



University of Brighton

School of Sports & Health Sciences

Community Practitioner Nurse Prescribing

V100

Student Handbook

Level 6

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Module Leader

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Welcome

Welcome to the community practitioner nurse prescribing module. This module aims to prepare you for prescribing within your scope of prescribing practice, from the Nurse Prescriber's Formulary. This is a single 20 credit module delivered at level 6 within the School of Health Sciences. To undertake this module you will need to hold or be working towards as Specialist Practice Qualification (SPQ) in Community Specialist Practice (CSP) or Specialist Community Public Health Nursing (SCPHN) either BSc (Hons) or MSc/ PGDip. This module is specific to these NMC recordable Specialist Practice qualifications and cannot be accessed outside of these courses.

The module team are:

Hannah Ingram, MODULE LEAD.

Independent Nurse Prescriber (ACP) and Community Practitioner Nurse Prescriber (District Nurse). Principal lecturer and lead for independent prescribing in the School of Health Sciences. Course lead for BSc (Hons) Community Specialist Practice, district nurse lead.

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Donna Goddard, Independent Nurse Prescriber (ACP). DEPUTY MODULE LEAD.

Senior lecturer and course lead for MSc/ PGDip Community Specialist Practice, general practice lead.

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Jamie Cooper, Independent prescriber

Senior lecturer, advanced nurse practitioner in primary care and mental health background

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Patricia Robinson, Independent prescriber

Senior lecturer, health visiting, and consultant nurse in frailty background

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Stephanie Stevens, Community Practitioner Nurse Prescriber (SCPHN)

Senior lecturer. Steph is a health visitor and midwife the LEAD FOR SCPHN V100 PRESCRIBING in this module.

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Michael Maelzer for pharmacology in prescribing

Lecturer: M.Maelzer@brighton.ac.uk

Claire Cossu is our administrative support and go to person for enrolment and My Studies issues in the first instance.

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Please do contact the module team if you have any queries, we are here to help and support you and we want you to have a positive and valuable learning experience on this module.

Module structure:

The taught content of module is delivered over 7 days.

You will have an induction session at the beginning of the module. This is to help you meet other students, orientate to the University and meet the module team. On this induction, we will ask you to think about your scope of prescribing practice and any learning needs you may have. We will facilitate some guided learning so you can commence working on your prescribing practice and towards the module requirements.

The induction session will introduce the module team and discuss what is required of you, and those who are supporting you, throughout this module. You will be given access to the virtual learning environment, My Studies, which is the platform where you will be able to access the majority of learning resources. The induction session will also highlight where you can go for help if needed.

The module structure is taught days over two semesters throughout the academic year. This is to allow you time to collate the prescribing hours in practice you require to meet the module requirements for prescribing practice. You will need to complete 50 hours of prescribing practice.

As this is very much a practice-based learning experience, where you will be transferring theoretical knowledge to your area of prescribing practice, you will have the support of a practice supervisor, a practice assessor and an academic assessor throughout the module.

As part of the application process some of you will have been interviewed by your employers and non-medical prescribing leads as suitable to attend this module. As a prescribing programme team, we work very closely with employers to ensure that the right candidates are selected to attend the module so that the needs of practice in terms of prescribing are met. The university will have shortlisted you to as academically sound to undertake the programme of prescribing study, your employer will select those candidates where prescribing is required as part of the professional role.

As part of the selection and recruitment process you will have had a **practice supervisor** and **practice assessor** assigned to support you within your organisation prior to commencing with the module.

You will be assigned an **academic assessor** within the university once you have completed the module induction.

Practice supervisor.

Your practice supervisor will be a community practitioner nurse prescriber (CPNP) or nurse independent prescriber (NIP). The practice supervisor must meet the Competency Framework for Designated Prescribing Practitioners (Royal Pharmaceutical Society 2019).

The practice supervisor (PS) supports you (the student) during the programme and works in partnership with the named practice assessor. The practice supervisor will undertake an initial interview at the start of the module which helps you to identify your learning opportunities and plan how to complete the learning throughout the module. You as the student and the PS will develop and agree a learning plan which will include reasonable adjustments if applicable. The initial module interviews should be conducted with input from your practice assessor

The PS reviews your progress with your learning plan and your achievement of the proficiencies, and your development in working towards your summative assessments and will report this to your practice assessor to inform the practice assessors assessment decision making. The PS will provide you with formative feedback during the module and this will be recorded in your Portfolio of Prescribing Practice.

Should there be any concerns regarding your learning or progress then this must be referred to your academic assessor who will liaise with your practice assessor, and the course leader. Concerns will be documented in your practice portfolio with an agreed action plan and review dates.

The practice supervisor will:

- ensure that the learner is oriented to the area, thus facilitating safe and appropriate practice
- Attend practice supervisor training and updates
- provide an effective role model by demonstrating specialist skills, knowledge and attitudes
- co-ordinate and liaise with other specialists* involved in supervising, working with or teaching the student
- identify opportunities for the achievement of learning outcomes
- monitor and contribute to the ongoing assessment of achievement of learning outcomes and provide feedback on competency to practise as a SPQ for the duration of and at the end of the course
- document assessment of progress in discussion with the learner
- attend prescribing updates and CPD sessions

Not all your prescribing practice hours will be with your PS. The prescribing practice hours may take the form of a hub and spoke model, where you and your PS and PA identify alternative learning experiences, such as time spent in community pharmacy for example. The person who spend time with can offer formative feedback on your prescribing practice using the document in the Portfolio of Prescribing Practice, which will provide your PA with information on your development on which to base their decisions on your progression. This person can also sign you hours log.

Practice Assessor

Practice assessors (PA's) are registered Nurses or Midwives with current knowledge and expertise and with appropriate preparation for their role. Your practice assessor will be a community practitioner nurse prescriber (CPNP) or nurse independent prescriber (NIP). The practice assessor

must meet the Competency Framework for Designated Prescribing Practitioners (Royal Pharmaceutical Society 2019).

The practice assessor conducts assessments informed by feedback from the practice supervisors. PA's have a key role in assessing and confirming your proficiency and providing assurance of your achievement and competence. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the placement. The PA observes your prescribing practice, and conducts and records student assessments informed by your reflections, and by feedback from Practice Supervisors and other relevant people to confirm achievement. The PA liaises with the academic assessor scheduling communication at relevant points.

There are numerous elements requiring assessment in practice in this module. One or more Practice Supervisors can contribute to the assessment of some of the proficiencies in discussion with the PA, but they must be working in their scope of practice.

When assessing you, the PA should take into account sources of evidence that encompass knowledge, skills, attitudes and the views of those receiving care. The PA reviews assessment documentation in your Portfolio of Prescribing Practice, that has been completed by a range of other health or social care professionals who have contributed to aspects of your assessment over the module. Comments should acknowledge those exceptional students who are exceeding expectations for their prescribing practice or who have particularly commendable attitudes, behaviours, knowledge or skills.

If the you are not meeting the required standards this should be highlighted as a development need. If there is a cause for concern or a fitness for practice issue that requires prompt action an Action Plan should be instigated to address specific needs or concerns within a specified timeframe. In the event of this, the PA would seek guidance from the Academic Assessor and a senior practice representative such as an education lead or from the wider course team.

As a student you **must** have a separate practitioner allocated as your practice supervisor and practice assessor.

Only in exceptional circumstances can a student on a prescribing programme have a practice supervisor and practice assessor who are the same person.

