

PG Cert Clinical Practice (Independent and Supplementary Prescribing) / Independent and Supplementary Prescribing Module

# Practice Educators Handbook

## Supporting HCPC registered Paramedics and Physiotherapists only

# Introduction

This guide aims to clearly outline the role of the Practice Educator in supporting HCPC registered Paramedics or Physiotherapists who are undertaking the PG Cert Clinical Practice (Independent and Supplementary Prescribing) or Independent and Supplementary Prescribing as a stand-alone module. For more detailed information on the module content and assessment methods, please refer to the module study guide.

Independent and Supplementary Prescribing consists of a total of 26 study days: 12 days of face-to-face teaching and 14 days of directed on-line learning activity. In addition, all students are required to complete 90 days (x12 7.5hr days) of practice hours where they are supervised (directly or indirectly\*) by their Practice Educator.

\*Indirect supervision refers to times where the students will not need to be supervised throughout their practice based learning by the Practice Educator – it would be anticipated that a range of other clinicians would be involved.

All students need to be appropriately supported in their practice hours – the criteria for taking on the role of the Practice Educator are outlined below:

* Practice Educators must be a qualified prescriber, on the register of their statutory regulator with annotation(s) for prescribing where applicable and with the relevant skills, knowledge and experience to support safe and effective learning.
* Practice Educators must undertake regular training, which is appropriate to their role, learners’ needs and the delivery of the learning outcomes of the course.
* Practice-based learning must take place in a setting that is safe and supportive for learners and service users.
* There must be an adequate number of appropriately qualified and experienced and registered staff involved in practice-based learning.
* Learners and Practice Educators must have the information they need in a timely manner in order to be prepared for practice based-learning.

As part of the application process the prospective student needs to identify a named Practice Educator. In order that our expectations from the role are made clear to you before you agree to support the student, the applicant will be provided with this handbook to share with you.

We want to support you as much as we can in your role as a Practice Educator. This handbook should provide you with all the information you need, but you will also be invited to attend during the student’s induction to the module, for further orientation to the role. A member of the course team will also visit each student in practice and may be involved in auditing the Structured Clinical Examination in Practice (SCEP). You can also contact the module leader at any time should you have any queries or concerns.

# The Process

* The student will identify their specific learning needs and discuss them with their Practice Educator.
* The student and Practice Educator should agree profession specific learning within the context of their practice environment, in relation to Independent and Supplementary Prescribing.
* The student should then prepare a learning contract that outlines specific aims and objectives for them to achieve.
* The student will ensure professional conduct in the practice setting, in line with the HCPC Standards of Conduct, Performance and Ethics (2016).

We also advise the students to develop a schedule that indicates how they will undertake the 90 hours of learning in practice.

Below are some learning objectives that students could consider:

* Improve consultation skills- observe Practice Educator in practice
* Monitor BP and blood glucose - work with practice nurse
* Improve knowledge in relation to clinical investigations that impact on prescribing decisions- observe Practice Educator in practice
* Devise implementation strategy for local Practice Educator - write draft CMPs - discuss with Practice Educator partners how the service was going to work for their own local situation
* Carry out consultations observed by Practice Educator
* Update and review clinical knowledge in chosen therapeutic area – give a presentation to Practice Educator and practice colleagues about that area of prescribing.
* Liaise with clinical pharmacists in acute or primary care sector
* Improve knowledge of prescribing guidelines in practice, security of prescriptions, use of patient group directives, use of prescribing documentation.

# Role of the Practice Educator

The Practice Educator plays a crucial role in the education of Independent and Supplementary Prescribers and contributes to the student’s module of learning by:

* Establishing a learning contract with the student that outlines the learning they will undertake in practice.
* Planning a learning schedule, which will provide the opportunity for the student to meet their learning objectives and gain competency in prescribing.
* Facilitating learning by encouraging critical thinking and reflection.
* Providing dedicated time and opportunities for the student to observe how the Practice Educator conducts a consultation/interview with patient/clients and/or parents/carers and the development of a management plan.
* Allowing opportunities for the student to carry out consultations and suggest clinical management and prescribing options, which are then discussed with the Practice Educator.
* Helping ensure that the students integrate theory with practice.
* Taking opportunities to allow in-depth discussion and analysis of clinical management using a random case analysis approach, when patient/client care and prescribing behaviour can be examined further.
* Assessing and verifying that, by the end of the course, the student is competent to assume the prescribing role.
* The student will not need to be supervised throughout their practice based learning by the Practice Educator – it would be anticipated that a range of other clinicians would be involved. The Practice Educator would be responsible for assessing learning outcomes have been achieved – including the SCEP assessment. In addition, it may be useful to establish a ‘buddy link with either a paramedic; physiotherapist or pharmacist prescriber.

