

## Stand-alone modules for credit/micro-credentials

### Information Sheet and Descriptor

#### Definitions

**Modules** are defined in the *New Programme Design and Approval Policy* as ‘the building blocks of courses. They are self-contained units of teaching, learning and assessment on particular topics with defined academic credit values, learning outcomes, modes of delivery and assessment schemes. Students are required to pass a defined number of module credits in order to progress and to attain an award’.

Modules are offered in units of 5 ECTS (Council, 2006).

**Stand-alone modules** are defined in the *New Programme Design and Approval Policy* as ‘modules that have no pre- or corequisites, and to which students may register independently of other modules’.

**A micro-credential** is a proof of the learning outcomes that a learner has acquired following a short learning experience. These learning outcomes have been assessed against transparent standards. The proof is contained in a certified document that lists the name of the holder, the achieved learning outcomes, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, can be shared, are portable and may be combined into larger credentials or qualifications. They are underpinned by quality assurance following agreed standards (**working definition approved by HCI Steering, 11 February 2021**).

Micro-credentials – range of credits from 2.5 ECTS to 10 ECTS.

Micro-credentials:

- Consist of credit offered for continuing/professional development purposes.
- Are specifically designed to upskill the workforce.
- May be stackable.
- Offer flexible delivery to meet the needs of industry, business and employees.

### HCI Pillar 3

#### Stand-alone module for credits/micro-credentials: descriptor

State HCI Cluster and work-package for the proposed module:	<p>C1</p> <p>WP1 <span style="float: right;">A range of Nursing &amp; Midwifery courses</span> subject to design and development.</p>
Who will the module/MC be offered to (tick as appropriate)	<p>i. Internal Trinity Students <input type="checkbox"/></p> <p>UG year <span style="float: right;">Enter Programme title</span></p> <p>Indicate PG offering here <span style="float: right;">Enter Programme title</span></p> <p>ii. External applicants <input checked="" type="checkbox"/></p> <p>Specify the applicants targeted:</p> <p>In order to expand the scope of practice for registered nurses/midwives to prescribe medications within their service, they must complete a post-graduate programme in Nurse/Midwife prescribing. We currently offer that in a 30ECTS Certificate Programme, which has been validated by the NMBI. NU7518 is a core 10 ECTS Module on that programme which has been designed to meet the Requirements and Standards of the regulator to register in relation to the professional, ethical, legal and communication issues.</p> <p>Nurse/ Midwife Prescribers returning to this jurisdiction who require registration with our regulator are mandated to complete NU7518 in addition to provision of the academic transcript for the prescribing programme they completed for their entry to the prescribing register here.</p> <p>NMBI refer these applicants to us annually and we currently accommodate them as standalone module students which is problematic. The inclusion of this module in the MC project will formalise this arrangement within TCD structures and processes and meet the needs of these students in order to practice to the top of their licence.</p>
Stand-alone module for credit/micro-credential (tick as appropriate)	<p><a href="#">Link to definitions above</a></p> <p><input type="radio"/> Stand-alone module for credit</p> <p><input checked="" type="radio"/> Micro-credential (MC)</p>
Module/MC Title	Professional, Ethical, Legal and Communication Issues informing Nurse and Midwife Prescribing and Clinical Practicum

New module/MC or existing module	<input type="radio"/> New module/MC <input checked="" type="radio"/> Existing module to be repurposed  <b>Existing module to be repurposed:</b> NU7518 on Certificate in Nurse/Midwife Prescribing, and MSc Advanced Practice (Nursing) MSc Advanced Practice (Midwifery). No changes are required to this module.  Is the module shared with another discipline/School): No <input type="radio"/> UG or <input checked="" type="radio"/> PG State year group. No. of ECTS of module: 10 ECTS NFQ level: 9 Module coordinator: Dr Catherine McCabe	
Code in SITS (existing modules)	NU7518	
NFQ level (if applicable)	9	<input type="radio"/> UG  <input checked="" type="radio"/> PG
ECTS	10 ECTS (250 student effort hours)	
School (owner) and discipline	School of Nursing and Midwifery	
Module/MC Coordinator (name)	Dr Catherine McCabe	
State other Schools/external organisations involved in the delivery of this module/MC (if appropriate)	ONMSD officer for Nurse/Midwife Prescribing  NU7518 is validated by the NMBI as meeting their requirements and standards for registration as a Nurse/Midwife Prescriber.	
Teaching staff & if appropriate institutional/industry affiliation	Dr Catherine McCabe, Ms Rose Lorenz(ONMSD)	
Max/min number of students	1minimum-6 maximum (we typically have 1-3 students per year)	
Mode of delivery (tick as appropriate)	<input checked="" type="radio"/> Blended	

