

Designated Prescribing Practitioner Handbook

V300 Non-Medical Prescribing



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Welcome from the Prescribing Team

Welcome to Sheffield Hallam University, Faculty of Health and Wellbeing. Thank you for agreeing to participate and support our student/s as a DPP. This handbook will provide you with the information to enable a clear understanding of the structure of the Prescribing courses. It will outline key information that will guide you through the assessment process that our students will undertake.

V300 – Non-Medical Prescribing

The V300 can be undertaken at both level 6 and level 7, therefore it is an expectation that students demonstrate critical synopsis throughout all aspects of the assessment process.

Students on the Prescribing Modules are recommended to undertake the minimum following hours for their work-based practice learning:

- Recommended **90** hours of practice learning for **V300**.
- **27** of the **90** hours must be spent with the DPP

The students Practice Assessment Document (PAD) is accessed via the Pebble Pad Platform which you will have been given access to on commencement of the module. The PAD contains all of the competencies that need to be achieved by the student to enable the satisfactory completion of Module. *For V300 students, as well as completing the 10 Competencies, they are also required to undertake an Objective*

Structured Clinical Assessment (OSCA), gain patient and supervisor testimonies and complete several progress interviews with the DPP.

Additional information for midwives

All midwives must meet the Lead Midwife for Education (LME). This will be arranged within Week 1 of the module.

Rachael Spencer is the Lead Midwife for Education (LME) and supports midwives who undertake the module. She can be contacted via email:

Rachael.spencer@shu.ac.uk

The LME works closely with the module team and contributes to the assessment. The LME may work with you if required.

The course / module lead may be accessed at any time deemed appropriate by the Student or Practice Assessor / Supervisor.

The Prescribing Team Contact Details:

Module Leaders:

Tony Vesuvio & Helen Davison

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Module Aim

To prepare practitioners as Non-Medical Prescribers in accordance with the appropriate Professional Regulatory Body.

Module Learning Outcomes

By engaging successfully with this module, a student will be able to:

Level 6

1. Apply key principles of pharmacology as applicable to your practice and the wider context in relation to your prescribing formulary.
2. Apply the principles of prescribing governance in a holistic consultation utilising appropriate decision support system with consideration of your determined prescribing formulary
3. Reflect upon the application of theory to practice in all aspects of prescribing, in conjunction with the professional statutory regulatory body, category of prescribing award and the expectation of continuing professional development
4. Understand and apply the principles of the Royal Pharmaceutical Society Competency Framework for prescribers as determined by your intended scope of prescribing practice and intended Prescribing Award (V100/V150/V300)

Level 7

1. **Critically** apply and **evaluate** key principles of pharmacology as applicable to your practice and the wider context in relation to your prescribing formulary.

2. **Critically** apply and **analyse** the principles of prescribing governance in a holistic consultation utilising appropriate decision support system with consideration of your determined prescribing formulary
3. **Critically** reflect upon the application of theory to practice in all aspects of prescribing, in conjunction with the professional statutory regulatory body, category of prescribing award and the expectation of continuing professional development
4. Understand and **analytically** apply the principles of the Royal Pharmaceutical Society Competency Framework for prescribers as determined by your intended scope of prescribing practice and intended Prescribing Award (V100/V150/V300)/

The Role of the Designated Prescribing Practitioner

The DPP is identified by the student to act as their sole assessor during the supervised practice portion of the programme. As a DPP you must be a registered healthcare professional and an experienced prescriber with suitable qualifications for the programme the student is undertaking.

Please take some time to familiarise yourself with the Competency Framework for Designated Prescribing Practitioners below which outlines the competence requirements of a prescriber wishing to undertake the role of the DPP alongside the responsibilities involved

<https://www.rpharms.com/Portals/0/RPS%20document%20library/Open%20access/Professional%20standards/DPP%20Framework/DPP%20competency%20framework%20Dec%202019.pdf?ver=2019-12-18-150746-160>

As the DPP you are required to assess the student/s by using the Practice Assessment Document on Pebble Pad. This document directly reflects the RPS Competency Framework. The practice competencies are taken from: Prescribing competency framework (Royal Pharmaceutical Council 2021).

