Role and person specification:
Accreditation and Recognition Panel Team Leader

Introduction
The General Pharmaceutical Council (GPhC) is the regulator for pharmacists, pharmacy technicians and registered pharmacies in Great Britain and one of its principal functions is to ensure the quality of pharmacy education and training.

The GPhC wishes to recruit Accreditors to join its Accreditation and Recognition Panel, the group of experts who quality-assure courses on its behalf. Being an accreditor involves making evidence-based decisions on the quality of education provision offered by universities in Great Britain and Northern Ireland and other training providers.

The GPhC wishes to recruit accreditation Team Leaders, who will be academics, or other professionals, with experience of chairing high-profile events.

The Accreditation and Recognition Panel plays a fundamental role in upholding the education and training standards of the General Pharmaceutical Council. The panel must report back to the Council on the nature, content and quality of an education and training provider through the accreditation events. Panel members must make judgements on the basis of evidence and quality indicators. Further information can be found at www.pharmacyregulation.org.

Role purpose
Drawing on relevant skills and experience, to lead an accreditation team through the approval process to judge the content, quality and nature of a course of education or training against the GPhC’s Standards of Education and training for pharmacists and pharmacy technicians, culminating in a formal recommendation on the education and training provision to the GPhC’s Registrar.

Main accountabilities
- Preparing fully for a pre-visit meeting with a course provider through thorough review of submission documentation in relation to relevant standards and outcomes.
- Leading a pre-visit meeting with the course provider, specifying the need for additional documentation and notifying of any additional evidence and information required for the forthcoming event.
• Finalising the schedule for the accreditation event in consultation with the course provider and Quality Assurance Manager (Education), to focus on issues identified from review of the documentation and which were raised during the pre-visit meeting.

• Preparing a pre-visit report and task allocation for accreditation team members in advance of the event, to include background information and the highlighting of potential issues as well as an allocation of responsibilities.

• Preparing a pre-visit report for the provider in conjunction with the QA manager (education).

• Bringing expertise to bear during an accreditation event to ensure provision being approved is fit for purpose.

• Leading the accreditation and recognition team during the event, including chairing of formal meetings.

• Ensuring rigorous application of the GPhC’s standards of education and training during events and making judgements on the basis of evidence measured against those standards and outcomes.

• Ensuring the operation of the approval process as published by the General Pharmaceutical Council.

• Delivering, verbally or written, key findings at the end of the approval process.

• Reviewing and commenting on the draft report and record after an accreditation or recognition visit.

• Reviewing and commenting on documentary response to conditions after an accreditation event.

• Making recommendations to the Registrar on response to conditions and recommendations.

• Evaluating accreditation and recognition events, including the performance of team members.

• Submitting comments and feedback to agreed deadlines to enable the GPhC’s Quality Assurance Department (Education) to ensure robust and valid quality assurance processes.

• Participating in the training and development of accreditation team members.

• Ensuring that own skills and knowledge in pharmacy education are relevant and up to date.

Knowledge and skills for this role

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<th>All team leaders:</th>
<th>Essential</th>
<th>Desirable</th>
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<td>Extensive experience (5 years or more) of chairing or similar in a regulatory, educational, health care, or other relevant environment.</td>
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<td>Significant understanding of healthcare regulation, UK healthcare systems, and/or higher education systems.</td>
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<td>Significant experience of facilitating collaborative decision making at a senior level.</td>
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<td>Ability to build a good working rapport with other team members and senior staff of educational institutions in a confident, open, unbiased and participative manner.</td>
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Significant experience of participating in evidence-based decision-making taking account of relevant policy, guidance, legislation and best practice.

Ability to articulate views clearly and concisely, both orally and in writing, demonstrating attention to detail and a high level of accuracy.

Ability to process and share information from a wide range of sources communicating articulately to other team members in a clear and unbiased manner, ensuring decisions are made in a fair and structured way.

Ability to ensure meetings are timely, purposeful and the required information is collected to facilitate the decision-making process.