As a programme team we work closely with practice partners and we do not foresee that this situation should occur. However, if you believe this situation may occur for you, this must be highlighted to the programme leader before commencing on the module with a strong rationale and supporting evidence as to why this is the case. Should this occur this will be considered on a case by case basis and it is not guaranteed that this will be accepted, and that you will be able to continue the module. The situation will be considered by the programme team and a senior practice representative, such as an education lead. We will work collaboratively to ensure you have a different prescribing practitioner as a practice supervisor and as a practice assessor wherever possible.

A practitioner can fulfil the roles of practice assessor and practice supervisor but not for the same student.

The practice assessor will:

- support the practice supervisor in ensuring that the learner is oriented to the area, thus facilitating safe and appropriate practice

- Attend practice assessor training and updates
- provide an effective role model by demonstrating specialist skills, knowledge and attitudes
- co-ordinate and liaise with other specialists involved in supervising, working with or teaching the student
- facilitate the achievement of learning outcomes
- assess the ongoing achievement of learning outcomes and contribute to the sign off the learner as competent to practise at the end of the course
- document assessment of progress in discussion with the learner, practice supervisor and academic assessor
- attend prescribing updates and CPD sessions

Academic Assessor

Within the University of Brighton, you will be also be allocated a named 'Academic Assessor' for each year or part of your course. The academic assessor will be a different person to your personal tutor and will oversee your learning experience.

An academic assessor (AA) is a member of the course academic team with registration in the appropriate profession and field of practice for the course and with valid current registration and re-validation status. Your academic assessor will be a community practitioner nurse prescriber (CPNP) or independent prescriber (NIP) and a member of the lecturing team. The academic assessor will maintain current knowledge and experience for prescribing and the programme learning outcomes through their own continuing professional development and work related roles.

The academic assessor will be clearly identified at the start of the course and for every part of the programme.

The academic assessor will meet (this may be virtually) with their allocated students at designated points in each part of the programme and will communicate with the student practice supervisors and practice assessors as needed. These meetings and the outcome of the meetings will be clearly documented within the Portfolio of Prescribing Practice and recorded as a quadripartite review of practice. The quadripartite is made up of you as the student, your PS PA and AA. We realise that due to the demands and complexities of contemporary health care practice that it may not be possible to meet in person or to have all people available at the same time, therefore this quadripartite review can be virtual, and reports sent from a PS if unable to attend. Should you be experiencing problems in practice for any reason or your PS PA or AA is concerned about your progress then a face to face quadripartite or tripartite meeting will take place to support your development. The academic assessor will have an understanding of your learning and achievement on practice through the quadripartite review process, the evidence you provide in your portfolio and from the annotated competency framework, with feedback from your PS and PA.

Your academic assessor will work with the wider course team to identify and arrange any additional support for you and your practice supervisor and practice assessor should it be required at any stage.

The AA will provide continuity over the part of the programme they are supporting the student with and will have an overview of student achievement to inform progression on the course.

If there is cause for concern in relation to the students' performance the AA will work collaboratively in agreeing an action plan for the student with the practice supervisor, practice assessor and the wider course team where appropriate.

There will be designated points within the programme where the academic assessors and practice assessors meet (virtually) and communicate to review the Portfolio of Prescribing Practice.

This will usually be at the beginning middle and end of the programme. The AA will review your Portfolio of Prescribing Practice and agree on the assessment outcome and whether you are to be recommended to progress to completion of the programme. Communication can be in person, via email, or telephone as appropriate.

The AA ensures that you have met the practice learning outcomes of the part of the programme by reviewing and confirming overall achievement in the Portfolio of Prescribing Practice.

The academic assessor's role is not to overturn the professional judgement of the practice assessor who has assessed you in practice assessments. In the event of a disagreement between the AA and PA this would be resolved within the moderation processes overseen by the module leader (if the module lead is the nominated AA this will be delegated to the wider course team, who will oversee moderation processes). The module lead or course team will be supported by the course leader and academic lead.

Personal Tutor

If you are undertaking this module as part of your BSc (Hons) / MSc PGDip SCPHN or CSP course you will have been allocated a personal tutor for pastoral care and should continue to access this personal tutor for the duration of the module. If you are a returning SCPHN to undertake prescribing you will be allocated a personal tutor for pastoral care on induction to the module.

The module and course leaders will ensure that you have a personal tutor who is NOT your academic assessor.

You will also have access to the School's Student Support and Guidance Tutors (SSGT), Katie Roberts and Health Duff. They can be accessed via this link: <https://www.brighton.ac.uk/current-students/my-student-life/my-wellbeing/student-support-and-guidance-tutors/index.aspx>

You will have a separate practice supervisor, practice assessor and academic assessor and personal tutor. One person cannot simultaneously fulfil these roles.

Only in exceptional circumstances can a student on a prescribing programme have a practice supervisor and practice assessor who are the same person.

(Please see page 6 for further information).

Midwives

If you are a registered midwife undertaking this module in the role of a SCPHN prescriber, you will have clinical support from a prescriber in a related role in practice. The Lead Midwife for Education at the university and Steph Stevens, the programmes prescribing SCPHN and registered midwife will alongside the student and the PS PA and AA ensure adequate support and guidance where appropriate. **The academic assessor for entry level midwives on this programme will also be from a midwifery background.**

Professional Standards

While you undertake this prescribing module, it is vital to ensure that you maintain your professional standards and philosophy and adhere to your Professional, Statutory and Regulatory Body professional codes and standards of conduct (NMC 2018).

You will need to consider how you apply your professionalism to your prescribing role. You can consider the following, which is not an exhaustive list:

- Always introduces self and role to the patient and carer.
- Adapts consultations to meet the needs of different patients/carers (e.g. for language, age, capacity, physical or sensory impairments).
- Undertakes the consultation in an appropriate setting taking account of confidentiality, consent, dignity and respect.
- Maintains patient confidentiality in line with best practice and regulatory standards and contractual requirements.
- Takes responsibility for own learning and continuing professional development.
- Learns and improves from reflecting on practice and makes use of networks for support, reflection and learning.
- Recognises when safe systems are not in place to support prescribing and acts appropriately.

Should concerns be raised during the module regarding your ability to meet the competencies, learning outcomes or with regard to your professional behaviour, there is a process that we follow with practice partners to support you (see page 25)

Should your professional practice be called in to question on this module the Fitness to Practice policy will be followed.

The School of Health Sciences Fitness to Practise Procedure

is designed to complement the University of Brighton's Student disciplinary procedure, by allowing the consideration of alleged cases on the principle of Fitness to Practise. It is noted that in some cases, the approval of an award leading to accreditation by a particular Professional Body may be dependent on the establishment of an appropriate Fitness to Practise procedure.

The student disciplinary procedures can be accessed at:

<https://www.brighton.ac.uk/brighton-students/your-learning/student-policies-and-regulations/index.aspx>

Fitness to Practise may be understood in this context as the ability or competence to meet the standard of practice required by the relevant professional, statutory or regulatory body, and to maintain these standards. The Fitness to Practise Procedure may be applied in cases where a student is alleged to have fallen short of these standards with respect to professional conduct, or due to ill health. The main purpose is to maintain the standards of practice of students studying for awards leading to professional registration within the School of Health Sciences, in order to protect the public from unsafe registrants.

