

Education and training of pharmacist independent prescribers: 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 course providers as they design courses 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 courses leading to annotation must be accredited by the General Pharmaceutical Council (GPhC).

In order to achieve accreditation of a course to train pharmacist independent prescribers, course 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 course providers could choose to submit to demonstrate meeting each of the standards. However, this document is intended as a guide only, and how course providers choose to demonstrate how they meet the standards may vary depending on their course. This document is set out in four parts:

1. Introduction

- a. Education and training of pharmacist independent prescribers
- b. Standards for the education and training of pharmacist independent prescribers
- c. Supporting documents

2. Guidance on achieving the standards and learning outcomes

- a. Pre-requisites for entry to a pharmacist independent prescriber course
- b. Supervision of pharmacist independent prescribers in training
- c. Scope of practice
- d. Working in a multi-disciplinary team

3. Developing and delivering a pharmacist independent prescribing course

- a. Developing the pharmacist independent prescribing course
- b. Delivering the pharmacist independent prescribing course

¹ **The standards for education and training for pharmacist independent prescribers**

- c. Raising concerns

4. Evidence to meet the standards

- 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 course.
- Accredited independent prescribing courses are offered by higher education institutions (normally universities). Courses are often delivered through a combination of face-to-face teaching sessions and self-directed study. Courses are flexible in their delivery and this evidence framework applies to all these delivery methods.
- While training, pharmacists are supervised by another prescriber with active and relevant prescribing competence in the areas in which they will be supervising, called the designated prescribing practitioner (DPP)².
- 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

- We approve pharmacist independent prescribing courses against a set of standards.
- 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 course. The successful completion of all learning outcomes describes 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 course providers – this part describes the pre-requisites for entry to a pharmacist independent prescriber course and the requirements of a course delivering the learning outcomes in part 1

c. Supporting documents

- This document should be read alongside the following relevant documents:
 - GPhC Standards for the education and training of pharmacist independent prescribers³, January 2019
 - GPhC Standards for pharmacy professionals⁴, May 2017

²See standard 9 for more information on the role of a DPP

³ **[The standards for education and training for pharmacist independent prescribers](#)**

⁴ **[The standards for pharmacy professionals](#)**

- GPhC Guidance on tutoring for pharmacists and pharmacy technicians⁵, revised in August 2018
- ‘a Competency Framework for all Prescribers’⁶, RPS, July 2016 (this framework has been used to inform the learning outcomes in our standards for the education and training of pharmacist independent prescribers)
- GPhC Guidance for pharmacist prescribers (forthcoming)
- GPhC Guidance on supplying medicines online (2019)
- 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 course providers and DPPs should 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 course

- Before enrolling pharmacists on a pharmacist independent prescribing course, course 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 which they understand.
- Pharmacists must also be able to demonstrate they have relevant clinical/therapeutic experience, to support their prescribing training before they enter onto a pharmacist independent prescribing course. The suitability and relevance of their experience will be verified as part of the application process.
- Course providers must ensure they set robust entry requirements that both meet their own course requirements to pass the course as well as that of the GPhC.
- 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 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. It is the responsibility of the pharmacist to find a suitable DPP although, course providers may choose to assist them if they wish to do so and must approve the DPP.
- 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.

⁵ [Guidance on tutoring and supervising of pharmacy professionals in training](#)

⁶ [A Competency Framework for all Prescribers, published by the Royal Pharmaceutical Society \(RPS\)](#)

- 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 set by course 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. Courses can choose to accommodate a variety of areas of practice.
- Pharmacists with different scopes of practice can apply to pharmacist independent prescribing courses. 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 course provider and DPPs should work together to ensure the pharmacist has the opportunity 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 course

a. Developing the pharmacist independent prescribing course

- The guidance in this section provides further information on what course providers should consider when designing and developing a pharmacist independent prescribing course.
- This document will form part of the information used by the accreditation panel to consider whether a pharmacist independent prescribing course meets the education and training standards.
- Course providers must ensure that equality, diversity and inclusion is embedded throughout course design and delivery.
- Course providers should embed the guiding principles of the design, development and management of the pharmacist independent prescribing course in the three core documents below:
 - management plan
 - teaching and learning strategy
 - assessment strategy
- 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 course provider, the designated prescribing practitioner and the pharmacist independent prescriber in training •Defines structures and processes to manage course 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 course 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 course 	<ul style="list-style-type: none"> •Sets out the mix of methods used for assessing the learning outcomes by course 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 course regulations appropriate for master's level as defined in national qualifications frameworks