	<input type="radio"/> Online <input type="radio"/> Face-to-face		
Module/MC entry & admission requirements/pre-requisites (if applicable)	The potential applicants must be accredited Nurse/Midwife prescribers in other jurisdictions and require only this one module from the Prescribing Programme in order to register with the regulator the NMBI. They must not require the other 2 modules on that programme.		
Proposed commencement date	September 21		
Module/MC: duration and term	Frequency of delivery during the academic year: Once	Duration of the module/MC e.g. 6 weeks. If block delivery applies provide details.  MC Module will run concurrently with the NU7518 module.	Indicate term(s): (tick box) Michaelmas <input checked="" type="checkbox"/> Hilary <input checked="" type="checkbox"/> Trinity <input type="checkbox"/>
Contact and independent study hours	33 hours contact; 217hrs self-directed study  (Students are facilitated to attend the module by their employer as classes are delivered on 5 dates on the timetable, and online.)		
Module/MC aims	The module will facilitate students to explore their role as prescribers and the factors that influence this role in context of their role, function and responsibilities as a nurse or midwife.  Module LOs address the mandatory regulatory Requirements and Standards for registration as a Nurse/Midwife Prescriber with NMBI in relation to the Professional, Ethical, Legal and Communication Issues informing Nurse/Midwife Prescribing and Clinical Practicum		
Module/MC learning outcomes (approx. 5)	LO1. Understand and apply safe practice within the framework of professional accountability and responsibility in relation to nurse/midwife prescribing and health policy.  LO2. Understand and demonstrate the ethical principles and concepts in their prescribing practice to identify values at risk and values to be nurtured in the nurse/midwife prescriber's role.  LO3. Demonstrate an understanding and the application of legislation relevant to the practice of nurse/midwife prescribing.  LO4. Participate as a member of the MDT in the assessment, communication and documentation of findings to clients or carers and provide them with		

	appropriate education and information to enable them to actively participate in decision making.	
<p>Module/MC content areas. (Bullet points can be used)</p> <p>If the module/MC (or components of the module/MC) will be delivered in a blended format identify the content that will be delivered online.</p>	<p>Professional accountability and responsibility in relation to nurse prescribing.</p> <p>Prescribing policy in the context of the wider health system with particular emphasis on cost-benefit analyses and the principles of pharmacoeconomics.</p> <p>Quality assurance review</p> <p>Evidence based knowledge to support their prescribing.</p> <p>Ethical principles and concepts and challenges in prescribing practice</p> <p>Professional judgement and deal with moral challenges with greater confidence</p> <p>Legislation relevant to the practice of nurse prescribing</p> <p>Legal liability and clinical indemnity for prescribing in the context of the expanded nurse/midwife role</p> <p>Reporting adverse drug reactions and medication errors/incidents</p> <p>Prescribing decision-making as a multi-professional team member</p> <p>Communicating assessment findings to clients or carers and provide them with appropriate education and information to enable them to actively participate in decision making</p> <p>Documentation in keeping with best practice in regard to medication management and prescribing.</p>	
<p>Teaching and Learning Methods (state pedagogical approach).</p> <p>State the online environment(s) to deliver the module/MC e.g. Blackboard/ZOOM, if appropriate.</p>	<p>Methods of teaching and student learning: Lecture, seminar, tutorial, online resources, clinical visits, community interaction. Synchronous teaching that may be in-person or online to allow for some flexibility</p> <p>This module has been delivered successfully over a number of years to stand-alone students following the timetable for the Cert in Nurse/Midwife Prescribing.</p>	
Module/MC assessment components	Written Assignment (3,000 words) (100%) – reflective case study where the application of the LOs of the module is demonstrated.	LO1-4
State how the module/MC will be reassessed if failed	Written Assignment (3,000 words) (rpt submission is capped at 50%)– reflective case study where the application of the LOs of the module is demonstrated.	