The procedure applies to any student studying for an award leading to registration with a professional, statutory or regulatory body, the requirements for which are not covered by

procedures elsewhere in the School. The standards applied in this procedure will be those pertaining to the codes of conduct set down by the professional, statutory or regulatory bodies not covered in this way, and currently these include the Nursing and Midwifery Council and the Health Professions Council, amongst others.

Should you be unhappy with your experience then there are processes in place to support you.

How do I make a complaint?

Are you concerned about the module?

This protocol is designed to ensure that you are able to raise concerns in the most effective way possible and with the least delay. If you do not follow this protocol you may find that the issue is not addressed by the responsible person and may therefore not be dealt with appropriately. Please help us to help you.

- If concerns are regarding a module your first point of contact is the Module Leader.
- If concerns are regarding the pathway your first point of contact is the academic assessor

If the matter is not resolved your next point of contact is:

- the Course Leader

The University has provided the following information in supporting you to raise a complaint:

What is a complaint?

While the university aims to provide the best possible educational experience for you, sometimes you may feel the service you have received was unsatisfactory. We have produced a “ [How to Complain](#)” guide to help you.

Where can I obtain advice and support?

If you are considering making a complaint, the Students’ Union can offer advice and guidance. Please contact them at bsusupportservice@brighton.ac.uk or telephone 01273 642876 for a confidential conversation about your options. This does not commit you to bringing a complaint.

Advisers from the [Students’ Union](#) can provide you with advice and support relevant to your individual circumstances, including helping you complete a Stage 2 Formal Complaint Form and accompanying you at meetings. You are encouraged to contact a Students’ Union Adviser before submitting your complaint.

What can I complain about?

- Failure by the university to provide a satisfactory service.
- The quality of facilities or learning resources.
- Misleading or incorrect information in prospectuses or promotional material and other information provided by the university.
- Concerns about the delivery of a programme, teaching or administration including, where applicable, that provided by a partner college.
- Poor quality of facilities, learning resources or services provided directly by the university.
- Complaints involving other organisations or contractors providing a service on behalf of the university.

Are you concerned about Practice?

If you are concerned about safeguarding issues in practice then you should follow your organisation safe guarding policy. The university safe guard policy can be accessed here:

<https://www.brighton.ac.uk/brighton-students/your-learning/student-policies-and-regulations/index.aspx>

If you have concerns regarding any issue concerning professional practice or your practice supervisor or practice assessor you are advised to discuss your concerns with your practice supervisor or practice assessor as appropriate. If the matter cannot be resolved between yourself and the practice supervisor/ practice assessor, your academic assessor will agree a mutual meeting with you and your practice supervisor/ practice assessor to try and resolve the issues, this meeting will be formally documented. If the matter cannot be resolved through this meeting, the NHS Trust management will be contacted to discuss the most appropriate way forward to facilitate your development and progression in practice.

***N.B.** If there is any cause for concern identified in practice by either the student or the practice supervisor/ practice assessor, the academic assessor **must** be notified as soon as possible. A meeting will then be convened between the student, practice supervisor/ practice assessor and academic assessor or course leader to discuss the cause for concern and identify an action plan.*

Patient and service users

As this module is practice based you will be working with members of the public, patients and service users in developing your prescribing practice and meeting the competencies and learning outcomes required. Please ensure you gain consent from each service user prior to any interaction informing them that you are a student prescriber. A service user is under no obligation to consent to your undertaking supervised prescribing practice with them and they can withdraw their consent to participating in the episode of care at any time. Any case study or reflection that is undertaken using a case based in your practice experience must be anonymised. There is a guide to maintain confidentiality included in this handbook.

We do ask for patient and service user feedback during this module. The person providing this may wish to remain anonymous and this is satisfactory. The purpose of involving patients and service users in a feedback process is to strengthen the patient voice in your learning and to develop your learning and reflection on how you may need to develop your practice to incorporate prescribing.

We also incorporate the patient voice in the taught content through use of pod cast, videos and flipped classroom delivery. The patient voice may be incorporated into your assessment process through simulation with your practice assessor.

Timetable

Your timetable will be available on My Studies and here is a summary of the days

NB Please note that this may be subject to change.

V100 timetable Community Practitioner Nurse Prescribing NC641

Date	Session 9-12	Facilitator	Session 1-4	Facilitator
Thursday 14/10/21	Introduction	Hannah Ingram/ Tricia Robinson	Pharmacology 1	Michael Maelzer
Thursday 4/11/21	Health Assessment	Tricia Robinson	Law & Ethics	Sharon De Goeas
Thursday 2/12/21	Pharmacology 2	Michael Maelzer	Public Health and medicines optimisation	Tricia Robinson
Thursday 9/12/21	Pharmacology 3	Michael Maelzer	Pharmacology 4	Michael Maelzer
Thursday 12/5/22	Exam Prep	Tricia Robinson/ Hannah Ingram	Clinical reasoning	Self directed study
Friday 27/5/22	Exam AM ONLY and hand in portfolio by 4pm	Tricia Robinson/ Hannah Ingram	----- -----	----- -----

Module aim:

This module aims to equip registered nurses, with a Specialist Practitioner qualification, with the knowledge, skills and competence to prescribe from the *Nurse Prescribers' Formulary for Community Practitioners* (NPF) and to become safe, effective and cost-effective prescribers within the community team.

Learning outcomes:

On successful completion of the module students will be able to:

LO 1: Assess and consult with patients, clients, parents and carers to inform critical evidence based decision making in a systematic way.

LO 2: Undertake a thorough history, including medication history and current medication (including over-the-counter, alternative and complementary health therapies) to inform differential diagnosis in a systematic way.

LO 3: Understand and critically apply and reflect the legislation relevant to the practice of nurse/midwife prescribing.

LO 4: Critically appraise and apply sources of information/advice and decision support systems in prescribing practice.

LO 5: Understand the influences that can affect prescribing practice and critically demonstrate and evaluate understanding by managing prescribing practice in an ethical way.

LO 6: Understand and critically apply knowledge of drug actions in prescribing practice.

LO 7: Demonstrate a critical understanding of the roles and relationships of others involved in prescribing, supplying and administering medicines, with the ability to critically evaluate own and others prescribing practice.

LO 8: Prescribe safely, appropriately and cost-effectively demonstrating safety and competence in numeracy.

LO 9: Practise within a framework of professional accountability and responsibility concomitant with the Single Competency Framework for all Prescribers (RPS 2016) with critical reflection and evaluation on own practice.

Content

Within the content of the module there is specific prescribing and general content to meet the learning outcomes. The content of the module lectures and learning activities will cover:

- Consultation, decision-making and therapy, including referral
- Influences on, and psychology of, prescribing
- Prescribing in a team context
- Clinical pharmacology, including the effects of co-morbidity
- Evidence-based practice and clinical governance in relation to nurse prescribing
- Legal, policy and ethical aspects
- Professional accountability and responsibility
- Prescribing in a public health context

Recognition of Prior Learning

The university has a policy for the recognition of prior learning, this is available here:

https://staff.brighton.ac.uk/reg/acs/policies/Policyformanagingtherecognitionofpriorlearning_RPL.pdf

In terms of this module there is no compensation for previous learning and all assessments must be undertaken in their entirety and must be passed in order to progress for nomination of annotation with the NMC. If you feel that some of the taught content is covering content that you have previously learnt then you may opt to not attend these sessions, and there will be no academic penalty for you in doing so. However, each assessment part must be completed in their entirety and passed for successful completion of the module.