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

b. Delivering the pharmacist independent prescribing course

- The course provider must ensure that a management plan is in place which sets out clearly how various aspects of the course will be delivered and by whom.
- It is the responsibility of the course provider to establish and manage agreements that apply to all aspects of the course, with the relevant people involved in its delivery.

c. Raising concerns

- The course 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

a. Pre-requisites for entry

The pre-requisites for entry to a pharmacist independent prescribing course are:

Pre-requisites for entry	Evidence and supporting information
<p>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>	<p>Course providers must:</p> <ul style="list-style-type: none"> demonstrate that they have a process in place to verify that course applicants are either registered as a pharmacist with the General Pharmaceutical Council (GPhC) or with the Pharmaceutical Society of Northern Ireland (PSNI)
<p>b Applicants are in good standing with the GPhC and/or PSNI and any other healthcare regulator with which they are registered.</p>	<p>Course providers must:</p> <ul style="list-style-type: none"> 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 course
<p>c Applicants must have at least two years' appropriate patient-orientated experience post-registration, in a relevant UK practice setting.</p>	<p>Course providers must:</p> <ul style="list-style-type: none"> 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
<p>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>	<p>Course 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 skills to undertake a pharmacist independent prescribing course have measures in place as part of their selection criteria to evaluate applicants' clinical or therapeutic practice and experience <p>Examples 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 or current employers or other health care professionals on performance or references previous education experience CPD in relevant area of prescribing Personal statement which details examples of: <ul style="list-style-type: none"> patient facing experience clinical prescribing experience

		<ul style="list-style-type: none"> ○ participation in clinical interventions and medicines optimisation ○ experience in multi-disciplinary aspects of prescribing
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>Course 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 course 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. Course providers will also be able to use forthcoming guidance from the RPS.</p>

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

Standard 1 – Selection and entry requirements	
1.	Selection processes must be open, clear and unbiased, comply with relevant legislation and ensure that applicants meet course entry requirements.
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 course ● pharmacists are fit to train as an independent prescriber ● the selection criteria and processes are fair and transparent, and meet relevant legislation, including equality and human rights legislation

1.2	Selectors must apply the selection criteria consistently, in an unbiased way and in a way that meets relevant legislation.	<p>Course 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, including equality and human rights legislation • the selection processes and procedures comply with relevant legislation, including equality and human rights legislation • accurate records are maintained of individual applications to the course in line with relevant legislation <p>Course 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>Course providers must:</p> <ul style="list-style-type: none"> • evidence how the course entry requirements (see pre-requisites) are made publicly available to potential applicants <p>Course 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>Course 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 experience, they must reject the application, clearly setting out the reasons behind this decision.	<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 course • indicate the types of experience and skills the candidates could consider acquiring before reapplying <p>Providers should 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 course development. Examples of areas to analyse could include:</p> <ul style="list-style-type: none"> • applicants' time in practice • applicants' area of prescribing • criteria for selection

		<ul style="list-style-type: none"> • 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.	Admission processes must: <ul style="list-style-type: none"> • have systems in place to prevent those who do not meet the pre-requisites from starting the course

Standard 2 – Equality, diversity and inclusion

2. 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.

Criteria		Evidence and supporting information
2.1	The principles of equality and diversity must be embedded in, and promoted through, course design and delivery.	Course providers must: <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 course⁷ • ensure that applicants are not treated unfairly or discriminated against 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.	Course providers must: <ul style="list-style-type: none"> • show how equality and diversity data collected informs policy and procedures and improves the course's design and delivery • ensure pharmacists undertaking the course understand their legal obligations regarding equality and human rights 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, pharmacist independent prescribers in training or anyone involved in the education and training of pharmacist independent prescribers
2.3	Reasonable adjustments must be made to course delivery to help pharmacist independent prescribers in training with	Course providers must: <ul style="list-style-type: none"> • 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 to meet the learning outcomes

⁷ The term *course providers* includes those they employ to deliver the course and these individuals should be aware of and act in accordance with equality and human rights legislation

	specific needs to meet the learning outcomes.	<ul style="list-style-type: none"> 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 course 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 course 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>Course 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; defined structures and processes to manage delivery, and processes for identifying and managing risk 	<p>Course 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 course. This must include lines of accountability and authority to act when concerns are raised ensure there are policies and procedures in place to encourage all involved to speak up if they have any concerns about safety in the learning in practice environment 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 include risk assessments of key issues and a means to mitigate them

