

**University of Derby Independent
prescribing course reaccreditation event
report - October 2020**



Contents

Event summary and conclusions	1
Introduction	2
Role of the GPhC.....	2
Background.....	3
Documentation.....	3
The event.....	3
Declarations of interest	3
Schedule	4
Key findings	4
Part 1 - Learning outcomes	4
Domain - Person centred care (outcomes 1-6)	4
Domain - Professionalism (outcomes 7-15)	4
Domain - Professional knowledge and skills (outcomes 16-20)	4
Domain - Collaboration (outcomes 27-32)	4
Part 2 - Standards for pharmacist independent prescribing course providers	5
Standards 1 - Selection and entry requirements	5
Standard 2 - Equality, diversity and inclusion.....	5
Standard 3 - Management, resources and capacity.....	5
Standard 4 - Monitoring, review and evaluation	6
Standard 5 - Course design and delivery	6
Standard 6 - Learning in practice.....	7
Standard 7 - Assessment.....	7
Standard 8 - Support and the learning experience	8
Standard 9 - Designated prescribing practitioners.....	8

Event summary and conclusions

Provider	University of Derby
Course	Independent prescribing course
Event type	Reaccreditation
Event date	15 October 2020
Reaccreditation period	December 2020 – December 2023
Relevant standards	GPhC education and training standards for pharmacist independent prescribers, January 2019
Outcome	<p><i>Approval</i></p> <p>The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that pharmacist independent prescribing course provided by the University of Derby should be reaccredited for a further period of three years.</p>
Conditions	There were no conditions.
Standing conditions	The standing conditions of accreditation can be found here .
Recommendations	No recommendations were made.
Minor amendments	None
Registrar decision	Following the event, the Registrar of the GPhC accepted the accreditation team's recommendation and approved the reaccreditation of the course for a further period of three years.
Maximum number of all students per cohort:	30
Number of pharmacist students per cohort:	20
Number of cohorts per academic year:	Four
Approved to use non-medical DPPs:	Yes

Key contact (provider)	Jill Gould, (Nurse) Senior Lecturer; Non-Medical Prescribing Programme Lead
Accreditation team	Mike Pettit (event Chair), Retired Senior Lecturer, Pharmacy Practice and Hospital Pharmacy Manager Professor Jane Portlock, Director of Pharmacy, University of Sussex Susan Bradford, Adjudicator, Social Work England
Observers	Dr Gemma Quinn, Lead for PGT Pharmacy Practice Programmes, Deputy Director of Studies and Senior Lecturer Clinical Pharmacy, University of Bradford Dr Cathy O'Sullivan, Workforce Development Consultant
GPhC representative	Chris McKendrick, Quality Assurance Officer, GPhC
Rapporteur	Professor Brian Furman, Emeritus Professor of Pharmacology, University of Strathclyde
Provider representatives	Jill Gould, Senior Lecturer, Programme Leader Navjot Virk, Acting Discipline Lead Jennifer Lee, Pharmacist Lecturer Rachel Lewis, Pharmacist Lecturer Margaret Stone, Pharmacist Lecturer

Introduction

Role of the GPhC

The General Pharmaceutical Council (GPhC) is the statutory regulator for pharmacists and pharmacy technicians and is the accrediting body for pharmacy education in Great Britain. The reaccreditation process is based on the GPhC's standards for the education and training of pharmacist independent prescribers January 2019.

The GPhC's right to check the standards of pharmacy qualifications leading to annotation as a pharmacist independent prescriber is the Pharmacy Order 2010. It requires the GPhC to 'approve' courses by appointing 'visitors' (accreditors) to report to the GPhC's Council on the 'nature, content and quality' of education as well as 'any other matters' the Council may require.

The powers and obligations of the GPhC in relation to the accreditation of pharmacy education are legislated in the Pharmacy Order 2010. For more information, visit:

<http://www.legislation.gov.uk/uksi/2010/231/contents/made>

Background

The Independent prescribing (IP) programme at the University of Derby was initially accredited in 2003 and was last re-accredited in 2017 for a full period of three years; there were no conditions or recommendations. Some modifications are in process or have been implemented to address the updated GPhC (2019) standards, and DPP approval was applied for and approved in August 2020. Two recommendations from that approval have been addressed; specifically, the response time for concerns raised is now five working days and the NMP Pre-admission portfolio now addresses the criteria specified in the GPhC standards. In line with the standards for the education and training of pharmacist independent prescribers January 2019, an event was scheduled on 15 October 2020 to review the course's suitability for reaccreditation.

Documentation

Prior to the event, the provider submitted documentation to the GPhC in line with the agreed timescales. The documentation was reviewed by the reaccreditation team and it was deemed to be satisfactory to provide a basis for discussion.

