

NOTE TO APPLICANT: You are required to have two (2) DPP, PLEASE ENSURE BOTH COMPLETE THE ATTACHED FORMS (1 each)

Self-assessment and declaration using The Royal Pharmaceutical Society (2019) competency framework

The term Designated Prescribing Practitioner (DPP) is used throughout this framework to describe the designated practitioner responsible for the non-medical prescribing trainee’s Practice Learning Placement. It acts as an umbrella term to bring a number of different profession-specific titles together for the framework. The titles, used by professional regulators that are covered by the term DPP (when applied in the context of prescribing training) are:

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

The aim of the DPP role is *“To oversee, support and assess the competence of non-medical prescribing trainees, in collaboration with academic and workplace partners, during the period of learning in practice”*

Please ensure that you complete this and that the applicant for the non-medical prescribing programme submits it with their application.

More information on the descriptors and framework can be seen at <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>

Instructions for completing

Please carefully read the descriptor and indicate whether you feel that you have partially or fully met it.

Holding and using your data All information will be held securely and managed in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act (DPA) 2018. For further information on how the University uses your information, see <https://www.york.ac.uk/records-management/dp/your-info/students/>

DPP name	
EMAIL ADDRESS OF DPP (This is required so that we can give access to the students Portfolio)	This must be a professional working email address, i.e. @NHS.net We cannot accept personal email addresses.
DPP professional registration number (and PRSB)	
Intended role as DPP	Practice assessor
Place of work	
Signed	
Date	
Student name	
Students intended start date	

Please ensure that this is submitted by the student with their application

Please initial/sign (add notes as required)

Descriptor	ACHIEVED	Comments
1 Personal characteristics The practitioner taking on the DPP role:		
1 .1 Recognises the value and responsibility of the DPP role 1 .2 Demonstrates clinical leadership through their practice 1 .3 Demonstrates a commitment to support trainees 1 .4 Displays professional integrity, is objective in supervision and/or assessment 1 .5 Is open, approachable and empathetic 1 .6 Creates a positive learning culture through their practice		
2 Professional skills and knowledge The practitioner taking on the DPP role: <i>* An experienced prescriber is defined as an active prescriber who would normally have at least 3 years' recent prescribing experience</i> <i>** An active prescriber consults with patients and makes prescribing decisions based on clinical assessment with sufficient frequency to maintain competence. Reflects and audits prescribing practice to identify developmental needs.</i>		
2 .1 Works in line with legal, regulatory, professional and organisational standards 2 .2 Is an experienced prescriber* in a patient facing role 2 .3 Is an active prescriber** in a patient-facing role, with appropriate knowledge and experience relevant to the trainee's area of clinical practice 2 .4 Has up-to-date patient-facing, clinical and diagnostic skills and evidence of demonstrating competence in an area of practice relevant to the trainee		
2 .5 Has knowledge of the scope and legal remit of non-medical prescribing for the NMP trainee's profession		
3 Teaching and training skills The practitioner taking on the DPP role:		
3 .1 Has experience or had training in teaching and/or supervising in practice 3.2 Has knowledge, either experiential or through formal training, of different teaching methods to facilitate learning in practice and adapt to individual student needs 3 .3 Articulates decision making processes and justifies the rationale for decisions when teaching or training others 3 .4 Has knowledge of a range of methods of assessment and experience of conducting assessment of trainees in clinical practice 3 .5 Delivers timely and regular constructive feedback 3 .6 Facilitates learning by encouraging critical thinking and reflection		
Delivering the role 4 Working in partnership In delivering the role, the DPP is able to:		
4.1 Work with the trainee to establish their baseline knowledge and skills, and jointly create a development plan for meeting learning outcomes 4.2 Regularly assess the trainee at appropriate intervals to guide gradual handover of elements of the process that lead to a prescribing decision 4.3 Work in partnership with the trainee, other practitioners and the programme provider to confirm the competence of the trainee 4.4 Recognise own limits in capacity, knowledge and skills and areas of practice where other practitioners may be better placed to support learning		

4.5 Advocate and facilitate a multidisciplinary team (MDT) approach to training by encouraging the trainee to learn from other appropriate practitioners		
5 Prioritising patient care In delivering the role, the DPP is able to:		
5 .1 Ensure that safe and effective patient care remains central to practice through effective clinical supervision 5 .2 Ensure patients are informed of and consent to trainee presence at consultations 5 .3 Identify and respond appropriately to concerns regarding the trainee's practice or behaviour 5.4 Act in the interest of patient and public safety when making decisions on trainee competence		
6 Developing in the role In delivering the role, the DPP:		
6 .1 Is open to learn and be challenged and uses feedback from trainee and others, to improve their clinical and supervisory practice 6 .2 Regularly reflects on their role as a DPP and the potential for improvement 6 .3 Identifies when help is required in DPP role and when, and where, to seek support 6 .4 Undertakes and records continuing professional development (CPD) encompassing knowledge and skills that are applicable to the DPP role		
7 Learning environment To ensure an appropriate environment for learning The DPP is able to:		
7. 1 Negotiate sufficient time to supporting the trainee throughout their period of learning in practice 7. 2 Encourage an environment that promotes equality, inclusivity and diversity 7. 3 Create a safe learning culture that encourages participation and open discussion to support learning		
8 Governance The DPP:		
8.1 Acknowledges their role and responsibilities within the wider governance structure, including the programme provider, employing organisation, professional regulator and others		

If you are unsure that you fulfil the requirements the programme team are also happy to help and advise.