

Education and training of pharmacist independent prescribers: draft evidence framework

About this document

This document should be read alongside the education and training standards for pharmacist independent prescribers (the standards)¹. It is intended to support programme providers as they design programmes for the education and training of pharmacist independent prescribers. This document also provides clarity for pharmacists and their designated prescribing practitioners (DPPs) around achieving learning outcomes within the standards. For the purpose of this guidance, the role of a DPP includes that of a Designated Medical Practitioner (DMP).

All programmes leading to annotation must be accredited by the General Pharmaceutical Council (GPhC). For the purpose of this document, the terms 'programme' and 'course' are interchangeable and mean the same.

In order to achieve accreditation of a programme to train pharmacist independent prescribing, programme providers must demonstrate through our approval process that they meet the standards. This can be done in a number of ways. The evidence framework provides examples of the type of information and evidence programme providers could choose to submit to demonstrate meeting each of the standards. However, this document is intended as a guide only, and how programme providers choose to demonstrate how they meet the standards may vary depending on their programme.

This document is set out in four parts:

1. Introduction

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- c. Supporting documents

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- b. Supervision of pharmacist independent prescribers in training
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¹ [The standards for education and training for pharmacist independent prescribers](#)

- a. Developing the pharmacist independent prescribing programme
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- a. Pre-requisites for entry
- b. Standards for the education and training of pharmacist independent prescribers

1. Introduction

a. Education and training of pharmacist independent prescribers

- Pharmacists wishing to practise in the extended role of independent prescriber must hold an annotation in addition to their registration with the GPhC. To be eligible to apply for annotation, a pharmacist must hold a Practice Certificate in Independent Prescribing which is the GPhC-recognised qualification for successful completion of a GPhC-accredited pharmacist independent prescribing programme.
- Accredited independent prescribing programmes are offered by higher education institutions (normally universities), are typically run over a period of six months and are part-time. Programmes are often delivered through a combination of face-to-face teaching sessions and self-directed study. Programmes are flexible in their delivery and this evidence framework applies to all these delivery methods.
- While training, pharmacists are supervised by another prescriber experienced in that area, the designated prescribing practitioner (DPP).
- The DPP must meet the required competencies which are:
 - oversight and accountability for the safety and educational development of the pharmacist in their learning in practice.
 - the ability to confirm to the provider that the pharmacist is fit to become an independent prescriber through review of assessment and performance.

b. Standards for the education and training of pharmacist independent prescribers

- The standards set out the standards and criteria against which we approve pharmacist independent prescribing programmes.
- The standards consist of two parts:
 - Part 1: learning outcomes – this part includes the knowledge, skills and attributes a pharmacist must demonstrate by the end of a programme. The successful completion of all learning outcomes describe a pharmacist independent prescriber who is fit to practise once annotated. The full learning outcomes are at Annex A of this document
 - Part 2: standards for education and training programme providers – this part describes the pre-requisites for entry to a pharmacist independent prescriber programme and the requirements of a programme delivering the learning outcomes in part 1

c. Supporting documents

- This document should be read alongside the following relevant documents:
 - the standards for the education and training of pharmacist independent prescribers²
 - the standards for pharmacy professionals³
 - the guidance on tutoring for pharmacists and pharmacy technicians⁴
 - the Royal Pharmaceutical Society (RPS) prescribing competency framework⁵
- Combined, these documents provide a full picture of the education and training requirements for pharmacists undertaking independent prescribing training.
- To help understand these standards, we have published a glossary of terms, which are located in Annex B of this document.

2. Guidance on achieving the standards and learning outcomes

- This section explains how programme providers and DPPs interpret certain learning outcomes within the pharmacist independent prescriber's scope of practice. The full set of learning outcomes can be found in Annex A.
- We identified the following themes as areas requiring further information based on stakeholders' comments and questions.

a. Pre-requisites for entry to a pharmacist independent prescriber programme

- Before enrolling pharmacists on a pharmacist independent prescribing programme, programme providers must ensure applicants meet our pre-requisites for entry.
- Pharmacists must identify an area of practice in which they will learn to become an independent prescriber. It must be an area in which they have worked and understand.
- Pharmacists must also be able to demonstrate they have relevant clinical/therapeutic experience, knowledge and skills to support their prescribing training before they enter enrol onto a pharmacist independent prescribing programme. The suitability and relevance of their experience will be verified as part of the application process.
- Programme providers must ensure they set robust entry requirements that both meet their own programme requirements to pass the programme as well as that of the GPhC's.
- Pharmacists must have at least two years' appropriate patient-orientated experience in a relevant UK practice setting post registration.

b. Supervision of pharmacist independent prescribers in training

- Pharmacists are supervised formally by suitably experienced DPPs. DPPs might be pharmacist independent prescribers, medical practitioners or other experienced independent prescribers providing they meet the competencies for supervising learning in practice. Pharmacists can decide, in consultation with their programme provider, who will supervise them.

² [The standards for education and training for pharmacist independent prescribers](#)

³ [The standards for pharmacy professionals](#)

⁴ [Guidance on tutoring and supervising of pharmacy professionals in training](#)

⁵ [The Royal Pharmaceutical Society \(RPS\) prescribing competency framework](#)

- Other prescribers might be involved in the training of pharmacists to become independent prescribers in practice. Where more than one named person is involved in the supervision of a pharmacist, the DPP must assume primary responsibility for the overall supervision in practice.
- Pharmacists will be assessed in a variety of ways including by DPPs who will take responsibility for assessment in placement in accordance with the requirements by programme providers and afford the pharmacist support and advice.

c. Scope of practice

- The learning outcomes are generic, not specific, and the knowledge and skills in them can be applied in any prescribing area. This means that programmes may choose to focus on relatively narrow, specialist areas or broader ones, such as general practice or accident and emergency.
- Pharmacists with different scopes of practice can apply to pharmacist independent prescribing programmes. They will need to demonstrate they have relevant clinical/therapeutic experience in their identified area of practice in which to develop independent prescribing practice.

d. Working in a multidisciplinary team

- One of the most important aspects of prescribing is its multi-disciplinary nature. It is unusual for a pharmacist independent prescriber to prescribe in absolute isolation. Pharmacists must have exposure to working with other health or care professionals as part of multidisciplinary teams. There are many ways to achieve this if pharmacists do not work in multidisciplinary teams regularly.
- The programme provider and DPPs should work together to ensure the pharmacist has the opportunities to work with other health or care professionals and this should be included in the pharmacist's learning agreement. Some examples could include (but are not limited to) working with other health or care professionals in:
 - pharmacies
 - local GP practices or clinics
 - hospitals
 - community services