We would like you to guide the student in their learning and be prepared to discuss with them, issues that might arise. During this discussion we would ask that you challenge the student with regard to both the practical and theoretical aspects of their learning*.*

An assessment of the practice-based learning environment and your understanding as a Practice Educator of your role and responsibilities will also be assessed through our Practice Educator audit (refer to Appendix 2).

As part of their assessment of competence to practice, we ask you to assess underpinning knowledge, decision-making and application of theory to practice using Structured Clinical Examination in Practice (SCEP) and additional prescribing competencies.

# Structured Clinical Examinations of Practice (SCEP)

## What is a SCEP?

Structured Clinical Examination of Practice (SCEP) is a systematic and detailed examination of practice within an appropriate learning environment, such as a skills laboratory or a practice setting.

## Structured Clinical Examinations and Learning Outcomes

Structured Clinical Examinations of Practice (SCEP) form part of the assessment for the independent and supplementary prescribing course.

The assessment will take place in clinical practice, during consultation with patients. The assessment comprises a total of five phases that would normally occur during the course of a single patient consultation. The assessment of the five phases may be completed in sequence during a consultation with a single patient, or alternatively, the phases can be assessed independently using different patients or on different occasions. The student will need to negotiate and agree on the arrangement with you as the Practice Educator.

It is also possible that one of the module team may attend one of these assessments to ensure that there is consistency between Practice Educators; this will be negotiated between, a module leader, Practice Educator and student and with consent from the patient.

**The SCEP can be used formatively and summatively to assess each student.**

Please note: during the SCEP, the assessment must be stopped and a student awarded a ‘refer’ grade if patient/client safety/well-being is compromised in any way. For example - failure to identify a serious problem such as to cause harm to the patient.

## Instructions for the Practice Educator and the Independent and Supplementary Prescriber module student

* Agree a date(s) for assessment(s).
* Notify other staff e.g. receptionist, that assessment will be undertaken on that day(s).
* Ensure adequate time and privacy for the assessment duration.
* Allow at least 5 minutes for each phase in the assessment process.
* Ensure patient consent has been received and that it is documented.
* Student undertakes consultation with the patient as usual.
* Practice Educator uses marking criteria to objectively assess student performance in each phase during consultation.
* Time should be allowed after the consultation to continue and complete the assessment.
* When all the phases have been assessed the student will ensure that, the summary sheet and the SCEP sheets are completed and included within the practice portfolio for submission to the university.

The student will have an assessment template for the SCEP with the various competencies that they will share with you in the initial meeting.

## Folder of Evidence:

When the student has completed their 90 hours of learning in practice you will be expected to sign to confirm that these hours have been completed and that you believe the student, will be a rational and safe independent and supplementary prescriber.

**If you have reservations can you clearly indicate the reasons for your concerns and you must not sign this statement if you do not feel that the student is competent.**

At the end of the course the student must submit their folder of evidence, which must contain:

* A signed statement by you relating to the student’s competence to prescribe in their area of practice.
* Learning log of accounts of the 90 hours of supervised practice
* The prescribing competencies.

## Suitability of Practice Area

The University undertakes regular audits of all practice areas. In cases where students undertaking this module are working in areas that are new to the University the module leader will provide details of what is expected and arrange a visit to the area as part of the application process to conduct an audit.

# Frequently Asked Questions

## Who is the main supervisor?

For HCPC registrants the main supervisor is termed the ‘Practice Educator’. This individual must be a qualified prescriber, on the register of their statutory regulator with annotation(s) for prescribing where applicable and with the relevant skills, knowledge and experience to support safe and effective learning.

## Can other health professionals be involved in the training?

Yes, a range of different health professionals can be involved in the training depending on the setting, target patient group and activities. For example if the student is focusing on asthma and COPD then the training could involve doctors, nurses, technicians, physiotherapists etc. Time could be spent in primary and secondary care.

