Re/accreditation of an independent prescribing course

# Submission template for the 2019-20 academic year

This template should be read in conjunction with the[GPhC Standards for the education and training of pharmacist independent prescribers](https://www.pharmacyregulation.org/sites/default/files/document/standards-for-the-education-and-training-of-pharmacist-independent-prescribers-january-19.pdf)and the associated[Evidence Framework](https://www.pharmacyregulation.org/sites/default/files/document/ip_evidence_framework_-_final_draft.pdf).

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| **Academic year:** 2019-20 |
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| **Name of course provider:**  |
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| **Contact name:**  |
|  |
| **Job title:**  |
|  |
| **Address:**  |
|  |
| **Telephone/mobile:**  |
|  |
| **Email:**  |

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| **This template should be used to demonstrate how your course and institution will meet (or continue to meet) the GPhC’s accreditation standards for the education and training of pharmacist independent prescribers.** Your accreditation submission document should be a single document which includes this template complete in full. You should provide documentary evidence to support the information that you have provided within the template. No additional documents should be provided. Please refer to the [Evidence Framework](https://www.pharmacyregulation.org/sites/default/files/document/ip_evidence_framework_-_final_draft.pdf) for guidance on the type of evidence and supporting information you could provide to demonstrate how you meet (or will meet) each standard. Following review of your submission document and associated evidence, you may be required to submit additional items of evidence or further information. If this is necessary, you will be notified in advance of your accreditation 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 cancelled or postponed. Information on how to submit your documentation can be found on the last page of this document.Important: when completing your submission template, please do not alter the formatting or orientation of the submission template.**If you have any questions regarding your accreditation submission, please contact the GPhC’s Education (Quality Assurance) team at** education@pharmacyregulation.orgThe 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> |

**Important – please read the guidance below before completing the template**

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| **Guidance on completion of this template*** Next to each criterion, please provide a narrative to explain how each criterion is (or will be) met. Except where single piece information or lists are asked for, this narrative must be written in prose. 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.
* Please ensure that all documentary evidence provided is referred to within your commentary.
* 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’.

**Referencing documentary evidence*** Please give each piece of evidence a clear and meaningful title. For ease of reference, supporting documents should be numbered accordingly, eg **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. Eg **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 100 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.
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**Background course information:**

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| **Course name (used on university advertising):** |
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| **Current number of cohorts per academic year (reaccreditation only):****Planned number of cohorts per academic year:** |
|  |
| **Current maximum total number of students per cohort (reaccreditation only):****Planned maximum total number of students per cohort:****Current maximum number of pharmacists per cohort (reaccreditation only):****Planned maximum number of pharmacists per cohort:** |
|  |
| **Current number of course-led face-to-face (contact) days (reaccreditation only):****Planned number of course-led face-to-face (contact) days:****Total duration of the course (in months) (reaccreditation only):** **Planned duration of the course (in months):** |
|  |
| **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):** |
|  |
| **Do you intend to use non-medical prescribers as Designated Prescribing Practitioners (DPPs)?** **Yes** [ ]  **No** [ ] **If yes, please ensure that your documentation clearly refers to DPPs and RPS guidance[[1]](#footnote-1). If no, please ensure that you make clear that you will only be using medical practitioners as DPPs.** |
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**Introduction**

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| **Introduction to the course** |  |
| **Your introduction must include:*** An introduction and scene setting to the course.
* An overview of how the course has developed since the last accreditation, including a summary of any major changes *(reaccreditation only)*
* An explanation of how any conditions and recommendations from the previous event have been addressed including supporting evidence where appropriate *(reaccreditation only)*
* Where you have not opted to action a recommendation, an explanation of the rationale for this decision should be provided *(reaccreditation only)*
* Information on the number of cohorts that have been delivered since the last event, including the number of pharmacists per cohort *(reaccreditation only)*
 |
| **Provider’s commentary** |
| Please type your commentary hereXX(expand as necessary) |

# Part 1: learning outcomes

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| --- |
| Domain: Person-centred care |
| **Upon successful completion of the programme, a pharmacist independent prescriber will be able to:** |
| **1** |

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| Recognise the psychological and physical impact of prescribing decisions on people  |

 |
| **Level:** | ⯈ Knows how |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **2** |

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| Understand and meet their legal responsibilities under equality and human rights legislation and respect diversity and cultural differences  |

 |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **3** | Take responsibility for ensuring that person-centred care is not compromised because of personal values and beliefs |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **4** | Demonstrate appropriate history-taking techniques through effective consultation skills |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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 |
| **Level:** | ⯈ Shows how |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **6** | Support individuals to make informed choices that respect people’s preferences |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| Domain: Professionalism |
| **Upon successful completion of the programme, a pharmacist independent prescriber will be able to:** |
| **7** | Demonstrate a critical understanding of their own role and the role of others in multi-professional teams |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **8** | Recognise their own role as a responsible and accountable prescriber who understands legal and ethical implications |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **9** | Apply relevant legislation and ethical frameworks related to prescribing, including remote prescribing and the handling and sharing of confidential information |
| **Level:** | ⯈Shows how |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **10** | Recognise and manage factors that may influence prescribing decisions |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **11** | Apply local, regional and national guidelines, policies and legislation related to healthcare |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **12** | Reflect on and develop their own prescribing practice to ensure it represents current best practice |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **13** |