Ability to listen and understand alternative perspectives in a high-pressure environment.

Ability to apply knowledge and experience to decision making in a fair and transparent manner.

High standards of personal probity, integrity, tact, candour and discretion.

An unwavering commitment to equality, diversity and inclusion.

**Registrant team leaders:**

Be a pharmacist registered with the GPhC or PSNI, or pharmacy technician registered with the GPhC.

Current broad experience of UK pharmacy practice (5 years or more).

**Pharmacy academic team leader:**

Be a pharmaceutical scientist within an academic setting.

**Lay team leaders:**

**MUST NOT BE** a current or previous registrant of a health or social care profession, nor a holder of qualifications which would provide eligibility for registration with the GPhC.

Experience of representing the interests of patients and the public.

**Conflicts of interest**

Accreditation team leaders are required to complete a declaration of interests form at the start of each academic year in which any potential conflicts of interest must be detailed. Guidance on conflicts of interest for accreditation and recognition panel members and accreditation/recognition rapporteurs is available, however if you wish would like further advice please contact Melissa Nurse-Barrow, Associates and Partners Manager – Melissa.Nurse-Barrow@pharmacyregulation.org; Tel: 0203 713 8080.
**Behavioural competences**

Accreditation team leaders must meet, and will be reviewed against, all level 1 and Level 2 competencies as detailed within the competency framework. See appendix A ‘Core Competency Framework for Accreditation Team Members and Accreditation Team Leaders’.

Team leaders are appraised towards the end of each academic year by the Head of Education. Feedback on performance is provided by the Quality Assurance Manager/Officer and accreditation team members and rapporteur involved in each event. This feedback is collated to provide an overall view on performance.

**Renumeration**

The current fee for providing these services is £390 per day (a day equates to no less than 7 hours). Training and development days are remunerated at £225 a day.

Fees for Associates are set by the GPhC Council and reviewed periodically. Any review of your fee during your appointment period will be at the absolute discretion of the GPhC Council.

Expenses will be reimbursed in line with the GPhC’s expenses policy. When overnight stays are required to attend meetings, hotels will be arranged by the GPhC.

**Ways of working and anticipated workload**

The expected time input will vary, but as a guide, accreditation/recognition panel team leaders might be allocated around three events per academic year, dependent on the needs of the accreditation department and availability of other team leaders, although no minimum number of days can be guaranteed.

The expected time input per event will vary dependent on the type of course and type of event, but as a guide a team leader’s role will involve between 4.5 and 8 days per event. This includes attending the event and preparatory and follow up work.

Events take place at locations throughout the UK over one to three consecutive days. Team leaders should be prepared to travel and should expect the need for overnight stay on one or more nights.

**GPhC associates and partners**

Accreditation and Recognition Panel team members are associates of the GPhC. As such they are bound by the:

- *Values, conduct and behaviours for Council members GPhC associates and partners*
- *Code of conduct for members of the accreditation panel*
- *Standards of education and training for Council members and GPhC associates*
- *Standards of attendance at meetings for Council members and GPhC associates*

These documents can be supplied on request.
Appendix A

Core competency framework for Accreditation Team members and Accreditation Team leaders

Essential Competencies:
For these roles you must be able to demonstrate the following competencies:

Definition of Competency
In this Schedule, “competency” means the combination of knowledge, skills, attitudes and behaviours required by a person in order to perform effectively as a member of the accreditation panel.

Competency Levels
Each competency is divided into 2 levels:

- **Level One** applies to all members of the accreditation panel (including team leaders)
- **Level Two** applies to team leaders

Competency 1: Law and Procedure
(including the application of guidance issues by the GPhC and relevant legislation)

**Level One:**
1.1 Demonstrates knowledge and understanding of the legal and procedural frameworks which govern the functions of accreditation and recognition.
1.2 Demonstrates the ability to participate in reasoned decision making, based on evidence and taking account of any relevant guidance issued by the GPhC.
1.3 Demonstrates ability to formulate clear and adequate reasons for decisions based (where appropriate) upon documents published by the Council.
1.4 Reviews performance regularly, adapting skills and approach to improve personal and team effectiveness.