<p>3.2</p>	<p>There must be agreements in place outlining the roles and responsibilities of everyone involved in delivering a course.</p>	<p>Course providers will have formal agreements in place which must:</p> <ul style="list-style-type: none"> • describe working arrangements between stakeholders, in particular designated prescribing practitioners and the course provider • describe the range of roles and responsibilities, including those of: <ul style="list-style-type: none"> ○ course providers ○ designated prescribing practitioners • clearly set out expectations regarding the indemnity insurance required. This should include the responsibilities of the course provider, the service provider, the trainee and the DPP so that any patients harmed in the learning in practice context can be compensated <p>A course provider may also require an agreement with the provider of the learning in practice placement if this is not covered by their agreement with the DPP.</p>
<p>3.3</p>	<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>Course 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 course
<p>3.4</p>	<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 • sufficient resources available to deliver the course • facilities that are fit for purpose, and 	<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 courses) <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 course and provide support. For example: <ul style="list-style-type: none"> ○ registered pharmacy professionals ○ other member of the pharmacy team ○ doctors and annotated independent prescribers ○ relevant healthcare professionals with a range of experience or relevant qualifications

	<ul style="list-style-type: none"> • access to appropriate learning resources 	<ul style="list-style-type: none"> • 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 course 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 deliver the course’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 course
3.5	<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>Course providers must provide evidence that:</p> <ul style="list-style-type: none"> • everyone involved in delivering the course 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
3.6	<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>Course 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 course 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 course 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 a course 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>Course 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 such as feedback from pharmacists undertaking the course, staff student liaison meetings or external examiner reports • 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 course 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 course and raise relevant issues proactively with the GPhC. It is a requirement of the Pharmacy Order 2010 that course 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 e.g. use of external examiners • 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>Course 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 course design and delivery, where a significant change in practice must be reflected in a course

4.5	Feedback from pharmacist independent prescribers in training must be embedded in monitoring, review and evaluation processes.	<p>Course 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 course
4.6	The providing institution must have validated the course before applying for GPhC accreditation.	<p>Course providers must:</p> <ul style="list-style-type: none"> • confirm the name of the institution that holds overall responsibility for the course’s quality management. If a partner or affiliated institution is to be involved in the course’s quality management or in certification/qualification awarding for successful completion of the course, full details must be provided of the arrangements in place • provide evidence that the course has been validated, i.e. approved by the internal governance of the institution that holds overall responsibility for the course. Detail should be provided on the frequency of the internal revalidation cycle and/or other routine quality assurance processes through which the course 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>Course providers must:</p> <ul style="list-style-type: none"> • have a clear and achievable teaching and learning strategy that sets out how course 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 the standards. As a minimum, this should include clear mapping of the course curriculum to the learning outcomes • detail how formative assessment will be used on the course • 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 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 uses web-based learning materials the provider should arrange short-term access so that the

		panel may review the materials before the accreditation event)
5.2	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>The pre-requisites (section 4) ensure that all pharmacists will enter the course with the necessary baseline skills and experience in which to develop their practice 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, experience, and depth and breadth of knowledge amongst pharmacists undertaking the course • 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 course • evidence of plans made to support pharmacists to meet specific learning outcomes
5.3	All course providers must have pharmacy professionals, including pharmacist independent prescribers, involved in the design and the delivery of the course.	<p>Course providers must:</p> <ul style="list-style-type: none"> • demonstrate how the course is designed and delivered by an appropriate range of pharmacy staff and practising pharmacist independent prescribers
5.4	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>Course 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, course commissioners and employers, in the design and delivery of the course. This might include engagement with: <ul style="list-style-type: none"> ○ course commissioners ○ current employers/pharmacist independent prescribers ○ current prescribers ○ patients ○ public ○ recently qualified pharmacist independent prescribers ○ pharmacists undertaking the course • how engagement activity has been used to develop and/or refine the design and delivery of the course

