Monitoring of an independent prescribing course, 2022/23 academic year

**Submission template v1.0**

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## This template

This template should be completed by providers of newly accredited independent prescribing courses following completion of the first cohort against the [GPhC standards for the education and training of pharmacist independent prescribers, January 2019, updated October 2022](https://www.pharmacyregulation.org/education/approval-courses/accreditation-guidance).

Please also refer to the [Guidance to support the implementation of the standards for the education and training of pharmacist independent prescribers, October 2022](https://www.pharmacyregulation.org/education/approval-courses/accreditation-guidance) on the type of evidence and supporting information you could provide.

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| **Completing this template and providing supporting evidence**  Your submission document should be a single document which includes this template complete in full.  You should provide documentary evidence as appendices, and these should support the information that you have provided within the template. To help guide you, there is a list of required appendices at the end this document. Please make sure these are included. We suggest that in total it is not necessary to submit more than **12** documents.  Following review of your submission document and associated evidence, you may be asked to submit additional items of evidence or further information. If this is necessary, we will discuss this with you in advance of the event.  Please ensure that you provide your submission in the correct format with the required level of detail and clarity. Failure to do so could lead to your accreditation event being postponed. Information on how to submit your documentation can be found on the last page of this document.  **When completing your submission template, do not alter the formatting or orientation of the submission template.** |

**Please delete this section/page before submitting to the GPhC.**

## Guidance on completion of this template

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| * Narrative must be written in prose, except where single piece information or lists are asked for. Reference to links, file names, or module titles on their own are not acceptable. * Full reference must be made within the narrative to the documents that you are providing as supporting evidence. * Any diagrams or images should be submitted separately as documentary evidence and not embedded within the template. * Hyperlinks may be used within your commentary to signpost to evidence, but please check that the links are not broken, and that external access is permitted. * Supporting documents should be included as appendices and should be provided separately from the submission template. * Each module must be referred to by its full title and not by module code. * Should your commentary relate to more than one criterion, it does not need to be repeated. Simply include a note referencing to the relevant commentary, e.g. ‘please refer to commentary under criterion 1.2’. |

## Support and further information

If you have any questions when preparing your monitoring submission, please contact the GPhC’s Education (Quality Assurance) team at[education@pharmacyregulation.org](mailto:education@pharmacyregulation.org)

The GPhC is committed to compliance with the General Data Protection Regulation (GDPR), details for our privacy policy can be found on our [website](https://www.pharmacyregulation.org/privacy-policy).

**Please delete this section/page before submitting to the GPhC.**

# Background course information:

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| **Academic year:** 2022/23 |
| **Name of course provider:** |
| **Contact name:** |
| **Job title:** |
| **Address:** |
| **Telephone/mobile:** |
| **Email:** |

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| **Course name (used on university advertising):** |
| **Current number of cohorts per academic year:**  **Planned number of cohorts per academic year (if different):** |
| **Current maximum total number of students per cohort:**  **Planned maximum total number of students per cohort (if different):**  **Current maximum number of pharmacists per cohort:**  **Planned maximum number of pharmacists per cohort (if different):** |
| **Current number of course-led face-to-face (contact) days:**  **Planned number of course-led face-to-face (contact) days (if different):**  **Total duration of the course (in months):**  **Planned duration of the course (in months) (if different):** |
| **Basic course data in relation to pharmacists against the 2019 IP standards:**   |  |  |  | | --- | --- | --- | | **Academic year:** | **Pharmacists enrolled:** | **Pharmacists completed:** | | **202X/2X** | Number | Number | |
| **Is the course taught jointly with any other professional group?**  **Yes**  **No**  **If yes, please state the profession(s):** |
| **Is the course led by a pharmacist?**  **Yes**  **No**  **If no, please state the profession(s) of the course lead e.g. Nurse:** |
| **Location / campus from which the course will be taught (please list):** |

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| Introduction to the course |
| **Your introduction must include:**   * An overview of delivery of the first cohort and any planned changes * An overview of how the course has developed since the last GPhC event, including a summary of any major changes. * An explanation of how any conditions and recommendations from the previous event have been addressed * Details of any changes to teaching and assessment of learning outcomes (must include a mapping document in the appendix) | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | |

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| Part 1: Learning outcomes |
| Please give a brief overview of any (proposed) updates or changes in relation to:   * how the provider supports the student to achieve an outcome, * where the learning outcome is taught, and * how the provider assesses whether the student achieves this outcome   Updates or changes should be detailed in the relevant learning outcome domain. If there are none, please confirm that there have been no changes since the original accreditation event. | |
| Domain: Person-centred care (1-6) | |
| **Provider’s commentary**  Please type your commentary here  X  (expand as necessary) | |
| **GPhC Accreditation team use only:**  **Learning outcomes continues to be met? Yes  No** | |
| **Accreditation team’s commentary:**  X | |
| Domain: Professionalism (7-15) | |
| **Provider’s commentary**  Please type your commentary here  X  (expand as necessary) | |
| **GPhC Accreditation team use only:**  **Learning outcomes continues to be met? Yes  No** | |
| **Accreditation team’s commentary:**  X | |
| Domain: Professional knowledge and skills (16-26) | |
| **Provider’s commentary**  Please type your commentary here  X  (expand as necessary) | |
| **GPhC Accreditation team use only:**  **Learning outcomes continues to be met? Yes  No** | |
| **Accreditation team’s commentary:**  X | |
| Domain: Collaboration (27-32) | |
| **Provider’s commentary**  Please type your commentary here  X  (expand as necessary) | |
| **GPhC Accreditation team use only:**  **Learning outcomes continues to be met? Yes  No** | |
| **Accreditation team’s commentary:**  X | |