3. Developing and delivering a pharmacist independent prescribing programme

a. Developing the pharmacist independent prescribing programme

- 3.1 The guidance in this section provides further information on what programme providers should consider when designing and developing a pharmacist independent prescribing programme.
- 3.2 This document will form part of the information used by the accreditation panel to consider whether a pharmacist independent prescribing programme meets the education and training standards.
- 3.3 Programme providers should embed the guiding principles of the design, development and management of the pharmacist independent prescribing programme in the three core documents below:
 - management plan
 - teaching and learning strategy
 - assessment strategy
- 3.4 These documents have the following functions:

Management Plan	Teaching and Learning Strategy	Assessment Strategy
<ul style="list-style-type: none"> •Sets out the roles and responsibilities and lines of accountability of the programme provider, the designated prescribing practitioner and the pharmacist independent prescriber in training •Defines structures and processes to manage programme delivery, learning in practice and communication channels including addressing fitness to practise concerns •Should be clear, realistic and achievable 	<ul style="list-style-type: none"> •Sets out how providers will deliver a programme that will allow pharmacists to develop their knowledge and competence to meet the learning outcomes as set out in Annex A: Part 1 •Embeds the standards for pharmacist independent prescribers into the programme 	<ul style="list-style-type: none"> •Sets out the mix of methods used for assessing the learning outcomes by programme providers and designated prescribing practitioners •Shows how the chosen mix of assessment methods are robust and appropriate for assessing competence in the learning outcomes •Sets out programme regulations appropriate for master's level as defined in national qualifications frameworks

3.5 Further information about how to meet these standards is in section 4, 'evidence to meet the standards'.

b. Delivering the pharmacist independent prescribing programme

3.6 The programme provider must ensure that a management plan is in place which sets out clearly how various aspects of the programme will be delivered and by whom.

3.7 It is the responsibility of the programme provider to establish and manage agreements that apply to all aspects of the programme, with the relevant people involved in its delivery.

c. Raising concerns

3.8 The programme provider must explain how fitness to practise concerns involving a pharmacist independent prescriber in training will be addressed including procedures, communication with the pharmacist and the designated prescribing practitioner, and if necessary, notification to the GPhC. More information about raising concerns can be found against standard 5, criterion 5.9.

4. Evidence to meet the standards

Pre-requisites for entry

The pre-requisites for entry to a pharmacist independent prescriber programme are:

Pre-requisites for entry		Evidence and supporting information
a	Applicants are registered as a pharmacist with the General Pharmaceutical Council (GPhC) or, in Northern Ireland, with the Pharmaceutical Society of Northern Ireland (PSNI)	<p>Programme providers must:</p> <ul style="list-style-type: none"> be able to demonstrate that they have a process in place to verify that programme applicants are either registered as a pharmacist with the General Pharmaceutical Council (GPhC) or with the Pharmaceutical Society of Northern Ireland (PSNI)
b	Applicants are in good standing with the GPhC and/or PSNI and any other healthcare regulator with which they are registered.	<p>Programme providers must:</p> <ul style="list-style-type: none"> be able to demonstrate that they have a process in place to check for any restrictions on an applicant's practice which may affect their appropriateness to undertake the programme
c	Applicants must have at least two years' appropriate patient-orientated experience post registration, in a relevant UK practice setting.	<p>Programme providers must:</p> <ul style="list-style-type: none"> be able to demonstrate that they have a process in place to review each applicant's experience and assure themselves that they have the required two years' appropriate patient-orientated (facing) experience. This experience must have been since registration and be gained in the UK <p>This process could include review of an applicant's:</p> <ul style="list-style-type: none"> date of registration work history clinical experience
d	Applicants have an identified area of clinical or therapeutic practice in which to develop independent prescribing practice. They must also have relevant clinical or therapeutic experience in that area, which is suitable to act as the foundation of their prescribing practice while training.	<p>Programme providers must:</p> <ul style="list-style-type: none"> ensure that the clinical or therapeutic experience of applicants, and their scope of practice, provides them with the necessary knowledge-base and skills to undertake a pharmacist independent prescribing programme have measures in place as part of their selection criteria to evaluate applicants' clinical or therapeutic practice and experience <p>Criteria may include the following:</p> <ul style="list-style-type: none"> applicants' job description and current scope of practice applicants' records of activity, such as portfolios, work experience or revalidation records feedback from past employers on performance or references

		<ul style="list-style-type: none"> • previous education experience
e	<p>Applicants must have a designated prescribing practitioner who has agreed to supervise their learning in practice. The applicant's designated prescribing practitioner must be a registered healthcare professional in Great Britain or Northern Ireland with legal independent prescribing rights, who is suitably experienced and qualified to carry out this supervisory role, and who has demonstrated CPD or revalidation relevant to this role. Although an applicant may be supervised by more than one person, only one prescriber must be the designated prescribing practitioner. The designated prescribing practitioner is the person who will certify that successful pharmacists are competent to practise as independent prescribers.</p>	<p>Programme providers must:</p> <ul style="list-style-type: none"> • have measures in place to ensure applicants have a designated prescribing practitioner (DPP) who will supervise their learning in practice. This includes processes to make sure DPPs are suitably experienced and qualified to complete their role • ensure that DPPs are in good standing with their professional regulator <p>Other healthcare professionals can offer pharmacists in training support and advice while they are on the programme or in the work place but only the designated prescribing practitioner can take responsibility for confirming the pharmacist is competent as a prescriber for the period of learning in practice.</p> <p>For more information, please refer to domain 9.</p>

Standards for the education and training of pharmacist independent prescribers

Standard 1 – Selection and entry requirements	
1.	Selection processes must be open, clear, unbiased, comply with relevant legislation and ensure that applicants meet course pre-requisites for entry.
Criteria	Evidence and supporting information
1.1	<p>Selection criteria must be clear and must include meeting all the entry requirements in these standards.</p> <p>Course providers must demonstrate how their admission processes ensure that:</p> <ul style="list-style-type: none"> • only those pharmacists who meet the entry requirements (pre-requisites) are admitted onto the programme • pharmacists are fit to train as an independent prescriber • the selection criteria and processes are fair and transparent, and meet relevant legislation