The event

Due to the Covid-19 pandemic, the GPhC modified the structure of the event so that it could be held remotely. The event was held via videoconference between the University of Derby and the GPhC on 15 October 2020 and comprised of meetings between the GPhC reaccreditation team and representatives of the University's prescribing course team.

Students who were currently undertaking the course, or who had completed it in the last three years, contributed to the event by completing a qualitative survey, responses to which were reviewed by the GPhC accreditation team.

Declarations of interest

There were no declarations of interest.

Schedule

The event

Meeting number	Meeting	Time
1.	Private meeting of accreditation team and GPhC representatives	09:30 – 10:30
	Break	10:30 – 11:00
2.	Meeting with course provider representatives	11:00 – 13:00
	Lunch	13:00 – 14:00
3.	Learning outcomes testing session	14:00 – 14:30
4.	Private meeting of accreditation team and GPhC representatives	14:30 – 15:30
5.	Feedback to course provider representatives	15:30 – 15:45

Key findings

Part 1 - Learning outcomes

During the event the team reviewed all 32 learning outcomes relating to the independent prescribing course. To gain additional assurance the team also tested a sample of **six** learning outcomes during a separate meeting with the provider and was satisfied that **all 32 learning outcomes will be met** to a level as required by the GPhC standards.

The following learning outcomes were tested at the event: **1, 9, 13, 15, 20 and 23.**

Domain - Person centred care (outcomes 1-6)

Learning outcomes met? Yes No

Domain - Professionalism (outcomes 7-15)

Learning outcomes met? Yes No

Domain - Professional knowledge and skills (outcomes 16-20)

Learning outcomes met? Yes No

Domain - Collaboration (outcomes 27-32)

Learning outcomes met? Yes No

Part 2 - Standards for pharmacist independent prescribing course providers

Standards 1 - Selection and entry requirements

Standard met? Yes No (accreditation team use only)

The team was satisfied that all six criteria relating to the selection and entry requirements will be met.

The selection criteria, along with details of the course are clearly outlined. Consistency among selectors is achieved using a feedback grid in a document referred to as the 'pre-admission portfolio', which is the application form for the programme. Applicants' suitability for the programme is evaluated using their personal statements (covering area of practice competence, and clinical knowledge and experience in the area of intended practice), together with critical reflections on current practice; all applicants are interviewed. The team noted that although confirmation that applicants 'have up-to-date clinical, pharmacological and pharmaceutical knowledge relevant to intended area of prescribing' is stated as an entry requirement, this is not required by the GPhC.

Standard 2 - Equality, diversity and inclusion

Standard met? Yes No (accreditation team use only)

The team was satisfied that all five criteria relating to the equality, diversity and inclusion will be met.

The principles of equality, diversity and inclusion (EDI) are informed by University policies that are embedded in the course at all stages, and are introduced to students during their induction, which is also used to inform students of the support services available to them. All staff members have undertaken equality and diversity training. EDI data that are gathered as part of quality processes are used to inform the design and delivery of the course and learning experience; at the next reaccreditation, the team will expect to see how data collection has worked and how this has impacted on the programme. The themes of person-centred and inclusive care are taught and then revisited in most teaching sessions. The team was encouraged that the University includes EDI in teaching, and would expect these aspects to be built into the design of the course from the beginning.

Standard 3 - Management, resources and capacity

Standard met? Yes No (accreditation team use only)

The team was satisfied that all six criteria relating to the management, resources and capacity will be met.

The course is supported by a management plan which includes details of roles and responsibilities, as well as lines of accountability in learning, teaching and practice environments. The Programme Leader is directly accountable for the course quality, and three staff members contribute to the leadership of the programme. Of those who teach on the programme, eight are independent prescribers. Associate or visiting lecturers also contribute to teaching and assessment, and there is administrative staff support for the programme. Risk management is undertaken by the University and there is a programme risk register, in which the accreditation team would expect to see programme-specific risks addressed through a living document at the next reaccreditation.

There are mechanisms through which designated prescribing practitioners (DPPs) can liaise regularly with course providers about the progress of their trainees. The pre-admission portfolio contains an agreement that the DPPs will supervise and support the pharmacists, and that they can offer a suitable learning environment. A learning agreement between the DPP and the learner is completed within the first two weeks of the start of the course.

Standard 4 - Monitoring, review and evaluation

Standard met? Yes No (accreditation team use only)

The team was satisfied that all six criteria relating to the monitoring, review and evaluation will be met.

The University uses a continual monitoring and validation strategy and the latest iteration of the 'Non-medical Prescribing for Pharmacists' course, was approved in May, 2020. The Programme Leader is responsible for the cyclical process of programme monitoring; this comprises course and module evaluation, which includes teacher evaluations, implementation of changes, and re-evaluation associated with an action plan. Evaluation is based on student questionnaires and the external examiner's reports, as well as feedback from a student representative who attends course committee meetings; feedback is sought regularly from all students, and appropriate changes are made to the programme in response to such feedback. The course material is updated in line with the evidence-base.