This module is delivered at level 6 only, if you are undertaking your course at MSc/ PG Dip level 7 you will be able to take the 20 level 6 credits achieved on successful completion of this module into your award.

Teaching and learning strategies

We have a variety of teaching and learning strategies to inform your learning on this module. The teaching and learning strategies employed on this module will be used to support your achievement of the module learning outcomes and competencies within the Single Competency Framework (RPS). These teaching and learning strategies include:

- Key note lectures
- self-directed learning
- guided learning
- case based learning
- group discussion
- simulated case studies
- blended learning

Students will also be given access to a dedicated online learning forum for self-directed study, where there is a plethora of information on prescribing practice. There are exercises and learning tools on this resource, which although are not part of the assessment process for this module, they are a valuable resource. You will be provided with a link to the HE Cooperative website once you have enrolled on the module, via email. All communication between students and the module team is through your university email account, so please make sure you check this regularly, as there is generally a lot of information to be aware of.

You will have opportunity for group or individual tutorial support throughout the module with your academic assessor and or the module lead. These can be arranged when required by contacting the relevant person. These will be in addition to the quadripartite review you will have with your PS PA and AA to review your progress.

You will be encouraged to use My Studies for access to learning materials. If you are not familiar with My Studies this will be explained during induction and support is available from the module team and from information and library services.

A lot of your learning for this module will take place in practice with your practice supervisor and practice assessor. We have a separate handbook for them; please make sure that they have access to this, and the module team contact details. It is important to us that you and your practice supervisor and practice assessor are supported by us through this learning experience, to ensure that is a positive one.

This module relies on you being empowered to undertake your own learning experiences to maximise your learning. Your practice supervisor and practice assessor and academic assessor will support you to do this in terms of achieving your prescribing practice hours (see below). Additionally, the learning contract and action plan in the portfolio of prescribing practice enables you to self-assess your learning needs and identify areas in which you may wish to develop your knowledge, skill and practice.

Hours

You will need to undertake 50 hours supervised prescribing practice as well as the taught content of the module. Your employing organisation has agreed that you will be supported to access 50 hours protected learning time in which to undertake these prescribing hours, as well as be supported to undertake the module in its entirety. If you have any issues with accessing practice supervisor or practice assessor support in practice you must let the module leader know as soon as possible so that we can put some support in place.

In completing these hours, you are expected to achieve a set of competencies for all prescribers as identified out by the Royal Pharmaceutical Society (2016). Your practice supervisor and practice assessor will be asked to map your development as a prescriber against this set of competencies for all prescribers (RPS 2016) which are available in your portfolio.

In order to achieve meeting the competency framework for all prescribers it is suggested that you utilise your practice hours with a range of prescribing related activities and prescribing practitioners. Whilst this is not essential it will give you a range of experiences on which to build your prescribing practice. Areas to consider for your practice hours are:

Specialist practitioners such as:

- HV for looked after children
- Clinical nurse specialists
- Community pharmacy
- Hospital pharmacy
- GP
- Community midwife
- Advanced practitioners in primary care

This is not an exhaustive list and you may identify other prescribers and practitioners that you wish to spend your time with. This will need to be agreed with your PS/ PA or AA.

Spending time with these other prescribers and health and social care practitioners can be negotiated in a hub and spoke style approach to learning with your practice supervisor and your practice assessor. Anyone you spend prescribing hours with can provide a written testimonial to contribute to your portfolio of evidence of meeting the required competencies. Your PA can review this when undertaking assessment of your practice.

However please note:

Your hours log **MUST** include at least 30 hours with your practice supervisor and / or practice assessor

Your hours log **MUST** include at least 3 occasions where your practice assessor has observed your prescribing practice.

An occasion can be of any length of time, it may be a day spent in practice shadowing your work and discussing how you would undertake your prescribing practice and make prescribing decisions, or a single visit, or an observation of a full clinic.

This will be negotiated on an individual basis with your practice assessor.

We will also provide you with formative feedback throughout the duration of the module, to help inform your learning and keep you on track. Participation in the formative assessment process part B is required.

The formative assessment and feedback process is as follows:

Formative assessment:

- a) Students will have opportunity for formative assessment of their individual prescribing formulary, and a practice exam paper (LO 1)
- b) Students will be able to access tutorial support and formative feedback for portfolio entries (a and b LO 1-7)

Summative assessment:

There is a selection of assessment methods on this module which aims to provide a range of opportunities for you to demonstrate your learning and ability. All assessment components must be passed in their entirety for successful completion of the module.

The summative assessment is in two parts as outlined below.

The formative assessment scaffolds your learning for the summative assessment, as you will receive feedback on which you can build and develop your prescribing practice for your summative assessment.

By completing all the assessment elements required in the portfolio of prescribing practice you will meet the competency framework for all prescribers. You can present your portfolio of evidence to your practice assessor.

Your practice assessor will then meet with you for a professional conversation to discuss this evidence and how you have met the competencies in practice. They will have been providing you with feedback throughout the module and your 50 hours of practice and this is your opportunity to demonstrate your safe and effective prescribing practice to them.

Your practice assessor may ask for an independent moderator to be present during the professional conversation, this will depend on local practice guidance for practice assessing. The role of a moderator is to ensure that there has been a fair assessment process and marking process, not to double mark your assessment.

The professional conversation that takes place between you and your practice assessor will vary from student to student and PA to PA. This is because each student's learning experience and time and periods of observed prescribing practice will be different. Your practice assessor may wish to ask you questions, ask you to present a case or may provide a simulated case for you to discuss, for them to be assured that you have met the module learning outcomes and competencies. The format this professional conversation takes will be agreed between the PS PA AA and you during a preceding quadripartite review and this will be documented in your portfolio of prescribing practice.

If your practice assessor is satisfied that you have met the competency framework and are safe and effective in prescribing practice through reading your evidence and from a professional conversation with you, they will sign the verification in the portfolio to this effect.

If the practice assessor is not satisfied you have met the learning outcomes of the module or achieved the competency framework, they will document this in the portfolio, and this will result in a referral of the module.

The portfolio is then handed in as a summative assessment to the university for the academic assessor to review. This is then graded against the level 6 marking criteria and the practice assessor's decision is either corroborated by the academic assessor or if there is an area of doubt or discrepancy then the In the event of a disagreement between the AA and PA this would be resolved within the moderation processes overseen by the module leader (if the module lead is the nominated AA this will be delegated to the wider course team, who will oversee moderation processes). The module lead or course team will be supported by the course leader and academic lead.

If your academic assessor corroborates the practice assessor decision and is satisfied you have met the learning outcomes and competency framework then you will be recommended to progress to complete the module successfully.

Competence in prescribing practice will be assessed through practical and theoretical assessment. Assessment strategies are in accordance with the NMC standards for prescribing (NMC 2018)

PART 1:

A written final examination: that consists of a total of ten, short answer and multiple choice questions to test pharmacological knowledge and its application to practice. Students must achieve a minimum of 80% to pass (Pass/ Fail) **AND A written final examination:** that consists of a total of ten questions on numeracy. Students must achieve a 100% pass (Pass/ Fail). (Assessment mapped to LO 1 and LO 8)

The pharmacology and numeracy exam will be undertaken simultaneously as a 2-hour examination.

PART 2:

A Prescribing Practice Portfolio of evidence (100%).