5.5	Courses must be updated when there are significant changes in practice, to ensure they are current.	<p>Course providers must have:</p> <ul style="list-style-type: none"> • 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 course content should be highlighted to pharmacists undertaking the course. A log should be maintained and changes documented <p>Note: Providers must seek approval from the GPhC for any proposed substantial change to an accredited course which is, or has the potential to be, material to its delivery.</p>
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>Course providers must</p> <ul style="list-style-type: none"> • provide evidence of quality assurance mechanisms in place
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>Course providers must:</p> <ul style="list-style-type: none"> • provide details of expected supervision arrangements 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 Guidance on tutoring pharmacists and pharmacy technicians • ensure that when DPPs delegate supervision of pharmacist independent prescribers in training, they do so to appropriately qualified and experienced members of staff
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>Course providers must provide evidence to demonstrate:</p> <ul style="list-style-type: none"> • that course regulations are appropriate for a course leading to professional annotation as a pharmacist independent prescriber • that there are formal mechanisms in place for identification and review of cases of potential harm (unsafe practice) demonstrated during assessment or supervised practice • how course regulations include relevant policies such as plagiarism, grievance and appeals <p>Course 'regulations' should be taken to refer to all formal policies, procedures, and rules that apply to the pharmacist independent prescribing course.</p>

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>Course 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>Course 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 – these are ‘learning in practice’ settings.	<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. Course providers should ensure there is documented evidence that: <ul style="list-style-type: none"> ○ they have taken steps to communicate the requirements of the learning in practice placement and that DPPs and placement providers have agreed to meet these requirements ○ that they have up to date records of the learning in practice and supervision arrangements of all those on the course ○ that there are mechanisms to identify and address where learning in practice requirements are not being met • 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 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>Course 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>Course 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

Standard 7 – Assessment

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 prescriber 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>Course providers must have an assessment strategy that sets out clearly how a pharmacist will be assessed. The assessment strategy must include as 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, such as second marking or moderation arrangements • policies for resits and resubmissions • procedures for suspected plagiarism and/or malpractice • appeals procedures • mapping of assessments to learning outcomes • how assessments are quality assured 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>Course 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 at the required level of Miller's triangle • 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 assessment methods will allow pharmacists to develop and improve without being a risk to patients • ensure assessment pass criteria reflects safe practice • ensure pharmacists do not 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 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>Course providers must provide evidence that:</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 and timescales for dealing with concerns • there is a clear policy on attendance, and that attendance is monitored effectively
7.5	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>Course providers must evidence that:</p> <ul style="list-style-type: none"> • they have formal agreements between course providers and designated prescribing practitioners
7.6	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>Course 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
7.7	Irrespective of their location, all assessments must be quality assured by course providers.	<p>Course 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 or undertaken remotely • are clearly set out in the assessment strategy <p>Course 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 • 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>Course 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

		<ul style="list-style-type: none"> • appropriate feedback means constructive feedback-, i.e. focussing on understanding how the learner can improve their performance against the outcomes of the course • links are provided between assessments – including 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 during the course are met to an objective standard • pharmacists who successfully complete the course 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 issued 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>Course providers must:</p> <ul style="list-style-type: none"> • have robust systems in place to ensure that a pharmacist does not pass the course and is not awarded a Practice Certificate in Independent Prescribing award unless all elements of the course 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>Course 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 • demonstrate that all assessments are passed and all outcomes achieved over the duration of the course are met to an objective standard

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>Course 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 modes of delivery, and 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>Course providers must provide evidence to demonstrate:</p> <ul style="list-style-type: none"> • that pharmacists liaise regularly with the designated prescribing practitioner or any person involved formally with their training • how the designated prescribing practitioner will have oversight of the pharmacist’s training • 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> • 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>Course 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 • the supervision of the DPP • the practice of any other healthcare professional <p>Course providers must:</p> <ul style="list-style-type: none"> • have a process in place for dealing with any concerns that are received
8.4	<p>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>	<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 and procedures used in the selection of DPPs are clear, consistent and take account of relevant legislation • 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 • ensure that the DPP has an understanding and awareness of their duties regarding equality and diversity as it relates to their role as a DPP <p>Course providers should provide information on the criteria for a DPP, their role and responsibilities so that applicants and course providers can choose an appropriate person to act as DPP.</p> <p>Course providers must ensure that a DPP can act impartially in their role in confirming that a pharmacist is competent as a prescriber for the period of learning in practice.</p>
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 course providers will refer to complementary RPS guidance on DPPs to inform their selection processes.</p>
9.3	<p>Course providers must provide training for designated prescribing practitioners on:</p> <ul style="list-style-type: none"> • the pharmacist independent prescribing role 	<p>Course 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 • training completed by DPPs on other IP courses • appraisal/review of DPP

