



Unregistered
pharmacy staff
training – Delivering
Medicines Safely
and Effectively
programme

National Pharmacy Association
Report of a reaccreditation event
November 2018

Event summary and conclusions

Provider	National Pharmacy Association
Course	Dispensing Assistant – Delivering Medicines Safely and Effectively
Event type	Reaccreditation
Event date	8 November 2018
Accreditation period	January 2019 – January 2022
Outcome	Approval The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the Dispensing Assistant – Delivering Medicines Safely and Effectively programme provided by the National Pharmacy Association should be reaccredited for a period of three years.
Conditions	There were no conditions.
Standing conditions	Please refer to Appendix 1
Recommendations	No recommendations were made
Registrar decision	The Registrar of the GPhC accepted the team’s recommendation and approved the reaccreditation of the programme for a further period of 3 years.
Key contact (provider)	Leyla Hannbeck, Director of Pharmacy
Accreditation team	Ms Leonie Milliner, (event chair), Chief Executive Officer, Association for Nutrition Ms Donna Bartlett, (accreditation team member - pharmacy technician), Locum Technician, Lancashire Teaching Hospitals Dr Ruth Edwards, (accreditation team member - pharmacist), Head of Professional Experience, Aston Pharmacy School Ms Laura McEwen-Smith, (accreditation team member - pharmacy technician), Principal Pharmacy Technician; Health Education Kent Surrey & Sussex Pharmacy Education
GPhC representative	Mr Chris McKendrick, Quality Assurance Officer, GPhC
Rapporteur	Mrs Jane Smith, Chief Executive Officer, European Association for Cancer Research

Introduction

Role of the GPhC

The General Pharmaceutical Council (GPhC) is the statutory regulator for pharmacists and pharmacy technicians and is the accrediting body for pharmacy education in Great Britain. The accreditation process is based on the GPhC's Accreditation and Recognition of unregistered pharmacy staff training programme(s) – interim guidance (September 2018).

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

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

Background

The National Pharmacy Association (NPA), 'the provider', is a trade association for independent community pharmacy owners in the UK. It offers a range of support staff training courses and was originally accredited by the Royal Pharmaceutical Society of Great Britain to offer a Delivering Medicines Safely and Effectively programme. The programme was reaccredited by the GPhC in 2011 and again in 2014. As a result of the 2014 visit, the NPA Delivering Medicines Safely and Effectively programme was reaccredited for a further period of three years. There were no conditions and the accreditation team identified as an area of strength the progress made by the NPA since the previous accreditation. This three year period was extended by a further year due to the GPhC consultation on the safe and effective pharmacy team.

In line with the GPhC's process, an event was scheduled for 8 November 2018 to review the programme's suitability for further reaccreditation.

Documentation

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

The event

The event was held at the GPhC offices in London on 8 November 2018 and comprised a number of meetings between the GPhC accreditation team and representatives of the NPA. A pre-visit meeting was held by teleconference on 26 October 2018 where the content of the submission and mapping of the programme was discussed.

Declarations of interest

There were no declarations of interest.

Key findings

Section 1: The training programme

The team was satisfied that all four criteria relating to the training programme are met. (See Appendix 2 for criteria)

The programme is designed to equip those members of staff whose role is primarily to deliver medicines to patients' homes with the knowledge required to undertake this activity in a safe and effective manner.

The course is taught at RQF level 2 / SCQF level 5 or equivalent and meets the requirements of the following units of the Pharmacy National Occupational Standards (NOS):

- Unit 1 Assist with the provision of a pharmacy service
- Unit 2 Make sure your own actions reduce risks to health and safety
- Unit 3 Contribute to the effectiveness of teams
- Unit 15 Assist in the issuing of prescribed items

The team reviewed the provider's mapping document (Appendix 3) which cross references the requirements of each of the four units of the national standards with the programme content. The provider had responded to the team's feedback prior to the event and provided an updated mapping document to confirm the amendments and additions that would be made to the materials. The team was satisfied that, with these changes, all areas are covered and are mapped appropriately.

The course comprises one textbook with the following sections:

- Section 1. Essentials of pharmacy practice
- Section 2. Delivering a good service
- Section 3. Working as part of a team
- Section 4. Health and safety
- Section 5. Medicines in transit

The textbook is an integrated knowledge and assessment workbook. Students are required to answer set questions and complete activities relating to delivering medicines to demonstrate their knowledge and provide evidence of implementing this in practice. The programme and all assessments are developed by the provider's Education and Training Pharmacists, all of whom are registered with the GPhC.

The student works with a Supervising Pharmacist, part of whose role is to explain the relevance of the programme material to the workplace. The workbook recognises the unique workplace in which the delivery driver operates and contains job-specific scenario-based questions. The answers require the student not just to demonstrate knowledge but to describe what they would do in a particular situation. For example, scenarios might include the delivery of items requiring refrigeration or a delivery to a patient who is not at home. Students are expected to complete the course over a total of 15 learning hours in a 2-3 month period, although extensions of up to six months are available due to extenuating circumstances.