1.2	Selectors must apply the selection criteria consistently, in an unbiased way and in a way that meets relevant legislation.	<p>Programme providers must be able to demonstrate that:</p> <ul style="list-style-type: none"> • staff involved in selection have been trained appropriately and are aware of relevant legislative requirements • the selection processes and procedures comply with relevant legislation, including equality and human rights legislation • accurate records are maintained of individual applications to the programme in line with relevant legislation <p>Programme providers are responsible for selection processes and for applying selection criteria.</p>
1.3	Course providers must provide clear guidance on the type of experience a pharmacist should have before applying to the course. This guidance must be available to applicants before they make an application.	<p>Programme providers must:</p> <ul style="list-style-type: none"> • evidence how the programme entry requirements (see pre-requisites) are made publicly available to potential applicants <p>Programme providers may set entry requirements in addition to, or that go beyond, the entry requirements (pre-requisites) set by the GPhC. Regardless of this, all pharmacist applicants must meet the GPhC pre-requisites as a minimum.</p>
1.4	Course providers, when considering applications, must evaluate the suitability and relevance of the applicant's clinical and therapeutic experience (which the pharmacist must demonstrate in their application) against the requirements of the course.	<p>Programme providers must:</p> <ul style="list-style-type: none"> • ensure that selectors review the evidence of the applicant's clinical and therapeutic experience in a systematic and structured way • have a process in place for recording the decisions made and the rationale for those decisions
1.5	A course provider must fully evaluate each application and decide if the applicant has sufficient and relevant experience to begin a course to train as an independent prescriber. If the course provider decides that there is insufficient relevant.	<p>Course providers must:</p> <ul style="list-style-type: none"> • ensure they have set criteria for accepting and refusing applications and that this is linked to the pre-requisites used by selectors • notify applicants who have been refused in a timely fashion • explain to applicants who do not have sufficient and relevant experience why they do not meet the pre-requisites for entry onto the programme • indicate the types of experience and skills the candidates could consider acquiring before reapplying • keep accurate and detailed records of applications that have been refused. Providers may wish to analyse this information to help inform the training of selectors, development of information for applicants, and programme development. Examples of areas to analyse could include:

		<ul style="list-style-type: none"> ○ applicants' time in practice ○ applicants' area of prescribing ○ criteria for selection ○ information available to applicants ○ content and coverage of training undertaken by staff involved in the selection process
1.6	Course providers must ensure that all the entry requirements have been met before the start date of a course on which an applicant is enrolled.	<p>Admission processes must:</p> <ul style="list-style-type: none"> ● have systems in place to prevent those who do not meet the pre-requisites from starting the programme

Standard 2 – Equality, diversity and inclusion

2.	All aspects of pharmacist independent prescribing education and training must be based on principles of equality and diversity and keep to all relevant legislation.	
Criteria		Evidence and supporting information
2.1	The principles of equality and diversity must be embedded in, and promoted through, course design and delivery.	<p>Programme providers must:</p> <ul style="list-style-type: none"> ● demonstrate the steps they have taken to ensure that equality and diversity has been considered in both the design and the delivery of the programme ● ensure that applicants are not treated unfairly on grounds of a protected characteristic ● ensure that reasonable adjustments are made to meet applicants' specific needs (as defined in the Equality Act 2010)
2.2	Equality and diversity data must be used when designing and delivering courses and the learning experience.	<p>Programme providers must:</p> <ul style="list-style-type: none"> ● show how equality and diversity data collected informs policy and procedures and improves the programme's design and delivery ● ensure pharmacists undertaking the programme understand their legal obligations regarding equality, diversity and inclusion in relation to independent prescribing ● have systems and policies in place for capturing equality and diversity data (data may include information based on protected characteristics) ● make sure policies and procedures are fair and do not discriminate against applicants or pharmacist independent prescribers in training

2.3	Reasonable adjustments must be made to course delivery to help pharmacist independent prescribers in training with specific needs to meet the learning outcomes.	<p>Course providers must:</p> <ul style="list-style-type: none"> • be able to demonstrate that they are aware of their duties regarding equality and human rights legislation • make reasonable adjustments in support of the specific needs of pharmacists • work with others such as DPPs in order to provide and implement reasonable adjustments for pharmacists with specific needs
2.4	Teaching, learning and assessment can be modified to meet 2.3 but learning outcomes cannot.	<p>Course providers must:</p> <ul style="list-style-type: none"> • have measures in place to modify aspects of programme delivery to help pharmacists with specific needs to meet the learning outcomes • demonstrate that there are clear and robust processes in place for reviewing and making decisions on reasonable adjustment requests <ul style="list-style-type: none"> ○ while programme providers may modify teaching, learning and assessment methods for trainees with specific needs learning outcomes cannot be modified and must be met
2.5	Course design and delivery must ensure pharmacist independent prescribers in training understand their legal responsibilities under equality and human rights legislation.	<p>Programme providers must demonstrate:</p> <ul style="list-style-type: none"> • where and how learning outcomes related to equality and human rights legislation in relation to prescribing practice are covered by the course • how pharmacists understanding in this area is assessed • how learning takes place in an environment that is consistent with equality and human rights legislation

Standard 3 – Management, resources and capacity

3.	Courses must be planned and maintained through transparent processes which must show who is accountable for what. The education and training facilities, infrastructure, leadership, staffing and staff support must be sufficient to deliver the course.	
Criteria		Evidence and supporting information
3.1	<p>All courses must be supported by a defined management plan which must include:</p> <ul style="list-style-type: none"> • a schedule of roles and responsibilities in learning, teaching and practice environments; • lines of accountability in the learning, teaching and practice environments; 	<p>Programme providers will have a management plan which must:</p> <ul style="list-style-type: none"> • be realistic and achievable • clearly set out the roles and responsibilities of the course provider and designated prescribing practitioner in the delivery of the programme. This must include lines of accountability and authority to act when concerns are raised • include risk assessments of key issues and a means to mitigate them

	<ul style="list-style-type: none"> • defined structures and processes to manage delivery, and • processes for identifying and managing risk 	<ul style="list-style-type: none"> • demonstrate that systems and structures are in place to manage the learning of pharmacists in all learning environments and make sure they are engaging with the course
3.2	<p>There must be agreements in place outlining the roles and responsibilities of everyone involved in delivering a course.</p>	<p>Programme providers will have formal agreements in place for all learners which must:</p> <ul style="list-style-type: none"> • describe working arrangements between stakeholders, in particular designated prescribing practitioners, and the programme provider • describe the range of roles and responsibilities, including those of: <ul style="list-style-type: none"> ○ programme providers ○ designated prescribing practitioners ○ the pharmacist
3.3	<p>Learning agreements must be in place with the pharmacist independent prescriber in training covering all learning, teaching and practice environments outlining roles and responsibilities and lines of accountability.</p>	<p>Programme providers must:</p> <ul style="list-style-type: none"> • have in place learning agreements for all pharmacists which must: <ul style="list-style-type: none"> ○ outline the pharmacist’s role and responsibilities ○ support pharmacists to meet the learning outcomes by establishing clear lines of responsibility for course delivery and assessment ○ be consistent with the provider’s teaching, learning and assessment strategy ○ explain how pharmacists can raise concerns about their course • demonstrate how the learning agreement is implemented and used to provide support to pharmacists throughout the delivery of the programme
3.4	<p>In all learning, teaching and practice environments, there must be:</p> <ul style="list-style-type: none"> • appropriately qualified and experienced professionals • enough staff from relevant professions to deliver the course and support the learning of pharmacist independent prescribers in training 	<p>Course providers must confirm details of the intended course provision:</p> <ul style="list-style-type: none"> • the number of cohorts to be delivered each academic year • the maximum number of students per cohort • the ratio of pharmacists to other health professionals per cohort (multi-disciplinary programmes) <p>Course providers must provide evidence that:</p> <ul style="list-style-type: none"> • there is a sufficient number of appropriately qualified and experienced professionals to deliver the programme and provide support. For example: <ul style="list-style-type: none"> ○ registered pharmacy professionals ○ other member of the pharmacy team