Standard 5 - Course design and delivery

Standard met? Yes No (accreditation team use only)

The team was satisfied that all ten criteria relating to the course design and delivery will be met.

Recognising that students arrive with a range of different knowledge and experience, the pre-admission interview provides an opportunity to work with each student to develop a learning plan, enabling them to expand in areas that may add greater breadth to their clinical practice. In order to meet the learning outcomes, the course is delivered using a wide range of different teaching methods and a balance of directed and self-directed learning, with learners' priorities being built around their specialist areas. The programme is under continuous development

through meetings with senior managers, line managers, practice supervisors, students, and patients. Because the course team includes active practitioners, it has insight into the needs of contemporary practice; this feeds into programme development through regular course committee meetings. When working in clinical environments, trainees are always supervised and it is ensured that they do not work beyond the level of their clinical competence. Mechanisms are in place to address any concerns that are raised about a trainee's fitness to practise; the University's current procedure for dealing with this is referred to as the 'Professional Conduct and Professional Suitability' (PCPS) procedure, which is to be renamed 'Fitness to Practise'.

Standard 6 - Learning in practice

Standard met? Yes No (accreditation team use only)

The team was satisfied that all five criteria relating to the learning in practice will be met.

Interaction with patients is a requisite for the course. Part of the course takes place in a clinical setting with direct access to patients under the supervision of a Designated Prescribing Practitioner (DPP – see standard 9). The DPPs are responsible for signing off their trainees as being competent. The DPP meets regularly with the pharmacist to complete initial skills' assessment and action plans, to assess and review progress against the competencies to produce the interim report, and to collate evidence to support the sign-off for the final report, which is submitted to the University. The Practice Assessment Document is used to provide evidence and to verify the achievement of practice competence as an independent prescriber. Progress is monitored and the pharmacist's competence as an independent prescriber, as demonstrated in practice, is assessed and confirmed. Students must pass the final practice assessment, as well as the various assessments that form the basis of this final sign-off.

Standard 7 - Assessment

Standard met? Yes No (accreditation team use only)

The team was satisfied all eleven criteria relating to the assessment will be met.

A comprehensive range of assessments includes a poster presentation relating to prescribed drugs, a 3000-word essay on the professional, legal and ethical considerations, a clinical skills examination, two OSCEs (one on prescribing and one on clinical decision making), and a viva covering a case-based discussion. Additionally, students use their practice assessment documents (PADs) to demonstrate the completion of a minimum of 90 hours of supervised practice, along with evidence demonstrating that they have achieved all of the prescribing competencies. This also includes reports of case-based discussions and observed clinical assessments, along with the student's learning log, clinical skills assessment and a service user/patient testimony. Students must pass all summative assessments to be signed off; no sign-off can occur if there is any doubt as to the pharmacist's safety in practice. The team agreed that it must be made clear to students in the programme specification that normally they are not permitted a third attempt at any assessment.

Standard 8 - Support and the learning experience

Standard met? Yes No (accreditation team use only)

The team was satisfied that all four criteria relating the support and the learning experience will be met.

Trainee independent prescribers are supported throughout their studies from the time of their application, when they are each assigned a pharmacist to act as their academic tutor. Students and their DPPs are required to hold documented meetings at the beginning, mid-point and end of the learning in practice period, in order to demonstrate achievement of the prescribing competencies; at least 30 of the 90 hours in clinical practice must be spent with DPP. Where the DPP is not medically qualified, learners must also spend at least two days with a medical practitioner. Policies must be in place to address concerns about the student, the DPP, other practitioners or the placement area itself. Everyone supporting the students must address the GPhC's guidance on tutoring for pharmacists.

Standard 9 - Designated prescribing practitioners

Standard met? Yes No (accreditation team use only)

The team was satisfied that all five criteria relating to the designated prescribing practitioners will be met.

DPPs must be registered health care professionals, in good standing on their register and with legal independent prescribing rights. They must have at least three years of recent prescribing and clinical experience in the relevant field of practice, and must have appropriate patient-facing clinical and diagnostic skills. Moreover, they must have supported or supervised other healthcare professionals and have the ability to assess patient-facing and clinical diagnostic skills. All DPPs undergo training at the University and are provided with a DPP handbook that details their roles and responsibilities in supervising and assessing their trainees. For those DPPs new to the role this training covers the RPS (2019) DPP Competency Framework, the GPhC's (2018) 'Guidance on tutoring and supervising pharmacy professionals in training' and the RPS (2016) 'Competency framework for all prescribers'. Support for DPPs is provided through the Programme Leader and the programme team, and DPPs are encouraged to form mentoring relationship with their peers; student feedback on their performance is provided to DPPs.

