



UNIVERSITY
of York

The Department of Health Sciences

Handbook for Designated Prescribing Practitioners, Practice Educators

Independent and Supplementary Prescribing for
Non-Medical Prescribers (Allied Health
Professionals only)

V300

Cohort 2020/21

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1. Introduction and non-medical prescribing team contact details

Dear Colleague

This document is designed to support you in the role of Designated Prescribing Practitioner on the University of York's programme Independent & Supplementary Prescribing for Non-Medical Prescribers (Nurses, Midwives & Allied Health Professionals).

We hope that the information provided in this handbook will outline your responsibilities and role whilst explaining the course structure, content and assessment processes.

The Health and Care Professions Council have published requirements for the supervision and assessment of non-medical prescribing students. This document is underpinned by the HCPC (2017) Standards of education and training, HCPC (2019) Standards for prescribing and the RPS (2019) A Competency Framework for Designated Prescribing Practitioners.

The RPS (2019) A Competency Framework for Designated Prescribing Practitioners is available at: www.rpharms.com/resources/frameworks/designated-prescribing-practitioner-competency-framework

If you have any queries relating to the information in this handbook or your role and responsibilities as the Designated Prescribing Practitioner or (Named) Practice Supervisor, please do not hesitate to contact any member of the programme team.

Team Member	Role	Contact details
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2. About the programme

Independent & Supplementary Prescribing for Non-Medical Prescribers (Nurses, Midwives & Allied Health Professionals) is a multi-disciplinary programme which prepares health professionals to prescribe within the current legal frameworks.

This programme comprises 300 effort hours, which includes a recommended **90 hours** of learning in practice under the supervision of a Designated Prescribing Practitioner, Practice Educator or (named) Practice Supervisor.

The Royal Pharmaceutical Society (2016) A Competency Framework for all Prescribers provides the competencies that inform our curriculum. The document can be found at the following link: www.rpharms.com/Portals/0/RPS%20document%20library/Open%20access/Professional%20standards/Prescribing%20competency%20framework/prescribing-competency-framework.pdf

The programme is offered at academic levels 6 and 7 at 30 credits. This programme can be taken as a stand-alone programme or as part of our MSc Advanced Clinical Practice programme.

Prescriber frameworks

Once qualified, non-medical prescribers will be entitled to prescribe within the following frameworks:

a) Allied Health Professionals

Independent prescribing is prescribing by a practitioner, who is responsible and accountable for the assessment of service users with undiagnosed or diagnosed conditions and for decisions about the clinical management required. An independent prescriber is able to prescribe on their own initiative any medicine within their scope of practice and relevant legislation.

Supplementary prescribing is a voluntary partnership between a doctor or dentist and a supplementary prescriber to prescribe within an agreed service user-specific clinical management plan (CMP). Once qualified a supplementary prescriber may prescribe any medicine within their clinical competence, within the limits of the CMP.

Upon qualification as a non-medical prescriber they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

Further information can be found at: <https://www.hcpc-uk.org/globalassets/about-us/what-we-do/medicines-entitlements-of-our-registered-professions.pdf>

3. Indicative content and Programme Learning Outcomes

The non-medical prescribing programme curriculum is designed to enable the student to demonstrate understanding and competence in the domains of “The Consultation” and “Prescribing Governance” as identified in the RPS (2016) Competency Framework for all Prescribers. The indicative content includes consultation models and skills, applied pharmacodynamics, pharmacokinetics, medicines optimisation, team working and legal and ethical aspects of non-medical prescribing. A complete timetable is available from the programme team on request and the module descriptor, including the learning outcomes are available at: www.york.ac.uk/students/studying/manage/programmes/module-catalogue/module?query=&department=0026&year=2019-20&offset=0&max=300

Programme assessment strategy

There are three parts to the assessment for this programme:

1. Achievement of the competencies relating to the RPS (2016) Competency Framework for all Prescribers which form the basis of the student prescriber’s e-Portfolio (PebblePad). **The assessment in practice of these competencies is undertaken by the Designated Prescriber Practitioner(DPP) as Practice Educator(PE) and is confirmed by the Academic Assessor(AA).**
2. A one-hour unseen examination consisting of 2 separate papers- pharmacology and numeracy. A mark of 80% must be achieved in the pharmacology paper and 100% in the numeracy paper
3. An oral presentation of 20 minutes.