	<ul style="list-style-type: none"> • sufficient resources available to deliver the course • facilities that are fit for purpose, and • access to appropriate learning resources 	<ul style="list-style-type: none"> ○ doctors and annotated independent prescribers ○ relevant healthcare professionals with a range of experience or relevant qualifications • pharmacists will be supported by staff, both in their practice and learning environment, and that these staff have relevant experience in the area of practice in which the pharmacist is training • there are sufficient resources to deliver a pharmacist independent prescribing programme to an acceptable standard <p>Course providers must provide evidence that:</p> <ul style="list-style-type: none"> • teaching accommodation is suitable and has sufficient capacity to support the planned student numbers • facilities and equipment are fit for purpose to the deliver the programme’s teaching and learning strategy, particularly those facilities for the teaching and assessment of clinical and diagnostic skills • learning resources are appropriate, fit for purpose and accessible by pharmacists on the programme
<p>3.5</p>	<p>Everyone involved in managing and delivering the course must understand their role and must be supported to carry out their work effectively.</p>	<p>Programme providers must provide evidence that:</p> <ul style="list-style-type: none"> • everyone involved in delivering the programme has their roles and responsibilities set out in the management plan and formal agreements. This should include job descriptions with clearly defined roles and responsibilities • there is effective support for all their staff, including appropriate personal and professional development opportunities
<p>3.6</p>	<p>Each pharmacist independent prescriber in training must be supported as a learner in learning and practice environments. There must be mechanisms in place for designated prescribing practitioners to liaise with course providers regularly about the progress of a pharmacist independent prescriber in training in learning and practice environments.</p>	<p>Programme providers must provide evidence that:</p> <ul style="list-style-type: none"> • the management plan and teaching and learning strategy clearly set out the roles and responsibilities of both the designated prescribing practitioner and provider in delivering the programme and supporting the pharmacist in their placement • these are supported by formal agreements or the learning agreement so the pharmacist understands what resources and support are available to them • there are processes and communication channels in place between the programme provider, designated prescribing practitioner and the pharmacist, to monitor and provide feedback on the progress of the pharmacist, including processes if a pharmacist is not progressing adequately on the course

Standard 4 – Monitoring, review and evaluation

4.	The quality of courses must be monitored, reviewed and evaluated in a systematic and developmental way.	
Criteria		Evidence and supporting information
4.1	All relevant aspects of a course must be monitored, reviewed and evaluated systematically. When issues are identified they must be documented and addressed within agreed timescales.	<p>Programme providers must:</p> <ul style="list-style-type: none"> • have quality assurance processes that are robust, rigorous and transparent • provide evidence of quality monitoring data from a variety of sources • provide evidence of how provision has developed as a result of quality assurance and monitoring, taking into account the views and feedback of relevant stakeholders and patients • comply with any legal obligations which apply to them including reviewing any aspects of the programme which could be affected by changes to legislation
4.2	There must be a quality management structure in place that sets out procedures for monitoring and evaluation, with timescales, including who is responsible for reporting, review and taking action where appropriate.	<p>Course providers must:</p> <ul style="list-style-type: none"> • provide evidence of quality management procedures, including roles and responsibilities, and how they are applied • be open with the GPhC about matters affecting an approved pharmacist independent prescribing programme and raise relevant issues proactively with the GPhC. It is a requirement of the Pharmacy Order 2010 that programme providers assist the GPhC in its work by providing information on request
4.3	There must be procedures in place to monitor and evaluate the standard of teaching, learning and assessment to ensure that quality is maintained across all learning environments.	<p>Course providers must provide evidence that:</p> <ul style="list-style-type: none"> • course provision is monitored and evaluated using evidence from a variety of sources. These can include staff appraisal, peer review and feedback from pharmacists undertaking the course, designated prescribing practitioners, patients and recently annotated prescribing pharmacists • there is external and independent evaluation of assessment • outcomes of evaluation and feedback are acted on
4.4	Course monitoring and review must take into account the health and care environment to ensure that courses remain up to date and reflect current practice.	<p>Programme providers must:</p> <ul style="list-style-type: none"> • provide evidence of how advances in pharmacy practice, changes to national standards/frameworks and developments within a wider healthcare context potentially impacting on pharmacy are taken into account. This should occur both during programme design, and delivery, where a

		significant change in practice must be reflected in a programme
4.5	Feedback from pharmacist independent prescribers in training must be embedded in monitoring, review and evaluation processes.	<p>Programme providers must:</p> <ul style="list-style-type: none"> • provide evidence of how feedback is actively sought from pharmacist independent prescribers in training. Feedback may relate to the pharmacist independent prescriber’s education or learning in practice environment • be able to demonstrate how they use feedback to improve the programme
4.6	The providing institution must have validated the course before applying for GPhC accreditation.	<p>Programme providers must:</p> <ul style="list-style-type: none"> • confirm the name of the institution that holds overall responsibility for the programme’s quality management. If a partner or affiliated institution is to be involved in the programme’s quality management or in certification/qualification awarding for successful completion of the programme, full details must be provided of the arrangements in place • provide evidence that the course has been validated. Detail should be provided on the frequency of the internal revalidation cycle and/or other routine quality assurance processes through which the programme will be reviewed

Standard 5 – Course design and delivery

5.	Courses must develop the behaviours, required skills, knowledge and understanding to meet the outcomes in part 1 of these standards through a coherent teaching and learning strategy.	
Criteria		Evidence and supporting information
5.1	There must be a course teaching and learning strategy which sets out how pharmacist independent prescribers in training will achieve the outcomes in Part 1 of these standards.	<p>Programme providers must:</p> <ul style="list-style-type: none"> • have a clear and achievable teaching and learning strategy, that sets out how programme content, design and delivery will allow pharmacists to demonstrate that they have the knowledge and skills to meet the learning outcomes • demonstrate how the course will deliver the skills, knowledge, understanding and professional behaviours required to meet the learning outcomes in part 1 of these standards. As a minimum, this should include clear mapping of the programme curriculum to the learning outcomes • detail how formative assessment will be used on the programme • submit evidence to show that the course includes the required 26 days of structured learning activities, to include a breakdown of the days against the course content. If a