The portfolio of prescribing practice will consist of 4 parts, aligned to the learning outcomes and Single Competency Framework for all Prescribers (Royal Pharmaceutical Society 2016).

The portfolio will consist of four sections. We have designed this structure as it gives you a format on how to structure the portfolio whilst ensuring you address each of the required competencies. You must provide evidence of addressing each of the competencies.

Your four sections of the portfolio are:

- 1) Formulary of at least three drugs used within own identified scope of prescribing practice
- 2) A case study of comprehensive holistic nursing assessment resulting in a prescribing decision
- 3) Four short reflective accounts on own prescribing practice considering prescribing as part of a team, public health, special groups and law and ethics
- 4) Evidence of learning in practice.

Section 4 will include:

- A log of 50 hours of supervised prescribing practice signed by the practice supervisor/practice assessor. There must be a record of at least 30 hours direct supervision with your practice supervisor. The hours log must reflect at least three periods of observed prescribing practice by your practice assessor.
- Completion of the worksheet mapped to the Single Competency Framework for all Prescribers (RPS 2016)
- Examples of written prescriptions
- Annotated competency framework with practice supervisor and practice assessor feedback on achievement
- Evidence of successful professional discussion related to the Single Competency Framework for all Prescribers (RPS 2016) (pass/ fail).

- Confirmation of achievement of meeting the Single Competency Framework for all Prescribers by the practice supervisor, practice assessor and academic assessor
- Verification of safety and efficacy in prescribing practice (final sign off) by the practice supervisor, practice assessor and academic assessor (LO 1-9).

The module grade will be the academic mark achieved for the Portfolio of Prescribing Practice. Students must achieve a minimum of 40% in this assessment, in accordance with the University of Brighton level 6 marking criteria.

All assessment parts of the module assessment must be passed to achieve an overall pass in the module. It is an NMC requirement for an 80% pass in the pharmacology examination and 100% pass in the numeracy examination. All components are outside the usual University of Brighton GEAR regulations to meet the PSRB requirements from the NMC (2018).

The NMC (2018) requires that nurses undertaking the V100 prescribing qualification must register the award within five years of successful completion of the Specialist Practice award. Registrants are unable to prescribe until their Specialist Practice Qualification is successfully registered with the NMC.

The module grade will be the academic mark achieved for the Prescribing Practice Portfolio. Students must achieve a minimum of 40% in this assessment, in accordance with the University of Brighton level 6 marking criteria.

All parts of the assessment process must be passed to achieve an overall pass in the module.

Summative submission of the portfolio is by 4pm on the Thursday 27th May 2022.

Your portfolio will be uploaded into Grade Centre in My Studies. Any information that has not been completed electronically (for example, a handwritten prescription example) should be scanned and amalgamated into your portfolio. You will be given guidance on how to submit this during the module. This information is also available in your Portfolio of Prescribing Practice guide.

The date of the written exam is Thursday 27th May 2022 in the morning.

No extensions can be offered to this date and attendance is mandatory. If you cannot attend for any reason you need to discuss this with the module leader or module team as soon as possible.

Request for extensions and deferrals for submission of assessments

There are times in everyone's life when a life event or life crisis occurs. If circumstances beyond your control mean that you will be unable to submit practical or theoretical work by the appointed deadline, you may apply for an extension from **the course leader**. Applications for extensions to deadlines should be made on the form ARGEAR1, which is available from the link below or the course administrator. There must be a **substantial and exceptional** reason for this request and the form must normally be submitted to the course leader at least 24 hours prior to the submission date. This request for an extension must be accompanied by corroborating third party independent

evidence. This evidence must be provided at the student's expense. It should be noted that computer/IT failure is not grounds for an extension so you should ensure that all work is backed up to One Drive or on a USB stick.

Retrospective Extensions to deadline

Where a student has not requested an extension to deadline within the normal timeframe **for good reason**, and the Course Leader would normally have granted an extension for the student's circumstances, a retrospective extension may be considered.

https://studentcentral.brighton.ac.uk/webapps/blackboard/content/listContent.jsp?course_id= 48618 1&content_id= 379234 1

Mitigating circumstances and extensions to deadline

If there are exceptional circumstances beyond your control that are affecting your ability to complete an assessed piece of work on time or take an examination, you can claim mitigating circumstances or apply for an extension to deadline.

An extension to deadline grants you extra time to complete your assignment without any negative impact on your marks. Without an extension, a late submission of work (i.e. handing in the work within two weeks after the submission deadline) carries an automatic penalty and the mark for the work will be capped at the module pass mark of 40% (undergraduate) so it is imperative that you [apply for an extension](#) in advance of the submission deadline.

An upheld claim for mitigating circumstances means factors that have an impact on your ability to study, complete coursework or take exams are taken into consideration by an examination board. You will need to complete a [mitigating circumstances form](#) to make an application, referring to accompanying [guidance](#).

To qualify for these forms of assistance, you must submit an application through your School Office with supporting documentary evidence of the factors. Your School Office will be able to advise you on the process and give you information about how and when decisions are made. In either case, it is better to seek help early so that you can get the support you need.

Please refer to your course handbook for further details.

Appeals

If you wish to appeal this link will provide you with the information you need.

<https://www.brighton.ac.uk/current-students/my-studies/problems-with-your-course/index.aspx>

It is important to note that:

- **Late mitigating circumstances are no longer grounds for Appeal.** Appeals can only be based on arithmetic error or procedural irregularity.
 - students who have any concern regarding the way their **unratified mark** has been calculated or recorded should be encouraged to raise this with the module or course leader, School office or DHoS Quality. This enables errors to be corrected before the examination board.

- Should the student have concerns AFTER the examination board has ratified the marks, they may request a **results review meeting** via the School office within 10 days of release of the results. If the School agree that there has been an error, then the examination board should reconvene and record the correct mark.
- It should be noted that this process is for arithmetic / recording issues only, and not a mechanism for students to challenge academic judgement, request a remark or review of the mark awarded.
- Should the student wish to submit a formal appeal this should be done using the form available online **within 10 days of release of results or conclusion of results review meeting**. This is submitted to a central appeal e-mail box and is addressed centrally within 5 working days.
- Should the student wish to submit a stage 2 appeal it should be submitted **within 10 days of the outcome of the Stage 1 appeal**. This is also submitted centrally and reviewed by a University Panel which will make decisions which the examination board must implement. The School will be contacted for information to inform this decision, particularly where there are PSRB regulations.

Learning differences and learning support

Students need to contact student services with evidence of a disability or learning difference for a learning support plan to be identified. Student services can be contacted here:

<https://www.brighton.ac.uk/current-students/index.aspx>

The School of Health Sciences has a Student Support and Guidance Tutor who can help with a number of issues you may be facing as a student as well as offering advice on identifying a disability or learning difference. More information and how to contact your School SSGT can be found here:

<https://www.brighton.ac.uk/current-students/my-student-life/my-wellbeing/student-support-and-guidance-tutors/index.aspx>

The School of Health Sciences has a disability liaison lecturer who is Kathy Martyn. Kathy advises on reasonable adjustments and support on professional courses. Kathy is available to discuss your individual needs and any information discussed is confidential and will not be shared with your employer or academic/administrative staff without your consent.