<https://www.rpharms.com/Portals/0/RPS%20document%20library/Open%20access/Prescribing%20Competency%20Framework/RPS%20English%20Competency%20Framework%203.pdf?ver=mctnrKo4YaJDh2nA8N5G3A%3d%3d>

When the DPP is satisfied that the student has met each competency they will indicate within the Pebble Pad document online. At all the interviews there is the opportunity to comment on the students progress across the prescribing competencies.

If the competency is not achieved by the end of the recommended supervised practice period (90 hours for V300), the DPP must fail the student and indicate this in the relevant section on Pebble Pad. If it is anticipated that there are any problems achieving the competence at any stage of the module or there are any concerns regarding professional conduct, this should be immediately recognised and communicated with the student and the Module Leaders.

In any assessment, a failure to identify a serious problem or an answer which would cause the patient harm will result in overall failure of the programme

If an opportunity to demonstrate the competence does not arise, simulation may be used to meet the requirements as outlined in the Practice Assessment Document Pebble Pad.

As the DPP you accept responsibility for engaging with the student, establishing a rapport, and setting clear objectives to allow the student adequate opportunities to be assessed.

It is essential that adequate time and preparation is given to the student to allow the student to maximise their clinical hours working alongside you as the DPP.

For V300 they are expected to undertake 90 hours of supervised practice. It is advised that the student spend approximately 30% of the required hours working alongside you, as their DPP.

As the DPP you are agreeing to undertake the assessment in practice. This includes making time to undertake the assessments and providing the student with appropriate feedback in order to continue to develop their prescribing skills and knowledge to be a safe prescriber.

As a DPP you will:

- Conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning
- Have current knowledge and experience of the area in which you are providing support, supervision and feedback.
- Make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations etc.
- Receive ongoing support from your employer/practice area in order to participate in the practice learning of students.
- Serve as a role model for safe and effective practice in line with your code of conduct
- Support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills
- Support learning in line with the NMC & HCPC Standards for prescribing and the RPS competency framework
- Support learning in line with your scope of practice to enable the student to meet their proficiencies and programme outcomes
- Support the student with self-reflections and obtaining patient testimonies.

Changing the DPP

If you are no longer able to act as a DPP due to sickness, a change of job or you go to work for another organisation please inform the student and module leader as soon as possible. The action taken will depend on at what point during the programme you stop being the DPP. If you have only worked with the student for a few weeks and have supervised up to 20 - 30hrs of the practice learning, then it should be possible for the student to find a new DPP and for you, as the original practice assessor, to hand over a detailed assessment of the students' progress so far to the new DPP to provide them with assurance about the students competence.

If you need to withdraw from your role towards the end of the programme or after completing a large proportion of the recommended 90 hours, it will then be much more difficult for another DPP to take over and be expected to carry out the final sign off as sole DPP of the students practice competencies. In this scenario the module leader will provide advice to the outgoing and new DPP and the student. It is likely in this type of scenario that the student will need to complete additional hours of

supervised practice learning with the new DPP to enable them to be assured of the students safe and effective practice.

The Role of the Practice Supervisor

The Practice Supervisor/s are identified by the student and the practice learning partners and aim to support and supervise the prescribing student in the practice learning environment. The Practice Supervisor is a registered health and social care professional working in a practice environment, who is adequately prepared and supported to take up their role and have up-to-date knowledge and experience relevant to the student they are supervising.

As a Practice Supervisor, you will be responsible for supporting and facilitating appropriate learning opportunities within the practice learning environment, in order to enable the student to achieve the required competencies as detailed in the Practice Assessment Document. You will also be expected to provide testimonies on the students' performance in order to enable the Practice Assessor to fully evaluate the student's proficiency in achieving the required competencies.

As a Practice Supervisor you will:

- Be a current medical or non-medical prescriber
- Have current knowledge and experience of the area in which they are providing support, supervision and feedback
- Receive ongoing support to participate in the practice learning of students.
- Serve as a role model for safe and effective practice in line with their code of conduct
- Support and supervise students, providing feedback on their progress towards and achievement of, proficiencies and skills
- Support learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes

The Role of the Academic Advisor

At the start of the course, the student will be assigned an Academic Advisor from the NMP faculty. For prescribing programmes, the academic advisor can be any qualified and experienced prescriber. Who the academic assessor will be is dependent on the student they are assigned to.