		<p>combination of teaching and learning methods are used, the provider should provide a breakdown of how the 26 days are apportioned to the each of the chosen learning methods (If the course relies on web-based learning materials the provider should arrange short-term access so that the panel may review the materials before the accreditation event)</p>
5.2	<p>Courses must be designed and delivered in a way which integrates and builds on the pre-existing knowledge, skills and practice of pharmacists in training as pharmacist independent prescribers.</p>	<p>The pre-requisites (section 4) ensure that all pharmacists will enter the programme with the necessary baseline skills and experience in which to develop their practise as a prescriber.</p> <p>Providers must demonstrate:</p> <ul style="list-style-type: none"> • through their teaching and learning strategy that they are cognisant of the fact that there is likely to be a diverse range of prescribing areas, range of experience, and depth and breadth of knowledge amongst pharmacists undertaking the programme • that there is a strategy in place which shows how this will be recognised and addressed to build upon the pharmacist’s knowledge and develop their skills, in order to support them to achieve the learning outcomes and acquire competence in prescribing <p>As well as being evidenced through the teaching and learning strategy, this could be demonstrated through:</p> <ul style="list-style-type: none"> • analysis of the profiles and experience of pharmacists entering the programme • evidence of plans made to support pharmacists to meet specific learning outcomes
5.3	<p>All course providers must have pharmacy professionals, including pharmacist independent prescribers, involved in the design and the delivery of the course.</p>	<p>Programme providers must:</p> <ul style="list-style-type: none"> • demonstrate how the programme is designed and delivered by an appropriate range of pharmacy staff and practising pharmacist independent prescribers
5.4	<p>Course providers must engage with a range of stakeholders, including patients, the public, course commissioners and employers, to refine the design and delivery of the course.</p>	<p>Programme providers must demonstrate:</p> <ul style="list-style-type: none"> • how they have engaged with, and considered the views of, internal and external stakeholders, including patients, the public, programme commissioners and employers, in the design and delivery of the course. This might include engagement with: <ul style="list-style-type: none"> ○ programme commissioners ○ current employers/colleagues of IPs ○ current prescribers ○ patients

		<ul style="list-style-type: none"> ○ public ○ recently qualified pharmacist independent prescribers ○ pharmacists undertaking the programme ● how engagement activity has been used to develop and/or refine the design and delivery of the programme
5.5	Courses must be updated when there are significant changes in practice, to ensure they are current.	<p>Programme providers must:</p> <ul style="list-style-type: none"> ● have quality assurance processes in place for reviewing changes in practice and to assess the impact on course content, for example on teaching materials, and assessment questions ● action plans in place with clear timeframes of who is responsible for what part of the updating process. Any changes to programme content should be highlighted to pharmacists undertaking the programme. A log should be maintained and changes documented
5.6	Pharmacist independent prescribers in training must only undertake tasks in which they are competent, or are learning under supervision to be competent, so that patient safety is not compromised.	<p>Programme providers must:</p> <ul style="list-style-type: none"> ● provide evidence of mechanisms in place to ensure that pharmacists only carry out tasks for which they are competent ● provide evidence that pharmacist independent prescribers in training are supervised adequately to ensure that patient safety is not compromised
5.7	Pharmacist independent prescribers in training must be supervised using agreed mechanisms in all clinical practice environments to ensure safe person-centred care is delivered at all times.	<p>Programme providers must:</p> <ul style="list-style-type: none"> ● provide evidence of supervision requirements in all learning and training environments (including the placement) and how these are embedded in the learning agreement ● provide guidance on the role and requirements for designated prescribing practitioners consistent with the GPhC's <u>Guidance on tutoring pharmacists and pharmacy technicians.</u>
5.8	Course regulations must be appropriate for a course that leads to professional annotation. That is, they must prioritise patient safety, safe and effective practice and clinical skills.	<p>Programme providers must demonstrate:</p> <ul style="list-style-type: none"> ● how programme regulations are appropriate for a programme leading to professional annotation as a pharmacist independent prescriber ● how programme regulations ensure that unsafe practice is not passed <ul style="list-style-type: none"> ○ the mechanisms in place for identification and review of cases of potential harm (unsafe practice) demonstrated during assessment ○ how pharmacists and DPPs are made aware of this ○ that this criterion will override any standard resit regulations for assessment

		<ul style="list-style-type: none"> • how course regulations include relevant policies such as plagiarism, grievance and appeals • how course regulations relating to requests to extend the duration of a programme are appropriate to meet this standard. The GPhC does not set a time requirement for pharmacist independent prescribers in training to complete a course, however it is required that a trainee maintains currency of knowledge and ensures patient safety throughout
5.9	There must be systems in place to ensure that pharmacist independent prescribers in training understand what fitness to practise mechanisms apply to them. All course providers and employers must have procedures to deal with fitness to practise concerns.	<p>Course providers must:</p> <ul style="list-style-type: none"> • ensure pharmacists are aware of the fitness to practise mechanisms in place. This should include the possibility of a concern being referred to and investigated by the GPhC • monitor, raise and escalate concerns where appropriate • have procedures to investigate and deal with concerns, including those about a pharmacist's fitness to practise, within the learning and practice placement environments • inform the GPhC if there are serious concerns that relate to a pharmacist's fitness to practise that could affect their registration
5.10	Causes for concern about a pharmacist independent prescriber in training, designated prescribing practitioners or the learning environment must be addressed as soon as possible and in such a way that the cause for concern is dealt with.	<p>Programme providers must:</p> <ul style="list-style-type: none"> • have procedures to deal with concerns about a pharmacist in training, a DPP, or the learning environment • address any concern raised in a timely manner • document how concerns are addressed <p>Programme providers could demonstrate this through provision of:</p> <ul style="list-style-type: none"> • relevant policies and/or process maps • case studies or examples of concerns being dealt with according to the relevant policy/process