Link to declaring a disability and support page: <https://www.brighton.ac.uk/current-students/my-studies/declaring-a-disability-or-learning-difficulty/index.aspx>

Interrupted study/ intermission

Should your studies be interrupted through continued absence from the module, your academic assessor and module leader will support you to continue your studies when you are able. This will be through university processes supported by GEAR. This will be on an individual basis. The link to the university assessment regulations (GEAR) can be accessed here

<https://staff.brighton.ac.uk/reg/acs/Pages/Assessment-and-regulations.aspx>

You will need to provide evidence of ongoing practice supervisor and practice assessor support and will be expected to demonstrate currency and competency in your existing prescribing knowledge and be in an appropriate clinical role to recommence your prescribing studies. You will have to

successfully complete all assessments for the module. Interruption to studies means any absence from the programme of education other than annual leave, statutory and public holidays.

Upon returning to your studies you should have a meeting with the module leader and/or your academic assessor within the first week. This will allow for a discussion about your studies prior to and following your intermission. It is an opportunity for you to identify areas where you might require support and how team of PS PA and AA can achieve this, along with identifying programme requirements that need to be met.

Assessment and exam regulations

For the University of Brighton's exam and assessment regulations please access GEAR on the following link: <https://staff.brighton.ac.uk/reg/acs/docs/GEAR%202020-21.pdf>

Module results:

Unratified results and feedback for both elements will be available on My Studies 20 working days after submission. These results will have been marked and a selection of submissions will be moderated and then reviewed by an External Examiner to ensure quality assurance in the marking and feedback across all submissions. This is part of the university's exam and assessment regulations which can be accessed here: <https://staff.brighton.ac.uk/reg/acs/docs/GEAR%202020-21.pdf>

The Area Examination Board (AEB) will be held on TBC

Once the results have been processed at the area exam board these become ratified as the Chair of the Board is assured of the quality assurance process of marking, moderation and External Examiner review. Your ratified results will be available to view on My Studies 7 to 10 days after the Examination Board. You will receive a copy of your feedback through the Turn-it-in facility.

Please note Results are ratified at the Area Examination Board (AEB). Until this has taken place the mark/ grade awarded is **unratified** so cannot be assumed to be the final mark for the work. In the time that elapses between receiving the unrated and the final mark being ratified by the AEB, the module leader / marker / academic assessor is unable to give you any additional advice on any changes that might be required for a further submission.

Provisional marks are subject to ratification (agreement) by an Examination Board and may therefore be subject to amendment. When ratifying the result, the Examination Board takes into account any mitigating circumstances that may have been submitted plus comments from the External Examiner review, so the results cannot therefore be confirmed until after the Board.

Resubmission:

Resubmissions of portfolio assignments will be due by 4pm on a date that will be confirmed following the exam board

Exam results will be notified as required (date to be confirmed following ratification by the exam board).

PLEASE NOTE:

You must NOT prescribe until your qualification has been annotated by the NMC and is available for view on the register. You must also assure that you have your employers support and permission to prescribe in practice and that the necessary insurance and governance is in place to do so.

The NMC (2018) requires that nurses undertaking the V100 prescribing qualification must register the award within five years of successful completion of the Specialist Practice award. Registrants are unable to prescribe until their Specialist Practice Qualification is successfully completed and registered with the NMC.

Student support

The University offers a range of support for students. If you require support or advice with academic writing, please access the ASK page on My Studies in the first instance, this has a variety of learning tools to support you. This link will take you to the services available for current students at the University of Brighton: <https://www.brighton.ac.uk/current-students/my-studies/index.aspx> where you will be able to access support for a range of issues.

Indicative reading list:

Please access current editions of:

Blaber, A. Ingram, H and J. Whibley. *Independent Prescribing for District Nurses*. Bridgewater: Class Publishing

Bickley, L.S. et al. *Bates' guide to physical examination and history taking*. London: Lippincott Williams and Wilkins.

Blenkinsopp, A., P. Paxton and J. Blenkinsopp. *Symptoms in the pharmacy: a guide to the management of common illness*. Chichester: Wiley Blackwell.

Courtenay, M. and M. Griffiths. (eds) *Independent and supplementary prescribing: an essential guide*. Cambridge: University press.

Dains, J.E., L.C. Baumann and P. Scheibel. *Advanced health assessment and clinical diagnosis in primary care*. St. Louis: Mosby.

Dimond, B. *Legal aspects of medicine*. Herne Hill: Quay Books.

Douglas, G., F. Nicol and C. Robertson. *Macleod's clinical examination*. Edinburgh: Churchill Livingstone.

Houghton, A.R. and D. Gray. *Chamberlain's symptoms and signs in clinical medicine: an introduction to medical diagnosis*. London: Hodder Arnold.

Jevon, P. et al (eds). *Medicines Management; a guide for nurses*. Wiley-Blackwell.

Lymn, J., Bowskill, D., Bath-Hexall, F. and R. Knaggs. *The New Prescriber. An integrated approach to medical and non-medical prescribing*. London: Wiley Blackwell.

McGee, S. *Evidence-based physical diagnosis*. Philadelphia: Elsevier Saunders.

Rang, H.P., Dale, M.M., Ritter, J.M., and P.K. Moore. *Pharmacology*. Edinburgh: Churchill Livingstone.

Rutter, P. *Community pharmacy: symptoms, diagnosis and treatment*. Edinburgh: Churchill Livingstone.

Royal Pharmaceutical Society. *Competency Framework for all Prescribers*. London: RPS.

Smith J and R Roberts *Vital Signs for Nurses: An Introduction to Clinical Observations*. Oxford: Blackwell.

Standing, M. *Clinical judgement and decision-making: in nursing and interprofessional healthcare*. New York: McGraw-Hill Open University Press

Talley, N.J. and S. O'Connor. *Clinical examination: a systematic guide to physical diagnosis*. Oxford: Elsevier Churchill Livingstone.

Tietze, K.J. *Clinical skills for pharmacists: a patient centred approach*. St. Louis: Mosby

Key Websites:

<https://hecooperative.co.uk>

www.nmc-uk.org

<https://www.nice.org.uk/>

You will have access to a full reading list on the ASPIRE page of the module site.

A link to the referencing guide can be found here: <https://citethemrightonline.com/>

Our library and information services provide student support and can be accessed at

<https://staff.brighton.ac.uk/is/libraries/Pages/Home.aspx>

Student participation:

We value your input into the development of our module and how we can improve the learning experience for students.

We will ask each cohort for a student representative who can liaise between the student group and the module team and provide us with feedback and feedforward. This will be on an ad-hoc basis and on a more formal basis through attending a student/ staff forum twice a year.

Student and staff forums allow opportunity to work as a collaborative team of students, patients and service users, lecturers and practice partners in the quality assurance, monitoring and development of the prescribing programmes.

Practice stakeholders, previous and present students and patients and service users have all been involved in the development of the curriculum and programme design in partnership with us at the university to ensure it remains relevant in the context of contemporary health and social care.

If you would like to participate in this process please contact Hannah Ingram or your academic assessor.

The module team has designed a summative submission checklist for your portfolio to help ensure that all the suggested elements are included when you submit (below). We all recognise the challenges of academic and practice assessment and of independent prescribing, as have been through it ourselves! If you are struggling or feel that you need further guidance, please ask your academic assessor, module leader or a member of the module team, we are here to support you.

Checklist for summative submission on TBC

Ensure that the checklist is signed and included near the front of your portfolio, if you are following the suggested guide. If you are not please cross out 1-3 and sign for section 4.

