

Faculty of Medicine and Health
Sciences



Independent Prescribing: Preparation of Designated
Prescribing Practitioners & supervisors

Student supervision and assessment

January 2023



Aims

- To prepare supervisors and assessors (Designated Prescribing Practitioners or DPP) of students undertaking the Independent Prescribing programme at UEA and RMS.
- Introduction to the teaching team
- Give an overview of the assessment of the module
 - Learning outcomes and competencies
- Clarify the supervision requirements: number of meetings and hours
- The documentation required
- Professional expectations of students
- Escalating concerns

Teaching team (core teams at UEA and RMS)

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Independent Prescribing

- Independent prescribing or Non-Medical Prescribing has evolved since The Cumberlege report (1986) recommended that nurses be able to prescribe.
- Since then the Human Medicines Regulation (2012) has been amended to permit several other professions to train as Independent Prescribers which incorporates supplementary prescribing.
- These health care professionals must undertake a programme of education which has been approved by their regulatory body before prescribing medicines.

Standards for prescribing



The Nursing and Midwifery Council and the Health and Care Professions Council have published standards for prescribing



[Health and Care Professions Council \(2019\)](#)



[Nursing and Midwifery Council \(2018\)](#)

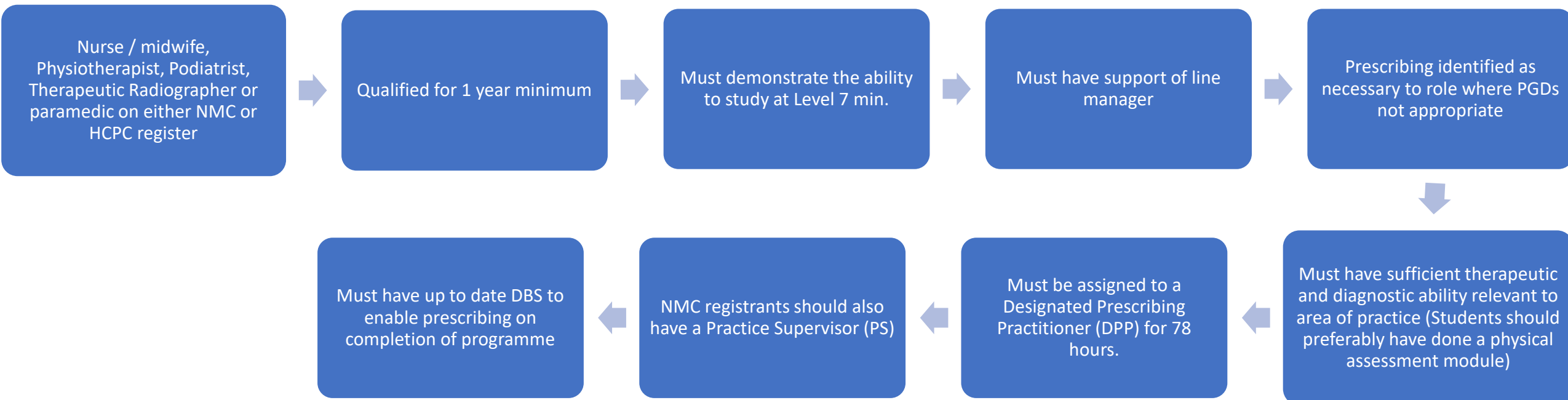


The programme has been designed to meet these standards which are aligned to the Royal Pharmaceutical Society (2021) competency framework for all prescribers.

Competency framework

- Royal Pharmaceutical Society (2021) published *A Competency Framework for all Prescribers* acknowledgment that a common set of competencies should underpin prescribing regardless of professional background.
- [RPS competency framework](#)
- The learning outcomes for the programme have been mapped to this framework and the Practice Assessment Document incorporates the competency template.

Pre-requisites of students



What does the programme look like?

- 12 online learning theory blocks equivalent to 24 taught days with weekly webinars
- 4 face to face days
- **12 days (78) hours of supervised learning in practice**

- 40 credits at Level 7
- May be credit only or as part of MSc programme of study

- Four occurrences annually
 - UEA: September, January and April
 - Royal Marsden School: January

What do students learn?

- Generic course and not specific
- Legislation
- Consultation & communication skills
- Pharmacology
- Evidence based practice
- Prescribing issues in specialist practice
- Prescribing strategies e.g. deprescribing / medicines optimisation / medicines reconciliation
- Prescribing in vulnerable groups
- List is not exhaustive

Specific roles

Designated Prescribing practitioner (DPP) is an umbrella term (RPS 2019) which covers

- Practice Assessor for NMC registrants
- Practice Educator for HCPC registrants

NMC registrants will also be assigned to suitably prepared

- Practice Supervisor/s
- Academic Assessor
- Midwife students will also need to liaise with the Lead Midwife for Education

Designated Prescribing practitioner (DPP)

- Regulatory changes allow suitably qualified and experienced non-medical prescribers to supervise and assess independent prescribing students.
- The competencies for the role are set out in the Royal Pharmaceutical Society (2019) *A competency framework for designated prescribing practitioners*
- The prospective DPP will be asked to self-assess against these competencies and confirm that they can meet the requirements
- Sign declaration form and return to UEA/RMS