Standard 6 – Learning in practice

6.	Courses must enable the pharmacist independent prescriber in training to develop the behaviours and the required skills, knowledge and understanding to meet the outcomes in Part 1 of these standards in learning in practice settings.	
Criteria		Evidence and supporting information
6.1	Part of the course for pharmacist independent prescribers in training must take place in clinical settings with direct access to patients –	<p>Course providers must:</p> <ul style="list-style-type: none"> • provide evidence that pharmacists undertake at least 90 hours of learning in practice in clinical settings that are appropriate and relevant to the pharmacist's area of prescribing practice with direct access to patients

	these are ‘learning in practice’ settings.	<ul style="list-style-type: none"> provide evidence that the teaching and learning strategy requires actual interaction with patients
6.2	In the learning in practice settings identified in 6.1, pharmacist independent prescribers in training will prescribe under the supervision of a designated prescribing practitioner.	<p>Course providers must:</p> <ul style="list-style-type: none"> provide evidence that pharmacists in training prescribe under the supervision of a designated prescribing practitioner
6.3	If more than one person is involved in supervising a pharmacist independent prescriber in training, one independent prescriber must assume primary responsibility for their supervision. That person will be the designated prescribing practitioner for the pharmacist independent prescriber in training.	<p>Course providers must:</p> <ul style="list-style-type: none"> provide evidence that each pharmacist independent prescriber in training is supervised by a designated prescribing practitioner who assumes overall primary responsibility for their supervision have mechanisms in place for liaising with designated prescribing practitioners regularly about the progress of a pharmacist in training
6.4	Course providers must approve the designated prescribing practitioner and agree that they have the core competencies to carry out the role effectively.	<p>Programme providers must demonstrate that they have a documented approval process in place that includes:</p> <ul style="list-style-type: none"> a process for assessing potential designated prescribing practitioners against the criteria described in standard 9 consideration of the relevant guidance on the role requirements of DPPs and takes it into account when considering their suitability steps to ensure that the DPP is in good standing with their professional regulator and does not have any restrictions on their practice
6.5	The designated prescribing practitioner is responsible for signing off a pharmacist independent prescriber in training as being competent as a pharmacist independent prescriber.	<p>Programme providers must:</p> <ul style="list-style-type: none"> demonstrate that they have a formal process to seek confirmation from the DPP of the pharmacist’s competence as an independent prescriber, as demonstrated in practice, which is supported by documentary evidence provide the DPP with appropriate information and support to allow them to facilitate the learning in practice and make an informed decision on the pharmacist’s competence confirm how they ensure DPPs are familiar with the requirements for assessing competence in practice, and that they abide by standards 6.3 and 9.2

7.	Courses must have an assessment strategy which assesses the professional behaviours and the required skills, knowledge and understanding to meet the outcomes in Part 1 of these standards. The assessment strategy must assess whether the practice of a pharmacist independent prescribers in training is safe and clinically appropriate.	
Criteria		Evidence and supporting information
7.1	Courses must have an assessment strategy which ensures that assessment is robust, reliable and valid.	<p>Programme providers must have an assessment strategy that sets out clearly how a pharmacist in will be assessed. The assessment strategy must include at a minimum:</p> <ul style="list-style-type: none"> • assessment regulations • requirements for designated prescribing practitioners for assessment of learning in practice • marking criteria for each assessment method, including grade descriptors • verification of assessment decisions • policies for resits and resubmissions • procedures for suspected plagiarism and/or malpractice • appeals procedures • mapping of assessments to learning outcomes • how assessments are quality managed and reviewed
7.2	Course providers are responsible for ensuring that all learning outcomes are assessed fully, using appropriate methods, and that teaching and learning is aligned with assessment.	<p>Programme providers must:</p> <ul style="list-style-type: none"> • provide evidence of how the approach and mix of assessment methods proposed will test the knowledge and competency requirements of the learning outcomes • provide evidence that the assessment methods chosen clearly align with the teaching and learning strategy, to ensure both strategies are coherent and integrated
7.3	Patient safety must be paramount at all times, and the assessment strategy must assess whether a pharmacist independent prescriber in training is practising safely.	<p>The assessment strategy must:</p> <ul style="list-style-type: none"> • clearly set out how pharmacists will learn and demonstrate competency without being a risk to patient safety. This includes providing pharmacists with feedback and opportunities to identify and address errors, throughout the course, to allow them to learn and train safely • evidence how assessments methods will allow pharmacists to develop and improve without being a risk to patients • ensure assessment pass criteria reflects safe practice and be included in the assessment strategy • ensure pharmacists complete and pass an approved course if they are assessed as being a risk to patients and the public • have a process in place, in line with criterion 5.8, for reviewing incidents of potential harm demonstrated during the assessment
7.4	Monitoring systems must be in place in all learning	<p>Programme providers must provide evidence that:</p>

	<p>environments. The systems must assess the progress of a pharmacist independent prescriber in training toward meeting the learning outcomes in Part 1 of these standards. They must ensure that the practice of a pharmacist independent prescriber in training is safe at all times.</p>	<ul style="list-style-type: none"> • pharmacists are monitored and assessed throughout their training to ensure that they are able to practise safely and effectively. This could include formative and summative assessment feedback • monitoring and assessment supports progression • regular reviews take place between the student and DPP in practice • monitoring systems include processes for dealing with concerns, which must be addressed in a timely manner • there is a clear policy on attendance, and that attendance is monitored effectively. It is expected that pharmacists attend all scheduled teaching and learning that provides instruction on clinical examination and diagnosis • there is a documented process in place for managing missed teaching sessions which reviews whether or not it is safe for the pharmacist to progress. A pharmacist must not be permitted to complete the programme until the relevant learning outcomes relevant to the session have been met
<p>7.5</p>	<p>Agreements must be in place between course providers and designated prescribing practitioners that describe the roles and responsibilities in the assessment of pharmacist independent prescribers in training.</p>	<p>Course providers must evidence that:</p> <ul style="list-style-type: none"> • they have formal agreements between programme providers and designated prescribing practitioners
<p>7.6</p>	<p>Assessments must be carried out by appropriately trained and qualified people who are competent to assess the performance of pharmacist independent prescribers in training.</p>	<p>Programme providers must:</p> <ul style="list-style-type: none"> • describe what range of assessments will be used and who will be responsible for each • evidence that those responsible for assessment have relevant and current qualifications • provide clear guidance to support consistency of marking
<p>7.7</p>	<p>Irrespective of their location, all assessments must be quality assured by course providers.</p>	<p>Programme providers must demonstrate that there are quality assurance processes in place which:</p> <ul style="list-style-type: none"> • apply to all assessment types, including those undertaken in a practice setting • are clearly set out in the assessment strategy <p>Programme providers using multiple delivery or assessment locations, must evidence that:</p> <ul style="list-style-type: none"> • there is a named person responsible for the oversight of all locations to ensure consistency • there are clear lines of responsibility and that they monitor each location appropriately

