

RPS: Designated Prescribing Practitioners Competency framework (DPP)

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Sussex Community
NHS Foundation Trust

1. Personal characteristics	✓	Evidence	RAG R/A/G	PDP Next step
1.1 Recognizes 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	✓	Evidence	RAG R/A/G	PDP Next step
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				

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3. Teaching and training skills	✓	Evidence	RAG R/A/G	PDP Next step
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				

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Delivering the Role				
4. Working in Partnership	✓	Evidence	RAG R/A/G	PDP Next step
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				

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5. Prioritising patient care	✓	Evidence	RAG R/A/G	PDP Next step
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	✓	Evidence	RAG R/A/G	PDP Next step
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				

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Learning Environment and Governance	✓	Evidence	RAG R/A/G	PDP Next step
7. Learning environment				
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	✓	Evidence	RAG R/A/G	PDP Next step
8.1 Acknowledges their role and responsibilities within the wider governance structure, including the programme provider, employing organisation, professional regulator and others				
8.2 Ensures familiarity with the process of escalating concerns about a trainee, and, where appropriate, engages with this process				
8.3 Engages with the employing organisation (or equivalent) to ensure support and resources are available to undertake DPP				

* An experienced prescriber is defined as an active prescriber who would normally have at least 2years' recent prescribing experience.

** 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.