Assessment	Time	Detail	Pass mark
e-Portfolio	22 weeks	Achievement of RPS Competencies Assessed in practice by DPP/Practice Educator Confirmed by Academic Assessor	Pass/Fail
Examination	1 hour	2 separate papers: 1. Pharmacology 2. Numeracy Assessed in University	1. 80% 2. 100%
Oral Presentation	20 minutes	Choose a case from practice involving a prescribing concept. Present a detailed discussion utilising relevant literature. Assessed in University	40% (level 6) 50% (level 7)

Full information can be found on the Assessment Guidelines which are available at: www.york.ac.uk/healthsciences/student-intranet/timetables/assess-guide-ssprd-pg/

4. Arrangements for supervision and assessment in practice

Designated Prescribing Practitioner is an umbrella term which relates to a number of titles used by Professional Statutory and Regulatory Bodies (PSRB). These roles are:

- Designated Medical Practitioner(DMP)
- Designated Prescribing Practitioner(DPP)
- Named Practice Supervisor(PS)
- Practice Assessor(PA)
- Practice Educator(PE)

Meetings and progress reviews

To ensure that students are appropriately supported a minimum of three meetings between the student ,PE and PS are required.

1. The initial meeting is an opportunity for clarification and agreement as to how the student will be supported and assessment decisions made.
2. The midpoint meeting is an opportunity for review of the students' progress and a discussion around any concerns from any party. This should include the student, PE and AA.
3. The final meeting will be before the assessment of competence and is an opportunity for any final discussions.

The initial and mid-point meetings should result in a plan being created/reviewed and all should be documented in the ePortfolio.

Designated Prescribing Practitioner (DPP)

The requirements for this role are outlined in the RPS (2019) A Competency Framework for Designated Prescribing Practitioners which should be read in conjunction with this document. The document is available at the following link: www.rpharms.com/resources/frameworks/designated-prescribing-practitioner-competency-framework

All entrants to the programme must have a Designated Prescribing Practitioner/Practice Educator who will provide them with supervision, support and opportunities to develop competence in prescribing practice.

Throughout the period of learning in practice, which is recorded on the PebblePad platform, the student must achieve all of the competencies in the RPS (2016) Competency Framework for all Prescribers.

Practice Educator

To act as a Practice Educator, the DPP must:

- Be an active prescriber working in the area the student intends to prescribe in
- Hold appropriate educational experience
- Hold appropriate registration with the relevant PSRB (i.e. NMC, GMC, HCPC, GPhC)
- Have knowledge of the University of York non-medical prescribing programme
- Have self-assessed as achieving the RPS (2019) competencies
- Have an up to date knowledge about the relevant process within the University of York (i.e. use of student's portfolio, raising concerns etc.)
- Have agreed to act in the role and fulfil responsibilities as laid out in the students Professional Regulatory Body Standards frameworks (i.e. HCPC (2017) Standards of education and training, HCPC (2019) Standards for prescribing).
- Have completed a self-declaration form submitted with the student's application.

The Designated Prescribing Practitioner should be willing and able to devote a sufficient part of their

time to guide the student in the achievement of the competencies. We recommend that the student works 90 hours with their Practice Educator or Practice Supervisor in practice. This may include, for example: observation, case and clinic management, patient reviews, shadowing and discussion with prescribing colleagues acting as practice supervisors.

Assessment of the student's achievement of the prescribing competencies from a practice perspective is the responsibility of the Practice Educator.

Practice Supervisor

To act as the Practice Supervisor, the healthcare professional must be an allied health professional, registered nurse, midwife or doctor and must:

- Have a good awareness and understanding of how learners should be supported and facilitated in practice
- Understand the role and how this links with the Practice Educator and Academic Assessor
- Have an up to date knowledge of the non-medical prescribing programme
- Have an up to date knowledge about the relevant process within the University of York (i.e. use of student's portfolio, raising concerns etc.)
- Have agreed to act in the role and fulfil responsibilities as laid out in the student's Professional Statutory and Regulatory Body Standards frameworks.

It is not normally permitted for the Practice Supervisor and Practice Educator roles to be fulfilled by the same person.

However, there may be exceptional occasions where it is not possible for the Practice Supervisor and Practice Educator to be different people. Arrangements in such situations are subject to scrutiny and agreement from the programme team. Where there is no opportunity for different people to act as Practice Supervisor and Practice Educator in the clinical area, the student must identify a prescriber who meets the requirements to be a Practice Educator. This person will then act as both Practice Supervisor and Practice Educator. This will only be possible with the agreement of the Programme Lead.

Academic Assessor

This a member of academic staff who is assigned to the student by the programme team. The Academic Assessor triangulates the assessment of the student and confirms that the programme learning outcomes have been achieved. This is documented in the e-portfolio (PebblePad).