		<ul style="list-style-type: none"> • resourcing is fit for purpose across all locations • there is consistency of assessments and marking across all locations.
7.8	Pharmacist independent prescribers in training must receive regular, appropriate and timely feedback on their performance to support their development as learners.	<p>Programme providers must ensure that:</p> <ul style="list-style-type: none"> • appropriate feedback mechanisms are in place, which include set timelines and action that will be taken if deadlines are not met. • appropriate feedback means constructive feedback-, i.e. focussing on understanding how the learner can improve their performance against the outcomes of the programme • links are provided between assessments – including diagnostic, formative and summative – as well as feedback must be made clear to pharmacists
7.9	Assessment regulations must be appropriate for a course that leads to professional annotation. On completion of the course, pharmacist independent prescribers must demonstrate that their practice is safe and prioritises patient safety.	<p>Course providers must demonstrate:</p> <ul style="list-style-type: none"> • that assessment regulation prioritises patient safety, which means unsafe practice cannot be passed • that assessments are passed and all outcomes demonstrated over the course of the programme are met to an objective standard. This means that condonation, compensation, trailing, multiple re-sit opportunities and other remedial measures should be extremely limited, if they are permitted at all <p>Course providers must evidence that:</p> <ul style="list-style-type: none"> • pharmacists who successfully complete the programme are awarded a Practice Certificate in Independent Prescribing, the recognised qualification required for annotation with the GPhC • There is a clear and robust process for ratification of pass lists before awards are issues to pharmacists and notification given to the GPhC
7.10	Pharmacist independent prescribers in training must pass all summative assessments before being signed off.	<p>Programme providers must:</p> <ul style="list-style-type: none"> • have robust systems in place to ensure that a pharmacist does not pass the programme and receive a Practice Certificate in Independent Prescribing award unless all elements of the programme have been passed successfully
7.11	As a result of 7.10, and on patient safety grounds, compensation or condonation are not allowed on courses for pharmacist independent prescribers in training.	<p>Programme providers must:</p> <ul style="list-style-type: none"> • demonstrate that the GPhC standards supersede those of the higher education institution in regard to patient safety. All assessments must be passed and all outcomes must be demonstrated

		<ul style="list-style-type: none"> demonstrate that all assessments are passed and all outcomes demonstrated over the course of the programme are met to an objective standard
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Standard 8 – Support and the learning experience

8.	Pharmacist independent prescribers in training must be supported in all learning environments to develop as learners during their training.	
Criteria		Evidence and supporting information
8.1	<p>A range of mechanisms must be in place to support trainees to achieve the learning outcomes in Part 1 of these standards, including:</p> <ul style="list-style-type: none"> induction effective supervision an appropriate and realistic workload personal and academic support, and access to resources 	<p>Programme providers must:</p> <ul style="list-style-type: none"> provide a clear description of who is responsible for each part of the process in those systems evidence that these mechanisms are in place and that they also apply to all locations including learning in practice. evidence that sufficient resources are in place to deliver the support mechanisms
8.2	<p>There must be mechanisms in place for pharmacist independent prescribers in training to meet regularly with their designated prescribing practitioner and others to discuss and document their progress as learners..</p>	<p>Programme providers must:</p> <ul style="list-style-type: none"> provide evidence that pharmacists liaise regularly with the designated prescribing practitioner or any person involved formally with their training provide evidence of how the designated prescribing practitioner will have oversight of the pharmacist’s training provide evidence that guidance for designated prescribing practitioners on the expected kind of interaction with pharmacists is consistent with the GPhC’s <u>Guidance on tutoring pharmacists and pharmacy technicians.</u> provide evidence that pharmacists receive appropriate and timely feedback on their performance to support their development
8.3	<p>There must be clear procedures for pharmacist independent prescribers in training to raise concerns. Any concerns must be dealt with promptly, with documented action taken where appropriate.</p>	<p>Programme providers need to make clear to pharmacist independent prescribers in training what procedures are available should they need to raise a concern about:</p> <ul style="list-style-type: none"> the quality of the course the practice of a registered prescribing professional <p>Programme providers must:</p> <ul style="list-style-type: none"> have a process in place for dealing with any concerns that are received

8.4	Everyone supporting pharmacist independent prescribers in training must take into account the GPhC's guidance on tutoring for pharmacists and pharmacy technicians in their work as appropriate.	<p>Course providers must:</p> <ul style="list-style-type: none"> show how support measures for pharmacists are consistent with the GPhC's <u>Guidance on tutoring pharmacists and pharmacy technicians</u> in learning and training environments

Standard 9 – Designated prescribing practitioners

9.	Designated prescribing practitioners must be fit to undertake that role and must have appropriate training and experience.	
Criteria		Evidence and supporting information
9.1	Course providers must have appropriate mechanisms for ensuring that designated prescribing practitioners are fit to be the supervisors of pharmacist independent prescribers in training.	<p>Course providers must:</p> <ul style="list-style-type: none"> demonstrate that criteria used in the selection of DPPs is clear and consistent ensure that the DPP has training and experience appropriate to their role provide an explanation of how DPPs' experience will be established and validated refer to complementary RPS guidance to assist them in deciding whether DPPs are fit to be a supervisor
9.2	<p>Prospective designated prescribing practitioners must have:</p> <ul style="list-style-type: none"> active prescribing competence applicable to the areas in which they will be supervising appropriate patient-facing clinical and diagnostic skills supported or supervised other healthcare professionals, and the ability to assess patient-facing clinical and diagnostic skills 	<p>Course providers must demonstrate that the criteria for selection of DPPs' is clear and consistent and that designated prescribing practitioners have:</p> <ul style="list-style-type: none"> active and relevant prescribing competence in the areas in which they will be supervising, which will allow the pharmacists to demonstrate outcomes in their area of prescribing supported or supervised other healthcare professionals appropriate clinical and diagnostic skills the ability to assess clinical and diagnostic competence, using a range of methods <p>Course providers must:</p> <ul style="list-style-type: none"> have a process to evaluate the evidence provided by designated prescribing practitioners to assess their competence and suitability in supervising pharmacists <p>It is expected that programme providers will refer to complementary RPS guidance to inform their selection processes.</p>

<p>9.3</p>	<p>Course providers must provide training for designated prescribing practitioners on:</p> <ul style="list-style-type: none"> • the pharmacist independent prescribing role • the course for pharmacist independent prescribers in training on which they will be working, including its learning outcomes • the role of designated prescribing practitioners in the course • assessing the performance of pharmacist independent prescribers in training • giving feedback to pharmacist independent prescribers in training • supporting pharmacist independent prescribers in training, and • raising concerns 	<p>Programme providers must be able to evidence that DPPs' have been appropriately trained to carry out their role. Evidence could include:</p> <ul style="list-style-type: none"> • training materials • evidence of completion of training • policies related to training completed by DPPs on other IP programmes • appraisal/review of DPP • examples of support put in place for DPPs in response to issues encountered
<p>9.4</p>	<p>Course providers must support designated prescribing practitioners when they are acting in that role.</p>	<p>Programme providers must support designated prescribing practitioners in supervising pharmacist independent prescribers. This could be evidenced by:</p> <ul style="list-style-type: none"> • a formal point of contact for advice, support and information • access to training or modules that will support them in their role • formal and informal mentoring from an experienced colleague • formal and informal opportunities to meet/interact with other DPPs <p>The approach to support may vary, but providers must be able to demonstrate that they will consider and provide support to enable DPPs to perform their role.</p>
<p>9.5</p>	<p>Course providers must provide designated prescribing</p>	<p>Programme providers must be able to demonstrate that:</p>