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • examples of support put in place for DPPs in response to issues encountered • policies that describe how the provider will consider previous experience as a DPP for another provider against their own criteria for DPPs
9.4	<p>Course providers must support designated prescribing practitioners when they are acting in that role.</p>	<p>Course providers must demonstrate how they support designated prescribing practitioners in supervising pharmacist independent prescribers. Support might include:</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 • dealing with concerns raised by 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>
9.5	<p>Course providers must provide designated prescribing practitioners with feedback about their performance as prescribing supervisors and arrange extra training, support and development as necessary.</p>	<p>Course providers must be able to demonstrate that:</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

Annex A: Part 1 - Learning outcomes

Domain: Person-centred care

Learning outcomes

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

1. Recognise the psychological and physical impact of prescribing decisions on people	Knows how
2. Understand and meet their legal responsibilities under equality and human rights legislation and respect diversity and cultural differences	Does
3. Take responsibility for ensuring that person-centred care is not compromised because of personal values and beliefs	Does
4. Demonstrate appropriate history-taking techniques through effective consultation skills	Does
5. 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
6. Support individuals to make informed choices that respect people's preferences	Does

Domain: Professionalism

Learning outcomes

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

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

Domain: Professional knowledge and skills

Learning outcomes

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

16. Apply evidence-based decision making in all aspects of prescribing	Does
17. Manage the risks and benefits associated with prescribing decisions	Does
18. Demonstrate the application of pharmacology in relation to their own prescribing practice	Does
19. Demonstrate clinical and diagnostic skills in clinical settings appropriate to their scope of practice	Does
20. Create and maintain appropriate records which ensure safe and effective care and align with relevant legislation	Does
21. Identify relevant investigations and interpret results and data in their prescribing practice	Does
22. Utilise current and emerging systems and technologies in safe prescribing	Does
23. Identify and respond to people's need when prescribing remotely	Shows how
24. Apply the principles of effective monitoring and management to improve patient outcomes	Does
25. Recognise and manage prescribing and medication errors	Shows how
26. Recognise the public health issues in promoting health as part of their prescribing practice	Does

Domain: Collaboration

Learning outcomes

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

27. Work collaboratively with others to optimise individuals' care, understanding their roles in the prescribing process	Does
28. Recognise their own role and responsibilities, and those of others, in safeguarding children and vulnerable adults	Knows how
29. Recognise when and where to refer people appropriately	Shows how
30. Collaborate with people to encourage them to take responsibility for managing care	Does
31. 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
32. Recognise when to seek guidance from another member of the healthcare team or an appropriate authority	Does

Annex B: Glossary

Term	Definition
Accreditation	The processes by which a course is reviewed for quality assurance purposes to ensure that the course 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 prescribing course.
Assessor	An individual who has a formal role in the course in evaluating the knowledge or competence of a pharmacist independent prescriber in training.
Compensation	Allowing failure by a small margin in a limited number of assessments on the basis of a satisfactory overall performance.
Competency Framework for all Prescribers	Framework updated by the Royal Pharmaceutical Society in 2016 underlining the knowledge, skills and behaviours which underpin good prescribing practice regardless of professional background.
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.
Course provider	The higher education institution responsible for the design, delivery, quality management and certification of the accredited pharmacist independent prescribing course in the UK.
Designated prescribing practitioner (DPP)	A healthcare professional with an annotation or automatic right to prescribe, for example a medical practitioner, pharmacist, nurse, physiotherapist, or paramedic who will mentor and supervise the pharmacist during the period of learning in practice. The DPP will provide a formal confirmation once they are satisfied of the pharmacist's competence in prescribing.
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 prescribing course.
Pharmacist independent prescriber in training	A pharmacist undertaking a GPhC accredited pharmacist independent prescribing course in the UK.
Placement	The part of the course where the pharmacist is in practice under supervision of a DPP. This could be in a placement or in a pre-existing workplace.
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.
Royal Pharmaceutical Society (RPS)	The professional body for pharmacists in Great Britain
Sign-off	Formal confirmation by the course provider that the pharmacist has passed the course and achieved a practice certificate in independent prescribing
Supervision	Pharmacist independent prescribers 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 course.