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| Apply an understanding of health economics when making prescribing decisions  |

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| **Level:** | ⯈ Shows how |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **14** | Understand the clinical governance of the prescriber, who may also be in a position to supply medicines to people  |
| **Level:** | ⯈ Knows how |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **15** | Recognise other professionals’ practice and raise concerns related to inappropriate or unsafe prescribing by other prescribers |
| **Level:** | ⯈ Shows how |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| Domain: Professional knowledge and skills |
| **Upon successful completion of the programme, a pharmacist independent prescriber will be able to:** |
| **16** | Apply evidence-based decision-making in all aspects of prescribing |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **17** | Manage the risks and benefits associated with prescribing decisions |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **18** | Demonstrate the application of pharmacology in relation to their own prescribing practice |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **19** | Demonstrate clinical and diagnostic skills in clinical setting appropriate to their scope of practice |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **20** | Create and maintain appropriate records which ensure safe and effective care and align with relevant legislation |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **21** | Identify relevant investigations and interpret results and data in their prescribing practice |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **22** | Utilise current and emerging systems and technologies in safe prescribing |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **23** | Identify and respond to people’s needs when prescribing remotely |
| **Level:** | ⯈ Shows how |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **24** | Apply the principles of effective monitoring and management to improve patient outcomes |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **25** | Recognise and manage prescribing and medication errors |
| **Level:** | ⯈ Shows how |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **26** | Recognise the public health issues in promoting health as part of their prescribing practice |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| Domain: Collaboration |
| **Upon successful completion of the programme, a pharmacist independent prescriber will be able to:** |
| **27** | Work collaboratively with others to optimise individuals’ care, understanding their roles in the prescribing process |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **28** | Recognise their own role and responsibilities, and those of others, in safeguarding children and vulnerable adults |
| **Level:** | ⯈ Knows how |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **29** | Recognise when and where to refer people appropriately |
| **Level:** | ⯈ Shows how |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **30** | Collaborate with people to encourage them to take responsibility for managing care |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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 |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **32** | Recognise when to seek guidance from another member of the healthcare team or an appropriate authority |
| **Level:** | ⯈ Does |
| **How the provider supports the student to achieve this outcome and where the learning outcome is taught** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **How the provider assesses whether the student achieves this outcome** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **Accreditation team’s commentary.** **Learning outcome met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |

**Part 2: standards for pharmacist independent prescribing course providers**

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| **Accreditation criteria** |  |
| [Please refer to the Evidence Framework for detailed guidance](https://www.pharmacyregulation.org/sites/default/files/document/ip_evidence_framework_-_final_draft.pdf) |
| Standard 1 – Selection and entry requirements |  |
| **Selection processes must be open, clear and unbiased, comply with relevant legislation and ensure that applicants meet course entry requirements.** |  |
| **Standard met? Yes** [ ]  **No** [ ]  **(accreditation team use only)** |  |
| **1.1** | **Selection criteria must be clear and must include meeting all the entry requirements in these standards.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation team use only |
| **1.2** | **Selectors must apply the selection criteria consistently, in an unbiased way and in a way that meets the requirement of relevant legislation.** |
|  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| **Accreditation team’s commentary** |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| 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 met? Yes** [ ]  **No** [ ]  **(accreditation team use only)** |  |
| **2.1** | **The principles of equality and diversity must be embedded in, and promoted through, course design and delivery.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **2.2** | **Equality and diversity data must be used when designing and delivering courses and the learning experience.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **2.3** | **Reasonable adjustments must be made to course delivery to help pharmacist independent prescribers in training with specific needs to meet the learning outcomes.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **2.4** | **Teaching, learning and assessment can be modified to meet 2.3 but learning outcomes cannot.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **2.5** | **Course design and delivery must ensure pharmacist independent prescribers in training understand their legal responsibilities under equality and human rights legislation.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| 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 met? Yes** [ ]  **No** [ ]  **(accreditation team use only)** |  |
| **3.1** | **All courses must be supported by a defined management plan which must include:** * **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**
 |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **3.2** | **There must be agreements in place outlining the roles and responsibilities of everyone involved in delivering a course.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **3.3** | **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **3.4** | **In all learning, teaching and practice environments, there must be:** * **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**
* **access to appropriate learning resources**
 |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **3.5** | **Everyone involved in managing and delivering the course must understand their role and must be supported to carry out their work effectively.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **3.6** | **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| Standard 4 – Monitoring, review and evaluation. |  |
| **The quality of a course must be monitored, reviewed and evaluated in a systematic and developmental way.** |  |
| **Standard met? Yes** [ ]  **No** [ ]  **(accreditation team use only)** |  |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **4.5** | **Feedback from pharmacist independent prescribers in training must be embedded in monitoring, review and evaluation processes.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **4.6** | **The providing institution must have validated the course before applying for GPhC accreditation.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| 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 met? Yes** [ ]  **No** [ ]  **(accreditation team use only)** |  |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **5.3** | **All course providers must have pharmacy professionals, including pharmacist independent prescribers, involved in the design and the delivery of the course.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **5.5** | **Courses must be updated when there are significant changes in practice, to ensure they are current.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| 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 met? Yes** [ ]  **No** [ ]  **(accreditation team use only)** |  |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **6.4** | **Course providers must approve the designated prescribing practitioner and agree that they have the core competencies to carry out the role effectively.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| 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 met? Yes** [ ]  **No** [ ]  **(accreditation team use only)** |  |
| **7.1** | **Courses must have an assessment strategy which ensures that assessment is robust, reliable and valid.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **7.7** | **Irrespective of their location, all assessments must be quality assured by course providers.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **7.8** | **Pharmacist independent prescribers in training must receive regular, appropriate and timely feedback on their performance to support their development as learners.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **7.10** | **Pharmacist independent prescribers in training must pass all summative assessments before being signed off.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
|  |
| 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 met? Yes** [ ]  **No** [ ]  **(accreditation team use only)** |  |
| **8.1** | **A range of mechanisms must be in place to support trainees to achieve the learning outcomes in Part 1 of these standards, including:** * **induction**
* **effective supervision**
* **an appropriate and realistic workload**
* **personal and academic support, and**
* **access to resources**
 |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **8.2** | **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **8.3** | **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.****Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **8.4** | **Everyone supporting pharmacist independent prescribers in training must take into account the GPhC’s guidance on tutoring for pharmacists and pharmacy technicians in their work as appropriate.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| Standard 9 – Designated prescribing practitioners. |  |
| **Designated prescribing practitioners must be fit to undertake that role and must have appropriate training and experience.** |  |
| **Standard met? Yes** [ ]  **No** [ ]  **(accreditation team use only)** |  |
| **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.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **9.2** | **Prospective designated prescribing practitioners must have:** * **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**
 |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary****Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **9.3** | **Course providers must provide training for designated prescribing practitioners on:** * **the pharmacist independent prescribing role**
* **the course for pharmacist independent prescribers in training on which they will be working, including its learning outcomes**
* **the role of designated prescribing practitioners in the course**
* **assessing the performance of pharmacist independent prescribers in training**
* **giving feedback to pharmacist independent prescribers in training**
* **supporting pharmacist independent prescribers in training, and**
* **raising concerns**
 |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **9.4** | **Course providers must support designated prescribing practitioners when they are acting in that role.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |
| **9.5** | **Course providers must provide designated prescribing practitioners with feedback about their performance as prescribing supervisors and arrange extra training, support and development as necessary.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **Accreditation team’s commentary.** **Criterion met? Yes** [ ]  **No** [ ]  |
| For accreditation use only |

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| **Documentary evidence** |  |
| **List below the documentary evidence that you are providing**Please refer to the guidance notes on referencing documentary evidence provided on page 3 |
|  **(expand table as necessary)** |

|  |  |
| --- | --- |
| **Student meeting (reaccreditation only)** |  |
| The GPhC ask that you seek volunteers from pharmacists currently undertaking the course (or who have undertaken it in the last three years) to meet with the accreditation team by telephone during the event. Please provide contact details for 4-6 pharmacists so that we can organise a group teleconference or contact them individually (Details will only be used for the purpose of arranging the teleconference 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/sites/default/files/document/guidance_for_students_involved_in_gphc_events-final.pdf)NB Please obtain direct consent from the pharmacists before providing their details, informing them that the GPhC will be in contact via email. |
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| Student name | Past or present student  | Telephone number  | Personal/work email address |
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| **Submitting your accreditation documentation to the GPhC****You must send the following by post:*** **5 hard copies** of your completed submission template (this document).

***NB. Supporting evidence is required electronically only, as outlined below**** **5 USB memory sticks** each containing:

 **-** A **Word** and a **.PDF** version of your completed submission template  **-** A .**PDF** version of each item of documentary evidence  Education (Quality Assurance) team envelope General Pharmaceutical Council 25 Canada Square London E14 5LQ**Delivery instructions:** Please instruct the courier to deliver the documentation/package to the courier loading bay (deliveries will not be accepted at the main reception building) Please ensure that the hard copies and electronic copies arrive with the GPhC’s Education (Quality Assurance) team on, or before, the submission deadline. The deadline for submission of documentation is normally **six weeks in advance of the event**; however, you will be notified of your exact deadline date by the Education team. |

1. Due to be published end of 2019 [↑](#footnote-ref-1)