## What type of activities are acceptable?

Any activity considered relevant to prescribing and the learning outcomes for independent prescribing is acceptable. If the student’s daily work is involved in prescribing activities then this should also be counted as part of their learning plan.

## Does the Period of learning in practice need to be exactly 90 hours or x12 7.5hr days?

Yes, no matter how clinically experienced the student is, evidence must be provided for a minimum of 90 hours.

## What if the student needs more than the specified minimum number of days?

The number of days specified is a minimum and can be extended until the student meets the learning outcomes.

## What is the time period for completion?

The entire module should be completed in 26 weeks. We therefore, recommend that the learning plan is completed within this time period.

## What kind of support is available?

The module leader will meet you and the student in practice near the beginning of the module to initially agree on learning contracts and also at the midway point to ensure the student is managing to achieve their supervised hours in practice. You are free to contact the module leader at any time during the course should you have any queries. As part of their learning students will each present a Therapeutic Profile of a Drug in relation to their area of practice. We encourage Practice Educators to attend to support their student and offer feedback.

## What do I do if I am concerned about a student not meeting the standards?

It is important that should you have any concerns about a students’ performance you contact the module leader for support promptly. We want to be able offer support should you feel you cannot pass a student on their practice competencies and equally want to support you and the student in establishing an action plan to attempt to successfully gain competence. The module leader will visit the practice area to meet with you and the student as many times as necessary to resolve issues. Equally, if necessary the module leader will also discuss issues with employers/Prescribing Education leads who may also be present, if further support is required.

## Further Information

Further detailed information can be found in the Course Handbook, Module Study Guide and Folder of Evidence Template.

# Declaration

We also ask that you sign a declaration form along with your employer, to confirm you have read through the detail and understand the role. This is to help ensure everybody is clear in terms of roles and expectations. The student will bring the form to you via the application process, ahead of being accepted on to the module.

We would like to thank you for taking the time read through this document. Should you have any questions, please do not hesitate to make contact with the course leader.

**Appendix 1 Practice Educator Audit**



Practice Educator Audit

**Name and address of Practice Area:**

**Nature of Clinical Area:**

**Practice Educator Name and Role:**

**Active in the past 12 months as an Independent and Supplementary Prescriber?** Yes /No (delete as appropriate)

**Rationale for the Audit**

The Health and Care Professions Council [Standards for prescribing (2019)](https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/standards-for-prescribing/) states:

* The programme must have regular and effective monitoring and evaluation systems in place.
* There must be regular and effective collaboration between the education provider and practice education providers.
* The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.

We will work with you to achieve equivalence in the learner experience – for example if the learner needs to increase the range of their clinical scenarios in order to achieve their course learning outcomes we will help identify additional resources to enable this.

1. **Practice Educators can provide evidence they have undertaken regular training which is appropriate to their role.**

Yes/No

Comments:

1. **Practice Educators are aware of the learners’ needs and how to relate these to the course learning outcomes.**

Yes/No

Comments:

1. **In the practice-learning environment there are an adequate number of appropriately qualified and experienced and, where appropriate, registered staff involved in practice-based learning.**

Yes/No

Comments:

1. **Practice Educators have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities.**

Yes/No

Comments:

1. **Learners and Practice Educators have been provided with the information they need in a timely manner, in order to be prepared for practice based-learning.**

Yes/No

Comments:

1. **Practice-based learning must take place in a setting that is safe and supportive for learners and service users.**

Yes/No

Comments:

1. **The Practice-based learning has sufficient breadth or scope to allow the learner to meet the course learning outcomes (if this is not available in the immediate practice environment the Practice Educator and Course leader will work together to enable a range of clinical experiences).**

Yes/No

Comments:

1. **Practice Educators understand the Structured Clinical Examination in Practice Assessment and their role and responsibilities in this element of assessment. They are also aware of all elements of assessment for this course and how to support the student in achieving competence.**

Yes/No

Comments:

1. **The Practice Educator and team are familiar with and their practice informed by the Royal Pharmaceutical Society ‘Competency Framework for all Prescribers’ (2016).**

Yes/No

Comments:

**Practice-based learning environment is suitable to support Independent and Supplementary Paramedic/Physiotherapy Prescribing students (delete as appropriate)? YES/NO**

**Print and Sign: Course/Module Leader**

**Print and Sign: Practice Educator**

**Date:**