Practice assessment process

As a minimum, the prescribing student and the Practice Educator must record three formal meetings. The first meeting in week one of the programme should identify learning opportunities and formulate a plan for the student to be able to achieve the competencies. A further meeting at the mid-point of the programme should take place between the Practice Assessor and student to review progress. If any concerns about progress should be noted at this point an action plan should be documented. The action plan should clearly indicate what the nature of the concerns are and the opportunities that are available to the student to address the concerns. The Academic Assessor should be involved in this process.

At the end of the supervisory period, the DPP/Practice Educator will need to complete and "sign off" each competency statement and the assessment of practice form within the e-portfolio. This will confirm that the student has completed the period of learning in practice and identify whether the required competencies have been met.

The Academic Assessor confirms the decision of the DPP/Practice Educator.

Examples of how achievement of the competencies may be assessed in practice

The assessment method should reflect the competency being assessed and may include:

- Direct observation of consultation/clinical examination skills and verification of competence
- Question/answer sessions where the student shares the knowledge and skills they have acquired within a competency area and the Designated Prescribing Practitioner assesses understanding by questioning and giving feedback on the responses
- Short case studies/reflective narratives that make explicit the knowledge and skills acquired by the student within one or more specific competency areas
- Care Record – the Designated Prescribing Practitioner examines patient care documentation completed by the student for evidence of successful application of skills
- The Designated Prescribing Practitioner examines documents developed by the student, for example, clinical management plans/audit/patient care reviews and provides guidance to underpin best practice in prescribing
- Simulation – competence in consultation/clinical skills could be judged in a simulated session or through videoing in the clinical environment

Assessment Guidelines are available at: www.york.ac.uk/healthsciences/student-intranet/timetables/assess-guide-ssprd-pg/

Module Descriptors are available at: www.york.ac.uk/students/studying/manage/programmes/module-catalogue/module?query=&department=0026&year=2019-20&offset=0&max=300

Ongoing support for your role

Regular updates will be held within the Department and dates and times will be advertised on the website. If you would like support outside of one of these please contact the programme team.

This guide can be accessed through the University website as well as the students e-Portfolio.

Liability of employer

Where a nurse, midwife, pharmacist or AHP is appropriately trained and qualified and prescribes as part of their professional duties with the consent of their employer, the employer is held vicariously liable for their actions. In addition, non-medical prescribers are individually and professionally accountable to their Professional Statutory and Regulatory Body (NMC/GPhC/HCPC) for this aspect of their practice, as for any other, and must act at all times in accordance with professional standards, codes and within their scope of practice

Raising and escalating concerns

We ask that if any DPP, Practice Educator or Practice Supervisor has any concerns with regard to the current practice of the student prescriber that in addition to following their organisation's policy they also raise those concerns with a member of the programme team immediately. Contact details can be found in section 1 of this handbook or on the Department of Health Sciences website:

www.york.ac.uk/healthsciences/our-staff/

There is further information on the Department of Health Sciences Practice Education Support website:

www.york.ac.uk/healthsciences/practice-ed-support/

Facilitating students learning and raising and escalating concerns on the Non-Medical Prescribing Programme flowchart

Initial meeting – Student meets with AA, PE and PS to confirm arrangements and schedules for meetings.
Student will give access to e-Portfolio to PE and PS

Midpoint assessment – student meets with AA, PE and PS to consider progress and create plan. May include a formative assessment

PS should be informing PE of students' progress and any concerns or additional learning opportunities required

Summative assessment – student meets with PE and PS for final assessment, Outcome is documented in e-Portfolio and discussed with AA.

AA = Academic Assessor
PE = Practice Educator
PS = Practice Supervisor
Please see documents below for role and responsibility of each

Any concerns identified should be discussed with the student, PE, PS and AA. Where appropriate* an action plan should be agreed

Resources and links

HCPC resources for prescribers, includes standards
<https://www.hcpc-uk.org/globalassets/standards/standards-for-prescribing/standards-for-prescribing2.pdf>
RPS (2019)

www.rpharms.com/resources/frameworks/designated-prescribing-practitioner-competency-framework
University of York, Health Sciences
<https://www.york.ac.uk/healthsciences/practice-ed-support/>

Information for the Designated Prescribing Practitioner acting as Practice Educator (PE) and Practice Supervisor (PS)

*Where a student is suspended from practice by the employer/organisation an automatic leave of absence will be out into place and the students place on the programme suspended pending investigation.

If the student is concerned about their experience and level of supervision this should be raised with the PE and or PS as well as the AA at the first available opportunity.