Eligibility for the role of DPP

- Be registered with their professional regulator
- Should have the necessary annotation for independent prescribing as required by their regulator
- Be able to demonstrate that they meet all competencies within the Competency Framework for all Prescribers
- They should normally work in the same clinical area as the student
- Normally will have been prescribing in the same clinical area for 3 years
- Have up to date knowledge of prescribing skills in the clinical area
- Be able to facilitate 78 hours of supervision
- Currently meets all competencies within the RPS (2021) A competency framework for all prescribers
- **Meets the competencies for the DPP role in the RPS competency framework (2019)**
- Be able to negotiate the time to supervise, support and assess the student
- Knows how to raise a concern about a student or practice
- Must have accessed the training for DPPs information on the UEA Practice Educator website
- Prospective DPPs who are a non-medical prescriber (NMP) will also be required to complete the regulatory body training.

DPP role

- Provide 78 hours of supervision (minimum)
- To provide a learning environment for the student
- Provide / facilitate opportunities to acquire and practise skills
- Three formal interviews with the student
 - Initial / intermediate / final
- Develop a learning contract
 - Define learning needs
 - Develop objectives
 - Contribute expertise

Practice Assessment Document

- Hosted on PebblePad
- The outline document is available on the PE website
- Space for the three interviews, learning contract and the RPS competency template.
- The final interview should take place about 4 weeks prior to submission to ensure there is time for an action plan- please contact the teaching team if an action plan is required at this stage
- All competencies should be signed by the DPP

Professional portfolio

The Practice Assessment Document forms a part of the Pebblepad portfolio along with a range of other evidence to demonstrate that the RPS (2021) competencies have been met.

- We will ask you to arrange to assess your students consultation skills at a convenient point during the supervision.
 - An assessment of consultation skills using the form provided will also take place during the period of supervision, ensuring that any local requirements for service user consent are adhered to
 - Service user feedback should also be included in the portfolio using the form/s provided
- Further detail in the DPP handbook and a list of evidence that should be provided

Supervision

- Be creative
 - Need not be all face to face
 - Different models
- Other NMPs
- Delegation
- Students may spend time with other prescribers who you consider to be suitable but the DPP remains responsible for the supervision and final sign-off

Other evidence in portfolio

An introductory statement from the student

A range of evidence that you have met the competencies, to be agreed with your DPP and PS e.g. reflections/case note analysis.

A critical incident analysis (750 words)

A Clinical Management Plan (CMP) with 300-500 words of narrative

Log of supervision hours

An example of an accurate prescription must also be included

A personal formulary for HCPC registrants only

All supervisors and assessors must complete and sign the signature page of the document

The DPP and AA will liaise throughout the programme to ensure progression and achievement of the RPS competencies

The AA will also sign off the document prior to submission.

Reasonable adjustments

- If your student has a reasonable adjustment plan in place or is seeking support from any of the university services, please also ensure that you are able to accommodate any of these adjustments to facilitate learning.

Raising a concern

- If at any time you have concerns about the student or about the placement, you can raise this with the prescribing team and/or complete the relevant form which is available on the Practice Education website.

Assessment

- In addition to the Pebblepad portfolio/practice assessment, your student will have a range of other assessments
- Formative assessments
 - Numeracy assessment
 - Supplementary prescribing / clinical management plan
 - Academic writing: Analyse a Critical Incident
- Summative assessments
 - Pharmacology examination, the student must achieve 80% to pass
 - Numeracy assessment, must achieve 100% to pass
 - Written assignment: 4,000 word case study

Assessment procedures

- Students are permitted two attempts at all assessments.
- If they feel that there are circumstances affecting their ability to study or perform in an examination, they can submit an extenuating circumstances (EC) form.
- The EC form is the first step in seeking extensions, break in studies or consideration of circumstances by the EC panel.

Professional expectations of students

- Students are expected to adhere to their respective code of conduct at all times to ensure patient safety
- [The code \(NMC 2018\)](#)
- [Standards of conduct, performance and ethics \(HCPC 2018\)](#)
- They should work within their competence, acknowledge their limitations and refer appropriately
- **THEY MUST NOT PRESCRIBE** until they have passed all elements of the module and had their records updated / annotated to show this qualification.
- In most cases there will also be local expectations of notifying trusts / CCGs / employers and supplying sample signatures and PIN numbers prior to prescribing.

Conclusion

- Thank you once again for agreeing to support a student on this module and for taking the time to engage with this presentation.
- Please complete the declaration forms on this website
- On receipt of the declaration form we will be able to offer a place on the programme to the student.
- If you have any questions at all, please do not hesitate to contact the team for further information.

Practice Education Website

- Please visit our [Practice Education Website](#) for further information

References

- Health and Care Professions Council (2019) *Standards for Prescribing*
- Nursing and Midwifery Council (2018) *Standards for Prescribing*
- Royal Pharmaceutical Society (2021) *A Competency framework for all prescribers*
- Royal Pharmaceutical Society (2019) *A competency framework for designated prescribing practitioners*