Section 1:

You have completed a scope of prescribing practice and a formulary of at least 3 medicines that you may prescribe within your scope of prescribing practice

Section 2:

You have included a case study of undertaking a comprehensive and in-depth history and assessment that results in a prescribing decision, outlining your decision making and rationale.

You have included a practice prescription if you have made the decision to prescribe (rather than de-prescribe).

Section 3:

You have included 4 short reflective accounts of your prescribing practice on relation to

- Prescribing for special groups
- Ethics and law
- Public health prescribing
- Prescribing within a team context

Section 4:

- A log of 50 hours of supervised prescribing practice signed by the practice supervisor
- Completion of the worksheet mapped to the Single Competency Framework for all Prescribers (RPS 2016)
- Examples of written prescriptions
- Annotated competency framework with practice supervisor and practice assessor feedback
- Confirmation of achievement of meeting the Single Competency Framework for all Prescribers by the practice supervisor, practice assessor and academic assessor
- Verification of safety and efficacy in prescribing practice (final sign off) by the practice supervisor, practice assessor and academic assessor (LO 1-9).

University of Brighton Grading Criteria – Level 6

80-100 A+	First class / Distinction
All learning outcomes / assessment criteria have been achieved to an exceptionally high level.	An outstanding response to the task. The work demonstrates <u>most or all</u> of the following characteristics beyond that expected for work at the given level of study within the discipline:
	<ul style="list-style-type: none"> • Exceptional display of understanding, exploration, insight and/or research. • All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to. • The organisation, structure and standard of presentation of the work, including referencing and compliance with the referencing policy is exemplary throughout. • The work has been approached and/or executed/performed in an original way. • Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory/literature/artefacts/performance. • Evidence of very high quality analysis, synthesis, reflection, evaluation and critical appraisal. • Consistently displays very high levels of initiative, personal responsibility, decision-making and achievement. • Exceptional understanding of the complexity of practice and makes sense of the situation in a meaningful way
A 75-79 A-70-74	First class / Distinction
All learning outcomes / assessment criteria have been achieved to a high standard and many at an exceptionally high level.	An excellent response to the task. The work demonstrates <u>most or all</u> of the following characteristics in relation to those expected at the given level of study within the discipline:
	<ul style="list-style-type: none"> • In-depth understanding, exploration, insight and/or research. • All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to. • The organisation, structure and standard of presentation of the work, including referencing and compliance with the referencing policy is excellent throughout. • The work has been approached and/or executed/performed in an original way. • Insightful contextualisation, including relevant theory/ literature/ artefacts/ performance. • Evidence of high to very high quality analysis, synthesis, reflection, evaluation and critical appraisal. • Demonstrates high levels of initiative, personal responsibility, decision-making and achievement. • Evidence of insightful understanding of the complexity of practice and makes sense of the situation in a meaningful way.
B+ 67-69 B 64-66 B- 60-63	Upper Second class / Merit
All learning outcomes / assessment criteria have been met fully at a good or very good standard.	A good to very good response to the task. The work demonstrates <u>most or all</u> of the following characteristics in relation to those expected at the given level of study within the discipline:
	<ul style="list-style-type: none"> • Good to very good understanding and exploration, some insight and/or thorough research. • No significant inaccuracies, misunderstandings or errors.

	<ul style="list-style-type: none"> • The specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to. • The work is well organised, coherent and the standard of presentation, including referencing and compliance with the referencing policy is at least good. • The work has been approached and/or executed/performed in a comprehensive and appropriate way. • Appropriate contextualisation, including relevant theory/ literature/ artefacts/performance. • Evidence of high quality analysis, synthesis, reflection, evaluation and critical appraisal. • Demonstrates good levels of initiative, personal responsibility, decision-making and achievement. • Good to very good understanding of the complexity of practice and makes sense of the situation in a meaningful way.
C+57-59 C54-56 C-50-53	Lower Second class / Pass
All learning outcomes / assessment criteria have been met and some may have been achieved at a good standard.	A sound, competent response to the task. The work demonstrates <u>most or all</u> of the following characteristics in relation to those expected at the given level of study within the discipline:
	<ul style="list-style-type: none"> • Sound understanding and exploration, some insight and/or appropriate research. • No significant inaccuracies and/or misunderstandings. • No significant aberrations from the specifications for the assessment task, including word limit/time limit where appropriate. • The work is suitably organised (clearly presented but with little development) and the standard of presentation, including referencing and compliance with the referencing policy is at least sound. • The work has been approached and/or executed/performed in a standard way. • Sound analysis, synthesis, reflection, evaluation and critical appraisal. • Demonstrates some levels of initiative, personal responsibility, decision-making and achievement • Sound understanding of the complexity of practice and some insight.
D+ 47-49 D 44-46 D- 40-43	Third class / Pass
All learning outcomes / assessment criteria have just been met.	An adequate, but weak response to the task. The work demonstrates <u>most or all</u> of the following characteristics in relation to those expected at the given level of study within the discipline:
	<ul style="list-style-type: none"> • Adequate understanding and/or exploration of major ideas with little insight and/or minimal research. • Some minor inaccuracies and/or misunderstandings. • Some minor aberrations from the specifications for the assessment task, including word limit/time limit where appropriate. • The work is largely descriptive (although generally coherent there is some lack of clarity of thought or expression; poor quality in at least one area), some parts of the work are disorganised and the standard of presentation, including referencing and compliance with the referencing policy is barely adequate. • The work has been approached and/or executed/performed in a basic and/or poor way. • Some, but limited, evidence of analysis, synthesis, evaluation and critical appraisal. • Demonstrates limited levels of initiative, personal responsibility, decision-making and achievement. • Adequate understanding of the complexity of practice but with little insight.
E+ 37-39 E 34-36 E- 30-33	Fail
One or more of the learning outcomes /	An unsatisfactory response to the task. The work may display some strengths but these are outweighed by several weak features in relation to the expectations for the given level of study within the discipline, such as:

assessment criteria have not been met.	
	<ul style="list-style-type: none"> Limited understanding and/or exploration of major ideas with very little insight and/or minimal research. Some significant inaccuracies and/or misunderstandings. Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task (such as not keeping to the word limit/time limit and /or minor elements of the work are missing). The work is too descriptive, parts of the work are disorganised and unclear and the standard of presentation, including referencing and compliance with the referencing policy is poor. The work has been approached and/or executed/performed in a poor way. Insufficient evidence of analysis, synthesis, reflection, evaluation and critical appraisal. Little evidence of initiative, personal responsibility, decision-making and achievement. Limited understanding of the complexity of practice with very little insight.
F+ 20 - 29 F 10 - 19	Fail
Most of the learning outcomes / assessment criteria have not been met.	An unsatisfactory response to the task. Any strengths of the work are heavily outweighed by many features in relation to the expectations for the given level of study within the discipline, such as:
	<ul style="list-style-type: none"> Very limited understanding and/or exploration of major ideas with little or no insight and/or minimal research. Several significant inaccuracies and/or misunderstandings. Insufficient attention paid to several of the assessment criteria and some serious deviations from the specifications for the assessment task (such as not keeping to the word limit/time limit and/or major elements of the work are missing). The work is descriptive and the standard of presentation including referencing and compliance with referencing policy is very poor. The work has been approached and/or executed/performed inadequately. Little evidence of analysis, synthesis, reflection, evaluation and critical appraisal. Little to no evidence of initiative, personal responsibility, decision-making and achievement. Very limited understanding of the complexity of practice with little or no insight.
F- 0-9	Fail
Almost none of the learning outcomes / assessment criteria have been met.	An unsatisfactory response to the task. The work fails to meet the requirements in relation to those expected at the given level of study within the discipline, exemplified by most or all of the following:
	<ul style="list-style-type: none"> Almost no understanding and/or exploration of ideas. Many serious inaccuracies and/or misunderstandings. No attention paid to all or most of the assessment criteria and/or to the specifications for the assessment task (such as not keeping to the word limit/time limit and/or major elements of the work are missing). Very poor standard of presentation including referencing, where appropriate, and does not comply with referencing policy. The work has been approached and/or executed/performed inadequately. No evidence of analysis, synthesis, reflection, evaluation and critical appraisal. No evidence of initiative, personal responsibility or understanding. Very poor understanding of the complexity of practice.