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| Part 2: Standards for pharmacist independent prescribing course providers |
| Standard 1 – Selection and entry requirements. **Selection processes must be clear, consistent and unbiased, comply with relevant legislation and ensure that applicants meet course entry requirements.** |
| **The entry requirements of these standards:**   * 1. *Applicants are registered as a pharmacist with the General Pharmaceutical Council (GPhC) or, in Northern Ireland, with the Pharmaceutical Society of Northern Ireland (PSNI).*   2. *Applicants are in good standing with the GPhC and/or PSNI and any other healthcare regulator with which they are registered.*   3. *Applicants must have relevant experience in a UK pharmacy setting and be able to recognise, understand and articulate the skills and attributes required by a prescriber to act as the foundation of their prescribing practice whilst training.*   4. *For the purposes of developing their independent prescribing practice applicants must identify an area of clinical or therapeutic practice on which to base their learning.*   5. *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.* |
| **Standard continues to be met? Yes  No  (GPhC Accreditation team use only)** |
| Please provide a narrative of how the course continues to meet standard 1, the narrative must include, but is not limited to:   * Confirmation that the entry requirements are still being adhered to * Number of students admitted onto the first cohort (pharmacists only) * Start and end date of the first cohort * Number of course admission refusals/rejections (pharmacists only) * Overview of reasons for refusals/rejections and detail of mechanism(s) in providing feedback to the applicant |
| **Provider’s commentary** |
| Please type your commentary here  X  X |
| **GPhC Accreditation team use only:** |
| **Accreditation team’s commentary:**  X |
| Standard 2 – Equality, diversity and inclusion. **All aspects of pharmacist independent prescribing education and training must be based on and promote principles of equality and diversity and comply with all relevant legislation.** |
| **Standard continues to be met? Yes  No  (GPhC Accreditation team use only)** |
| Please provide a narrative of how the course continues to meet standard 2, the narrative must include, but is not limited to:   * A self-evaluation of how the course equality and diversity principles proposed at the accreditation event have been implemented * A summary of how the equality and diversity data collected has been used to influence the course * How equality and diversity principles, and data collected, have informed entry requirements * An overview of any reasonable adjustments made (pharmacists only) * Evidence of continuing training for staff involved in course student selection |
| **Provider’s commentary** |
| Please type your commentary here  X  X |
| **GPhC Accreditation team use only:** |
| **Accreditation team’s commentary:**  X |
| Standard 3 – Management, resources and capacity. **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.** |
| **Standard continues to be met? Yes  No  (GPhC Accreditation team use only)** |
| Please provide a narrative of how the course continues to meet standard 3, the narrative must include, but is not limited to:   * An overview of any changes to staffing, teaching location(s) and/or resources of the course * Any changes to course structure, processes, and delivery since accreditation * Feedback on the effectiveness of the learning agreement with the pharmacist independent prescriber in training (please provide a copy of the learning agreement) * An overview of the effectiveness of the processes for keeping in contact with pharmacists in learning and practice environments |
| **Provider’s commentary** |
| Please type your commentary here  X  X |
| **GPhC Accreditation team use only:** |
| **Accreditation team’s commentary:**  X |
| Standard 4 – Monitoring, review and evaluation. **The quality of a course must be monitored, reviewed and evaluated in a systematic and developmental way.** |
| **Standard continues to be met? Yes  No  (GPhC Accreditation team use only)** |
| Please provide a narrative of how the course continues to meet standard 4, the narrative must include, but is not limited to:   * A summary of feedback from students in relation to teaching, learning, assessment, and overall experience (please provide copies of student feedback) * A summary of provider responses to student feedback * An overview of any course concerns identified and how they were addressed by the provider * A self-evaluation of the effectiveness in relation to the course procedures, monitoring and evaluation, including any action taken * Confirmation of continued validation of the course and any planned review of the course * A summary of external examiner feedback including any response to issues identified (please provide reports) |
| **Provider’s commentary** |
| Please type your commentary here  X  X |
| **GPhC Accreditation team use only:** |
| **Accreditation team’s commentary:**  X |
| Standard 5 – Course design and delivery. **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.** |
| **Standard continues to be met? Yes  No  (GPhC accreditation team use only)** |
| Please provide a narrative of how the course continues to meet standard 5, the narrative must include, but is not limited to:   * Any course modification/updates (planned or otherwise) to the course, virtual learning environment and/or learning outcomes * Feedback from pharmacists, professionals, patients and public stakeholders in relation to any changes (planned or otherwise) to the course * Summary of any student fitness to practise concerns including outcomes |
| **Provider’s commentary** |
| Please type your commentary here  X  X |
| **GPhC Accreditation team use only:** |
| **Accreditation team’s commentary:**  X |
| Standard 6 – Learning in practice. **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.** |
| **Standard continues to be met? Yes  No  (GPhC Accreditation team use only)** |
| Please provide a narrative of how the course continues to meet standard 6, the narrative must include, but is not limited to:   * A summary of the approval process for Designated Prescribing Practitioners (DPPs) including any issues identified, and how they were addressed * An evaluation of the processes to ensure that the DPPs meet the core competencies to carry out their role effectively * An overview of any issues in relation to the DPP ‘signing off’ a pharmacist independent prescriber in training |
| **Provider’s commentary** |
| Please type your commentary here  X  X |
| **GPhC Accreditation team use only:** |
| **Accreditation team’s commentary:**  X |
| Standard 7 – Assessment. **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 prescriber in training is safe and clinically appropriate.** |
| **Standard continues to be met? Yes  No  (GPhC Accreditation team use only)** |
| Please provide a narrative of how the course continues to meet standard 7, the narrative must include, but is not limited to:   * Number of students who have passed, failed or deferred the course (pharmacists only) * Results for each assessment component * An overview of clinical skills teaching and assessment * An overview of the assessment process; including how quickly assessment feedback is provided to students * Self-assessment on how the provider has ensured that the pharmacist independent prescribers in training have worked toward the learning outcomes, and have ensured that they are practising safely in all environments |
| **Provider’s commentary** |
| Please type your commentary here  X  X |
| **GPhC Accreditation team use only:** |
| **Accreditation team’s commentary:**  X |
| Standard 8 – Support and the learning experience **Pharmacist independent prescribers in training must be supported in all learning environments to develop as learners during their training.** |
| **Standard continues to be met? Yes  No  (GPhC accreditation team use only)** |
| Please provide a narrative of how the course continues to meet standard 8, the narrative must include, but is not limited to:   * A self-evaluation on the effectiveness of the induction, supervision, workload, academic support and resources available for pharmacist independent prescribers in training * An overview of how often the pharmacist independent prescribers in training meet with their DPP to discuss progress * Details of any concerns raised about the course and how they were dealt with |
| **Provider’s commentary** |
| Please type your commentary here  X  X |
| **GPhC Accreditation team use only:** |
| **Accreditation team’s commentary:**  X |
| Standard 9 – Designated prescribing practitioners **Designated prescribing practitioners must be fit to undertake that role and must have appropriate training and experience.** |
| **Standard continues to be met? Yes  No  (GPhC accreditation team use only)** |
| Please provide a narrative of how the course continues to meet standard 6, the narrative must include, but is not limited to:   * A self-evaluation of how the provider has ensured that DPPs supporting pharmacist independent prescribers in training are fit to be the supervisors * A summary of the training offered to DPPs by the provider including attendance/engagement statistics * Self-evaluation on how the provider has supported the DPPs in their role * Summary of feedback provided to DPPs including a self-evaluation of the mechanisms the provider has used * A summary of feedback from DPPs in relation to the course |
| **Provider’s commentary** |
| Please type your commentary here  X  X |
| **GPhC Accreditation team use only:** |
| **Accreditation team’s commentary:**  X |