	<p>practitioners with feedback about their performance as prescribing supervisors and arrange extra training, support and development as necessary.</p>	<ul style="list-style-type: none"> • there are processes in place for providing feedback to DPPs on their performance. This feedback should be timely. • feedback on DPPs is reviewed and action taken where appropriate <p>Evidence could include:</p> <ul style="list-style-type: none"> • feedback from trainees they supervise • quality monitoring of assessments/learning in practice • appraisal/review of DPPs potentially including peer reviews
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Annex A: Part 1 - Learning outcomes

1. Person-centred care

Learning outcomes

Upon successful completion of the programme of education and training, pharmacists must be able to:

1. Recognise the psychological and physical impact of prescribing decisions on people	Knows how
2. Recognise and value diversity, and respect cultural differences, making sure that every person is treated fairly whatever their values and beliefs	Does
3. Demonstrate appropriate history-taking techniques through effective consultation skills	Does
4. Demonstrate an understanding of the role of the prescriber in working in partnership with people who may not be able to make fully informed decisions about their health needs	Shows how
5. Support individuals to make informed choices that respect people's preferences	Does

2. Professionalism

Learning outcomes

Upon successful completion of the programme of education and training, pharmacists must be able to:

1. Demonstrate a critical understanding of their own role and the role of others in multi-professional teams	Does
2. Recognise their own role as a responsible and accountable prescriber who understands legal and ethical implications	Does
3. Apply relevant legislation and ethical frameworks related to prescribing, including remote prescribing and the handling and sharing of confidential information	Shows how
4. Recognise and manage factors that may influence prescribing decisions	Does
5. Apply local, regional and national guidelines, policies and legislation related to healthcare	Does
6. Reflect on and develop their own prescribing practice to ensure it represents current best practice	Does
7. Apply an understanding of health economics when making prescribing decisions	Shows how
8. Understand the clinical governance of the prescriber, who may also be in a position to supply medicines to people	Knows how
9. Recognise other professionals' practice and raise concerns related to inappropriate or unsafe prescribing by other prescribers	Shows how

3. Professional knowledge and skills

Learning outcomes

Upon successful completion of the programme of education and training, pharmacists must be able to:

1. Apply evidence-based decision making in all aspects of prescribing	Does
2. Manage the risks and benefits associated with prescribing decisions	Does
3. Demonstrate the application of pharmacology in relation to their own prescribing practice	Does
4. Demonstrate clinical and diagnostic skills in clinical settings appropriate to their scope of practice	Does
5. Create and maintain appropriate records which ensure safe and effective care and align with relevant legislation	Does
6. Identify relevant investigations and interpret results and data in their prescribing practice	Does
7. Utilise current and emerging systems and technologies in safe prescribing	Does
8. Identify and respond to people's need when prescribing remotely	Shows how
9. Apply the principles of effective monitoring and management to improve patient outcomes	Does
10. Recognise and manage prescribing and medication errors	Shows how
11. Recognise the public health issues in promoting health as part of their prescribing practice	Does

4. Collaboration

Learning outcomes

Upon successful completion of the programme of education and training, pharmacists must be able to:

1. Work collaboratively with others to optimise individuals' care, understanding their roles in the prescribing process	Does
2. Recognise their own role and responsibilities, and those of others, in safeguarding children and vulnerable adults	Knows how
3. Recognise when and where to refer people appropriately	Shows how
4. Collaborate with people to encourage them to take responsibility for managing care	Does
5. Demonstrate appropriate consultation skills to get information from individuals who are either unaware of or guarded about their health needs, to inform safe prescribing	Does
6. Recognise when to seek guidance from another member of the healthcare team or an appropriate authority	Does

Annex B: Glossary

Term	Definition
Accreditation	Accreditation means that all processes around a programme have been reviewed for quality assurance purposes to ensure that the programme of education or training meets the relevant GPhC standards, accreditation criteria or training policies.
Applicant	Person applying to enrol with a course provider to undertake a recognised or accredited pharmacist independent prescriber programme.
Assessor	An individual who has a formal role in the programme in evaluating the knowledge or competence of a pharmacist independent prescribing in training.
Compensation	Allowing failure by a small margin in a limited number of assessments on the basis of a satisfactory overall performance.
Condonation	When a 'pass' is awarded even though the standard for a pass has not been reached, usually when the margin of failure is small.
Designated prescribing practitioner	The Designated Prescribing Practitioner (DPP) is a healthcare professional with an annotation or automatic right to prescribe, for example a medical practitioner, pharmacist, nurse, physiotherapist, or paramedic. Pharmacists are supervised formally by suitably experienced DPPs. Pharmacists can decide, in consultation with their course provider, who will supervise them.
De-prescribing	Planned process of reducing or stopping medications that are no longer beneficial or might be causing harm to patients.
Diagnostic assessment	Form of assessment used to identify current learning style and strengths in order to determine potential needs and areas for development of individuals and/or the group.
DPP	Designated Prescribing Practitioner
Health and care professionals	An individual who is approved to practise in a healthcare speciality or discipline by the relevant regulatory body in the UK.
Learning environment	Any environment where a pharmacist is undertaking training activities as part of an independent prescriber programme.
Pharmacist independent prescriber in training	A Pharmacist undertaking a GPhC- accredited pharmacist independent prescribing programme in the UK.

Placement	Placement refers to the part of the programme where the pharmacist is in practice under supervision of a DPP. This could be in a placement or in a pre-existing workplace.
Programme/course provider	The higher education institution responsible for the design, delivery, quality management and certification of the accredited pharmacist independent prescribing programme in the UK.
Protected characteristics	The nine protected characteristics as listed in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.
Reasonable adjustments	Arrangements put in place to change the environment in order to avoid disadvantaging a person or group of people due to a specific need, which could be temporary or permanent. The Equality Act 2010 sets out of the duty to make such adjustments for those with protected characteristics.
Remote prescribing	Prescribing for a patient via telephone, video-link or online without seeing the patient face-to-face.
RPS	Royal Pharmaceutical Society. The professional body for pharmacists in the UK
RPS prescribing competency framework	Framework updated by the RPS in 2016 underlining the knowledge, skills and behaviours which underpin good prescribing practice regardless of professional background.
Supervision	Pharmacists independent prescriber in training must be supervised using agreed mechanisms in all clinical practice environments to ensure safe, person-centred care. The designated prescribing practitioner is responsible for ensuring safety or responsibility for progression in the programme.
Trailing	Being able to start the next year of study when one or more assessments from the previous year have not yet been passed.