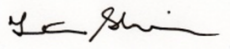
Pass standard & any special requirements for passing module/MC	Resources: <a href="#">Calendar II</a> and <a href="#">Calendar III</a>
Penalties for late submission	<p>Students who submit work after the due date and time without an official extension from the Course Coordinator will forfeit that attempt and be recorded as 'Absent' or Absent;</p> <p>Reassess at supplemental (AR)'. Any subsequent attempt at the assessment will be treated as a re-submission/repeat</p>
Core reading (if applicable)	<p>Bryant-Lukosius D, DiCenso A, Browne G, Pinelli J. (2004) Advanced practice nursing roles: development, implementation and evaluation</p> <p>Cox C, Hill M &amp; Lack V. (2012) Advanced Practice in Healthcare; Skills for nurses and allied health professionals. Routhledge, UK.</p> <p>Crisp J &amp; Taylor J (Eds) (2008) Potter &amp; Perry's Fundamentals of Nursing, 2nd edition. Elsevier. Sydney.</p> <p>Darbyshire P, Thompson D. Gosport must be a tipping point for professional hierarchies in healthcare—an essay by Philip Darbyshire and David Thompson BMJ 2018; 363 :k4270 doi:10.1136/bmj.k4270</p> <p>Fealy G. (2004) 'The good nurse': visions and values in images of the nurse. Journal of Advanced Nursing. 46(6): 649-656.</p> <p>Hyde, A., Lohan, M., McDonnell, O. (2004) Sociology for Health Professionals in Ireland. Dublin: Institute of Public Administration. Chapters 12 and 13.</p> <p>Jansen L. (2008) Collaborative and Interdisciplinary Health Care Teams: Ready or Not? Journal of Professional Nursing 24(4) 218-227.</p> <p>Kangasniemi, M., Stievano, A., &amp; Pietilä, A. M. (2013). Nurses' perceptions of their professional rights. Nursing ethics, 20(4), 459-469.</p> <p>Lewis M. (2006) Nurse bullying: organizational considerations in the maintenance and perpetration of health care bullying cultures 14, 52-58.</p> <p>Pearson A, Porritt K, Doran D, Vincent L, Craig D, Tucker D &amp; Long L. (2006) A systematic review of evidence on the professional practice of the nurse and developing and sustaining a healthy work environment in healthcare. International journal of evidence based Healthcare, 4: 221-261.</p> <p>Pullon S. (2008) competence, respect and trust: Key features of successful interprofessional nurse-doctor relationships. Journal of Interprofessional Care. 22(2): 133-147</p> <p>Ritchie, L., &amp; Gilmore, C. (2013) What does it mean to be a professional nurse?. Kai Tiaki Nursing New Zealand, 19(8), 32.</p>

Are there module/MC subject experts in other schools/disciplines	<input type="radio"/> Yes <input checked="" type="radio"/> No If yes, name of School and discipline <small>Click or tap here to enter text.</small> Has the module/MC been discussed with the School/discipline and DUTL/DTLP? <input type="radio"/> Yes <input checked="" type="radio"/> No
Proposed student fee	For existing Trinity students (if appropriate) TBC External student fee TBC

**Faculty Dean and School Executive Approval:**

Date of approval of the proposed module by the School Executive: 30 March 2021

Date of approval of financial information by Faculty Dean:

Signed by Head of School: 

Faculty Dean: 

Date: 30 March 2021

Date: 13 May 2021