**Level Two:**
1.5 Possesses a detailed knowledge and understanding of the law, practice and procedures relevant to the education and the pharmacy Order 2010.
1.6 Demonstrates ability to ensure that members of accreditation panel remain on key issues.

Competency 2: Working in a collaborative and professional manner

**Level One:**
1.7 Upholds confidentiality, honesty and discretion at all times.
2.1 Demonstrates a calm, patient, tolerant and non-confrontational manner, even in the face of provocation.
2.2 Shows a willingness to give and receive constructive feedback and to learn from others.
2.3 Shows appropriate concern for distressed parties.
2.4 Makes fair and effective use of private meetings and best use of available resources.
2.5 Demonstrates at all times a level of sensitivity which reflects the serious nature of the process.
2.6 Listens to and works collaboratively with other team members.
2.7 Generates trust, confidence and respect of others.
2.8 Possesses high standards of personal probity, integrity, tact and discretion.

**Level Two:**
2.9 Establishes rapport with panel members in an authoritative, open and participative style.
2.10 Draws upon the maximum contribution of individual team members.
2.11 Appropriately challenges discriminatory views.
2.12 Maintains the confidence of all parties including other team members.
2.13 Intervenes when there is inappropriate behaviour on the part of any team member, representative or observer.
2.14 Participates in training of new team members.
2.15 Reviews practices and procedures and reports areas for improvement.
2.16 Provides constructive feedback, as appropriate, to the Quality Assurance Manager (education).

**Competency 3: Decision making**

**Level One:**
3.1 Actively and constructively participates in decision making.
3.2 Exercises discretion fairly and impartially, applying knowledge and experience to decisions.
3.3 Considers competing arguments and reasons logically to reach correct and balanced decision.
3.4 Provides comprehensive reasons for outcomes.
3.5 Accepts collective responsibility for decisions reached.
3.6 Ability to recognise any personal prejudices and set them aside.

**Level Two:**
3.7 Guides team members through each stage of the decision making process in a structured format.
3.8 Makes sure discussion in private meetings is purposeful and relevant.
3.9 Ensures all procedures are observed and where necessary that decisions are reached collectively.
3.10 Delivers the accreditation team’s decisions and reasons in a clear, concise authoritative and timely manner.

**Competency 4: Communication and conduct of accreditation events**

**Level One:**
4.1 Listens attentively to all evidence and submissions, and understands complex arguments.
4.2 Accurately and concisely records relevant points from written or oral evidence and subsequent discussion.
4.3. Asks fair and pertinent questions confidently using plain language.
4.4. Recognises and discloses any potential conflicts of interest.
4.5. Articulates views clearly and concisely, both orally and in writing.
4.6. Listens actively, avoids assumptions, checks understanding with others and shares information.

**Level Two:**
4.7. Clearly explains process and procedures in understandable terms and specifies what is expected during each stage of the accreditation event.
4.8. Maintains firm and effective control of accreditation events taking into account good and effective use of time.
4.9. Provides sufficient opportunity for the entire team to address relevant questions and express individual opinions.
4.10. Requests for additional evidence or documentation where necessary and appropriate.
4.11. Manages the unexpected appropriately.
4.12. Works with the QA manager (education) to ensures that written decisions are delivered expeditiously.

**Competency 5: Equal Treatment**

**Level One:**
5.1. Is aware of and respects:
   a) Cultural and other differences among all those who represent training providers, those who are accreditation team members, students, the GPhC staff members and other associates. Including differences in age, beliefs, gender, race, religious customs, sexual orientation, and life styles or social status.
   b) The particular needs of parties, members and staff with physical or mental disabilities.

5.2. Presents a fair and balanced view based on all the information presented.

**Level Two:**

5.3. Facilitates the participation of all parties, representatives and members to promote equal treatment.