The academic advisor supports the student in all aspects of the curriculum and evaluates the learning that has taken place. They also have responsibility for providing guidance and support for the academic development of the student.

The Academic Advisor will:

- Advise in the preparation of the Pebble Pad Practice Assessment Document.
- Assess progress.
- Liaise with and support the DPP, Practice Supervisor, Module Leaders, Student and organisation where necessary
- Monitor the development of work associated with the module.
- Provide support and guidance on an individual basis.
- Support the student's academic journey, including supervision for the academic requirements of the module
- Undertake an intermediate interview with the student to assess progression of both academic and practice learning (this interview can be conducted with any NMP faculty member)

Examples of how the student could receive supervision

- Allow opportunities for the student to carry out consultations demonstrate clinical assessment skills and suggest clinical management and prescribing options, which are then later discussed and evaluated
- Allow students the time to make established links between patient cases and their Pebble Pad Practice Assessment Document.
- Dedicated time and opportunities for the student to observe how the DPP (or other suitable colleague) conducts a consultation/interview with patients, uses

clinical assessment skills, and how they development of a subsequent management plan.

- Facilitate student learning by encouraging and promoting a diverse range of experiences with other members of the Multidisciplinary team.
- Opportunities to allow in depth discussion and critical synopsis of clinical conditions and their management. This may take the form of a case based discussion.
- Promotes critical reflection upon learning and identifies ongoing feedforward information which highlights areas of improvement.

The DPP and Practice Supervisor roles are central to enabling the student to obtain appropriate learning opportunities within the specialism which they intend to prescribe.

NB: In some circumstances, the same person may fulfil the role of DPP and practice assessor for that part of the programme where the prescribing student is undergoing training in a practice learning setting.

Self-Employed/Non-NHS Applicants for the course:

- A DBS check will be required with the application form.
- The DPP must be working in the same area as the student, for example if the student is an aesthetic practitioner, they will need to be assessed in this clinical area.
- As part of the application process the professional register will be checked to ensure current registration

Giving Feedback to Students - Guiding Principles:

Feedback should be provided on all assessed work and all students should have a positive experience of feedback.

Good feedback is:

- Integrated
- Timely
- Clear and Focussed
- Supportive and inclusive

Integrated

- Consistent in terms of the of the student's experience in the clinical environment.
- Constructively aligned with learning outcomes and assessment criteria within the Practice Assessment Document
- Given for all assessed work related to the all aspects of the Practice Assessment Document

Timely

- Given in a timely manner, this is to ensure that student is able to reflect upon their performance, knowledge, and skills.

Clear and Focussed

- Communicated through assessment criteria within the Practice Assessment Document.
- Discussed with students at the initial interview so that students are aware of the range of feedback opportunities available to them and how they can access this feedback
- Discussed by students and tutors for clarification as necessary.
- Given using plain English so that it is comprehensible and useful
- Identify goals for further development and give advice about the steps needed to reach these
- Indicate the level of the student's achievement in assessments in relation to required standards
- Presented in the context of the student' theoretical and practical knowledge so that the link between the feedback and the expectation of the course learning outcomes is clear
- Scheduled so that feedback on assessment is returned according to agreed expectations

Supportive and Inclusive

- Enabling and encouraging in order to foster confidence and motivation
- Given in ways that are appropriate to the assessment
- Given in ways that are appropriate to the level and needs of the student
- Given in ways that recognise student diversity
- Given so that it makes effective use of technology as appropriate Used to identify achievements as well as areas for improvement
- Useful to each student even when generic feedback is given

Expectations of students

Students should:

- Collect, retain and refer back to their feedback to inform subsequent performance
- Critically reflect and develop a clear synopsis on their feedback to improve their overall performance
- Engage with feedback opportunities during their placement
- Seek clarification of feedback when necessary.

Documentation of progress for the Nurse Prescriber/ Non-Medical Prescriber

Accessing the students Pebble Pad as a DPP

You will be emailed a login to the Pebble Pad platform. Please check your junk mail for this email.

If you cannot find this email within 2 weeks of the module start please email the module leaders.

