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# Designated Prescribing Practitioner Conference

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The role of Designated Prescribing Practitioner (DPP) is a relatively recent addition into non-medical prescribing programs. This conference discussed how implementation of the role could be supported; discussing the frameworks for prescribers and DPPs, registering body standards for work based education, how DPPs can show compliance with the frameworks and how higher education institutions (such as universities) can support these roles.

2016 saw publication of the Royal Pharmaceutical Society (RPS) [competency framework for all prescribers](#), aiming to unify prescribing education for all professions including medical, dental and non-medical. This framework was updated in September 2021 (this update was due in 2020 however was delayed due to covid) to include, amongst other quality of life improvements, a reference to the new role allowing non-medical prescribers to supervise practice education for non-medical prescribing students. This role is called the DPP by the RPS and a [competency framework for designated prescribing practitioners](#) was published in December 2019.

Due to practice education standards falling under each individual registering bodies there is no statutory title for the role of DPP. The RPS uses the term DPP, however the Health & Care Professions Council (HPCP) use the term practice educator (PE) and the Nursing and Midwifery Council (NMC) require a practice assessor (PA) and an additional role of practice supervisor (PS) for all educational programs. The term DPP appears widely used by higher education institutions (HEIs) to differentiate a generic PE/PA from a non-medical prescribing PE/PA and will be used for the rest of this document to include DPPs as well as those PEs and PAs performing their role with student non-medical prescribers.

The NMC role of PS does not perform the same function as the DPP, within the non-medical prescribing program, and does not require the same competencies and has no RPS guidance to support his role. Most higher education institutions (HEIs) are requiring a similar level of competence to be shown by the PS as the DPP in addition to the [statutory requirements](#) placed on this role by the NMC.

None of the registering bodies require the DPP/PS to be of the same profession as the student. If supervising students of a differing profession it is important that legislative differences in practice are acknowledged – particularly around the prescribing of controlled drugs and 'off licence/label' medications.

Clinicians wanting to work as a DPP, or PS, need to show that they maintain competence according to the [competency framework for all prescribers](#). This may be through audit and/or reflection on individual practice. The RPS produced a reflective model that may be used to reflect on current, or previous, practice and allow a prescriber to show that their practice continues to meet the [competency framework for all prescribers](#).

# Questions to ask yourself

Below are some key questions that pharmacist prescribers should ask themselves when thinking about how they can make sure, and demonstrate, that they have provided person-centred care:



Higher education institutions (HEI) should provide guidance to DPPs and PSs. Each HEI will decide on its own requirements for DPS and PS roles, potentially requiring DPP and PS candidates to complete multiple differing training courses if they are working with trainees for multiple HEIs. Each HEI will have an accreditation of prior learning (APL) policy that may allow learning from one HEI to be carried across, so that an aspiring DPPs, or PSs, are not required to complete multiple similar training events.

With the role of the DPP being a relatively recent addition into non-medical prescribing programs this conference discussed the RPS framework for both prescribers and DPPs. Mapping the specifics of the DPP role against the generic standards provided by the HCPC and NMC for work based learning and assessment. With the term DPP being widely used by HEIs for clinicians of all professions working to support the work based learning of non-medical prescribing students. A model for self reflection by aspiring and current DPPs and PSs working with non-medical prescribing

students to show compliance with the competency framework for all prescribers. This reflection may then be used to comply with requirements from individual HEIs to support their students through a non-medical prescribing program.