Maintaining confidentiality in academic work:

Confidentiality is essential and must be maintained. Information is generally held under legal and ethical obligation of confidentiality. Information provided in confidence should not be used or disclosed in a format that may identify a person without his / her consent. This applies in all aspects of your being privy to confidential information and means that any confidence and or information must not be disclosed in the public domain (e.g. be discussed in a public place). There are a number of exceptions to this rule but it applies in most circumstances (DH 2005). It is essential that all students abide by the Nursing and Midwifery Council (2015). The NMC code of professional conduct: standards for conduct, performance and ethics, statements (5.6, 7, 15 and 16) in their assessed work (written assignments, examinations, projects, reports, seminars and similar).

Maintaining confidentiality promotes trust and serves to protect against the potential consequences of disclosure, preserves privacy and maintains individual choice for service users / carers / organisations. There is a general common law duty imposed on health care professionals to respect patients' confidences. This is justified ethically by the consequences of not keeping private a person's disclosures or information; an issue of trust in a health care relationship. Under the Human Rights Act (1998, Article 8) there is a right and obligation to respect for private and family life, home and correspondence.

NB In some assessment tasks students may be required to produce documentary evidence that identifies individuals and/or organisations. Where this is required specific guidance will be given in the course and module handbook.

Before submitting academic work all students should note the following.

Documentation should not be used if it discloses the identity of service users, carers, colleagues, organisations or NHS Trusts i.e. completed care plans, referral letters, assessment forms, prescription charts.

Exceptions to this are documents that are in the public domain i.e. can be found on the Internet, government documents / information produced for the public.

To ensure the anonymity of individuals' / organisations' **names** must not be used. Pseudonyms and generalised terms, for example a health visitor, a surgical ward, young, middle aged etc. should be used. Signatures of staff in the workplace who sign student's official documentation are an exception. Informed consent should be obtained before undertaking any activity in which information about individuals is collected. These include interviews, questionnaires, videos, photographs, audio recordings etc. Consent must also be obtained to use unpublished, i.e. NHS Trust, documents not in the public domain.

When it is relevant to include information about individuals and or organisations in assessed work, guidance and or documentation will be included in the course handbook to ensure that data protection is complied with and or to safeguard clinicians, service user, student and University.

Penalties: Please refer to GEAR guidelines <https://staff.brighton.ac.uk/reg/acs/docs/GEAR%202020-21.pdf>

Consent: Confidentiality promotes trust and gaining consent for disclosures provides choice for service users / carers / colleagues / organisations / practice placements. The NMC Code of Professional Conduct: Standards for Conduct, Performance and Ethics (2008, statement 5.2) states, “You should seek patients’/clients’ wishes regarding the sharing of information”.

Frequently asked questions regarding confidentiality:

The following questions may help answer queries regarding confidentiality. Students should seek guidance from academic staff if they are uncertain or have additional questions.

Question	Answers	Exemptions
Can I include the name of my mentor in a reflective account?	No. <i>This would breach confidentiality.</i> <i>(If you have concerns about an issue from practice you should talk to your personal tutor or link lecturer).</i>	
Am I allowed to include the names of mentors in skills inventories?	Yes. <i>They will have agreed to this so it does not breach confidentiality.</i>	
Can I include testimonials and letters of support / references in my portfolio / Assessment of Practice document?	Yes if you have gained their permission.	Where these are being used as evidence (i.e. to support AP(E)L, WBL, Return to Practice, projects) these should be included and you must refer to the handbook for guidance
Can I include certificates of attendance in my portfolio / Assessment of Practice document?	Yes. <i>This does not breach confidentiality.</i>	
Can I include the name of the Trust / Clinic / organisation and or its location in my essay?	No. <i>Normally this would breach confidentiality.</i>	Some modules require that you do this and this will be indicated in the module handbook which you MUST read carefully.
What about referencing Trust Protocol's and or Policies?	Yes if these are in the public domain i.e. can be retrieved from outside the Trust (internet / publications).	Some modules require that you do this and if they are not in the public domain the Trust should be referred to as 'Trust X'. Refer to module handbook.
Can I reference material from the Trust intranet?	Yes if it is in the public domain i.e. can be retrieved from outside the Trust.	
Can I include discussions in classrooms with lecturers and peers in my academic work?	No. <i>You may mention that the discussion occurred and what you have learnt but you should not reveal names / specific sessions.</i>	If a lecturer has published material discussed in the session this can be referenced in your academic work.
Am I allowed to include Trust Care Plans / Prescription Sheets in my academic work if I put them in an appendix?	No. <i>If you are asked to include care plans or any other information or feel that one would illustrate your discussion as an appendix you should compile your own version i.e. no photocopying of patient / client records.</i>	
Am I allowed to include an observation chart?	Normally yes. Unless the observation chart is one used in a specialist unit. <i>If you feel that including an observation chart would illustrate your discussion</i>	If observation charts are required your module handbook will provide guidance.

	<i>you must compile your own version so that it is completely ammonised.</i>	
What about including x-rays?	Normally yes. <i>If you feel that including x-rays would illustrate your discussion. You must though ensure that each one is ammonised.</i>	
What about including photographs of patients / the clinical placement area or verbatim conversations with patients in my portfolio?	ONLY <i>if this is required / suggested in the Course / Module Handbook and you may use these ONLY if you have the permission of those involved and following discussion with the module leader.</i>	If a consent form is needed this will be included in the module handbook. If you are undertaking research, Research Governance will apply.
How is confidentiality affected when we use videos / DVD's as evidence for an assessment?	ONLY <i>with permission from those involved and these must be used for assessment and / or educational purposes only.</i>	If a consent form is needed this will be included in the module handbook.
What about verbal assessments e.g. OSCE's? Can I mention the name of the Trust then?	No. <i>This would breach confidentiality.</i>	
Am I allowed to reference the ward philosophy?	No. <i>You may mention the existence of a philosophy but you should not name the ward and or Trust.</i>	
What about including signed consent forms for research?	<i>You should include a blank consent form in your work and keep the signed form separately for verification if required.</i>	If you are undertaking research, Research Governance will apply.
Can I include printed off discussion boards or blogs from studentcentral?	No. <i>Normally this would be a breach of confidentiality.</i>	If you are on a WBL module refer to the module handbook.
Can I include an email response from an author or expert in my portfolio?	ONLY <i>with the permission of the author / / expert.</i>	
Can I name individuals who have supported me in writing my dissertation in an acknowledgement?	Yes. <i>This is acceptable practice but it would be courteous to seek their permission before doing so. The Trust must not be named.</i>	