Once the student begins the module and they have provided the module leaders with the DPP details they will be able to share their Pebble Pad Workbook with their DPP. Once this has been done the DPP will be able to edit the Pebble Pad workbook.

Here are some helpful links with accessing and using Pebble Pad:

Log in Tips for DPP

DPP username is the email address

If the DPP has forgot their password they must click on the 'forgot password' link which appears when the guest account is selected. A reset token will be sent to their email address which is valid for 24 hours.

<https://v3.pebblepad.co.uk/login/hallam>

Pebble Pad Support:

<https://sites.google.com/my.shu.ac.uk/hwbtelhowtopebblepad/home>

<https://go.shu.ac.uk/pebblehelp>

<https://youtu.be/vSqQBdywDrk>

Initial Interview in the Clinical environment

The DPP will discuss the record of assessment with the student prescriber, exploring past experiences and the learning environment necessary to facilitate the student's learning to achieve the required competencies. The DPP will discuss how they will support the student to acquire clinical assessment skills.



Intermediate interview in the Clinical environment

At an approximate midpoint in practice the DPP will review with the student prescriber the competencies and the progression being made by the student. The record of assessment will be completed as applicable.

If the student is not at the appropriate stage of progression the DPP must discuss this with the student and the Module Leaders. You also need to complete an Action Plan for the student within the Practice Assessment Document. A member of the NMP faculty will also conduct an Intermediate Interview with the student in order to review both academic and practice progress. This will highlight any issues and serve as a triangulation method for the assessment process.



Final interview in the Clinical environment

The DPP will need to complete all interviews by the end of the placement as well as the OSCA. The DPP will also need to confirm that the student has completed the required period of learning in practice and ensures that the learning outcomes have been met.

What do I do if I have a failing student practice?

1. As the DPP you must clearly highlight any areas of concern where the student is not achieving the adequate level of competence. If required a tripartite meeting can be arranged at a suitable time between the DPP / Supervisor, the student and Module Leaders.
2. An action plan should be agreed to identify the areas for development, and this will include appropriate timescales, and detail how the student will address any issues.
3. It is essential that all meetings and action plans are clearly documented in the Pebble Pad Practice Assessment Document (PAD) and the Module Leaders are made aware immediately in order to support the student.
4. If despite these measures the student is still failing to progress, the student will be invited to discuss their options with the Module Leaders.

Supporting students with a learning contract

Here at Sheffield Hallam University we ensure that all our students are offered equal opportunities related to their individual learning needs. Therefore, you may have a student who requires reasonable adjustments being made to the assessment in practice. Some students may have a learning contract which outlines the adjustments needed in order to enable the student to learn effectively. A learning contract is Sheffield Hallam University's way of recording what adjustments you need as a result of your disability or condition.

What is a learning contract?

A learning contract highlights recommendations for 'reasonable adjustments' to the learning, teaching and assessment on the course. The document is personal to the student and is written according to their individual support needs. As they progress through the course the learning contract may be revised slightly to help them study at their best.

Useful contact information related to learning contracts

If you have any further questions or queries relating to learning contracts contact the Module Leaders.

<https://www.shu.ac.uk/disabled-student-support/learning-contracts>

Assessment Strategy

Task One - Written Exam

- Section A Numeracy
- Section B Pharmacology

Task Two - Practice Assessment Document

Satisfactory completion of a recommended period of 90 hours practice learning and assessment of competence by a Practice Assessor through a completed Practice Assessment Document (PAD) which includes 10 prescribing competencies as per the RPS framework and an Objective Structured Clinical Assessment (OSCA).

Task Three - Presentation

Students are required to undertake a *15 minute* online presentation using a variety of technological mediums, in order to explore contemporary prescribing issues as related to a case-based discussion. Within the presentation they will be expected to reflect upon the consultation process, the law, ethics and professional regulations as well as the pharmacokinetics and pharmacodynamics as related to the prescribing decision.

Prescribing Competency Framework

The competency framework highlights good prescribing practice. There are two domains, each containing ten competencies. Within each of the ten competency dimensions there are statements which describe the activity or outcomes prescribers should be able to demonstrate. Students can use the full competency framework within the Practice Assessment Document to self-assess achievement of competencies. This evidence should be used at final interview and sign off to help the judgement of assessment by the DPP in making sign off decisions for the ten competencies.