Prescribing: An Essential Guide. 3rd Edition. Cambridge: Cambridge University Press

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

Hitchings, A., Lonsdale, D., Burrage, D. & Baker, E. (2022) The Top 100 drugs clinical pharmacology and practical prescribing. 3rd Edition. Edinburgh: Elsevier

McFadden, R. & Fell, P. (2024) Introducing Pharmacology for Nursing and Healthcare. 4th Edition. Abingdon: Routledge

Nuttall, D. & Rutt-Howard, J. (eds) (2019) The Textbook of Non-Medical Prescribing. 3rd Edition. Chichester: Wiley-Blackwell.

Ritter, J., Flower, R., Henderson, G., Kong Loke, Y., MacEwan, D., Robinson, E. & Fullerton, J. (2023) Rang and Dales Pharmacology. 10th 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/

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

Royal Pharmaceutical Society (2021) A Competency Framework for all Prescribers. Available at: https://www.rpharms.com/resources/frameworks/prescribing-competency-framework/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	Elizabeth Rooney
External Examiner	M Duncan
Accreditation Details	NMC/ HCPC
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Class Test (Online) 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 A pass grade is required to achieve an overall module pass
Assessment 2
Case Study 3, 500 words 100% weighting of the final Module mark. A grade of 40% must be achieved in this component of assessment.

Assessment 3
Portfolio of Practical Work The practical/clinical element consists of a Clinical Portfolio of Practice assessed by the Designated Prescribing Practitioner (DPP) which demonstrates 90 hours of learning in practice and successful achievement of all competencies within the RPS Competency Framework for all Prescribers (2021) 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**