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| **Documentary evidence** |
| **Please list below the documents that you are providing as supporting evidence.**  We suggest that no more than **12** pieces of documentary evidence are provided.  Below are items of evidence that we have found that some course providers do not submit, but are frequently requested by the accreditation team. Please make sure they are included:   * Theoutcomes and any actions that have been taken since the last GPhC event following analysis of aggregated performance (progression and achievement) data broken down by protected characteristics. Ideally this should relate to pharmacists on the course only. * Up to date course risk register * Course management plan *(if there have been any significant changes since the last GPhC event)* * Outcomes and actions from current or most recent quality assurance/enhancement review * List of all staff and others who directly contribute to the course, including both academic, technical and support staff. For each individual include:   + Their role, responsibilities and areas of expertise in relation to course   + If they are pharmacist or other healthcare professional (and if they are an independent prescriber)   + Their Whole Time Equivalent (WTE) input to the course * Course teaching and learning strategy and assessment plan *(if there have been any significant changes since the last GPhC event)* * Mapping of summative assessments to GPhC learning outcomes *(if there have been any significant changes since the last GPhC event)* * All external examiner reports since the last GPhC event * Summary of course feedback from students (ideally pharmacist only) since the last GPhC event * Minutes/reports from relevant stakeholder engagement (including patient and public) meetings in relation to the course *(if there have been any significant changes since the last GPhC event)* | |
| **Referencing documentary evidence**   * Please give each piece of evidence a clear and meaningful title. For ease of reference, supporting documents should be numbered accordingly, e.g. **Appendix 1 -** **Course application form** * The document title referred to in your commentary should be identical to the name of the relevant .PDF file you have provided. * When referencing supporting documents within the submission, please indicate the document clearly (for example, in **bold**) and use the full name and appendix number throughout, e.g. **Course Application form (Appendix 1)** * Please ensure that all file names are concise and do not contain any special characters including: **/ \ : \* ? ” < > | # { } % ~ &** * Please ensure that file names are no more than 80 characters. * You do not need to duplicate evidence - you may find that you need to refer to one piece of documentary evidence multiple times across more than one section. | |
| **Appendix 1 - XXX**  **Appendix 2 - XXX**  **Appendix 3 - XXX**  (expand as necessary) | |

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| Student evaluation |
| Please seek volunteers from pharmacists who have **recently completed or are currently undertaking the course,** to complete a short online evaluation for the accreditation team prior to the event.  **Please provide contact details for at least 6 pharmacists** so that we can contact and send them the survey directly (details will only be used for this purpose and will be deleted after the event).  We have created guidance for students involved in accreditation events which can be [found here](https://www.pharmacyregulation.org/education/approval-courses/accreditation-guidance)**.**  NB Please obtain direct consent from the pharmacists before providing their details, informing them that the GPhC will be in contact via email. | |
| |  |  |  | | --- | --- | --- | | Student name | Past or present student | Personal/work email address | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | |

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| Submitting your documentation to the GPhC **You must send the following electronically via email or through a secure link:**   * A **Word** and a **PDF** version of your submission document * A **PDF** version of each item of documentary evidence     **@**  envelope  **education@pharmacyregulation.org**  Please ensure that the documentation arrives with the GPhC’s Education team on, or before, the submission deadline. **The deadline for submission of documentation is normally four weeks in advance of the accreditation event; however, you will be notified of your exact deadline date when we confirm the date of your monitoring event.** |

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