The workbooks are marked by the provider, again using staff who are registered pharmacists or registered pharmacy technicians who are occupationally competent within the field of community pharmacy.

Section 2: Academic and management structures

The team was satisfied that all four criteria relating to the academic and management structures are met.

A full review of the programme is carried out annually. If important or urgent developments are identified between these reviews, then a programme addendum is produced. This is published on the provider's website and students are informed.

Patients and the public are involved in the process of programme review at an organisational level via patient forums. Relevant feedback from these is passed to the pharmacy team and taken on board in developing the programme. Indirect feedback also comes from the provider's telephone advice service which takes calls from pharmacists around the UK.

The programme is assessed via the workbook which has a pass mark of 50%. Students are allowed two

attempts at the workbook, receiving feedback after the first unsuccessful attempt. 10% of workbooks are sampled to ensure that marking is consistent and appropriate.

There is a three-stage appeals process, with work re-marked from scratch at each stage, by the course lead, the QA pharmacist and finally the Education and Training Manager. Students confirmed that they are aware of the appeals process and of how to raise concerns more generally. Processes are also in place for dealing with suspected plagiarism or malpractice.

Students with special learning needs are identified through the enrolment process and arrangements put in place, taking into account, for example, whether the student has had a formal diagnosis with recommendations and any adaptations that have been made previously. The provider has a range of suggested adaptations and support mechanisms.

Section 3: Resources

The team was satisfied that all eight criteria relating to the resources are met.

The programme is delivered and managed by both the NPA Education and Training department and the NPA Member Services department, led by two senior managers. The Education and Training department is made up of a team of Education and Training pharmacists, a QA Pharmacist, an NVQ3 Centre Manager and e-learning developers. The Member Services department supports students and members, and provides administrative support for the programme. Staff involved with developing the course keep up to date with current educational and pharmacy practice by undertaking online learning and through contact with subject experts.

A workforce development strategy is being prepared for 2019 onwards which will outline the support and resources planned for each of the unregistered pharmacy staff training programmes. This will include a review of the names of the individual unregistered pharmacy staff training programmes. Any planned name changes must be notified to the GPhC before they are introduced.

The provider uses a bespoke customer relationship management IT system to record student data from the point of enrolment through to completion. This also records details of any calls, emails or letters regarding extenuating circumstances and requests for course extensions.

Students are issued with certificates in the GPhC's approved format within 10-14 working days of successfully completing the programme.

The student's named Supervising Pharmacist (SVP) is responsible for tutoring and mentoring the student. The SVP is provided with a detailed guide at the beginning of the course. Students can also access support through the provider's head office, by telephone or email.

Students are encouraged to give feedback on the programme through an end of course feedback form. Robust processes are in place to act on feedback received.

Appendix 1 – Standing conditions

The following are standing conditions of accreditation and apply to all providers:

1. The record and report include other comments from the team, and providers are required to take all comments into account as part of the accreditation process. The provider must confirm to the GPhC that required amendments have been made.
2. The provider must respond to the definitive version of the record and report within three months of receipt. The summary report, along with the provider's response, will be published on the GPhC's website for the duration of the accreditation period.
3. The provider must seek approval from the GPhC for any substantial change (or proposed change) which is, or has the potential to be, material to the delivery of an accredited course. This includes, but is not limited to:
 - a. the content, structure or delivery of the accredited programme;
 - b. ownership or management structure of the institution;
 - c. resources and/or funding;
 - d. student numbers and/or admissions policy;
 - e. any existing partnership, licensing or franchise agreement;
 - f. staff associated with the programme.
4. The provider must make students and potential students aware that successful completion of an accredited course is not a guarantee of employment.
5. The provider must make students and potential students aware of the existence and website address where they can view the GPhC's accreditation reports and the timescales for future accreditations.
6. Whenever required to do so by the GPhC, providers must give such information and assistance as the GPhC may reasonably require in connection with the exercise of its functions. Any information in relation to fulfilment of these standing conditions must be provided in a proactive and timely manner.

Appendix 2 – Accreditation criteria

GPhC accreditation criteria for unregistered pharmacy staff training programme(s)

Section 1: The training programme

- 1.a** For the MCA provision, the programme content is mapped to unit 4 (SFHPHARM04), unit 5 (SFHPHARM07) and unit 15 (SFHPHARM32).
- 1.b** For the DA provision, the unit(s) are relevant, specific and mapped clearly to the programme being developed.
- 1.c** For the MCA and DA 'combined' provision, the programme content is mapped to unit 4 (SFHPHARM04), unit 5 (SFHPHARM07) and unit 15 (SFHPHARM32) and additional units are relevant, specific and mapped clearly to the programme being developed.
- 1.d** The programme(s) is (are) aligned and thought to the Pharmacy National Occupational Standards (NOS) at RQF level 2 / SCQF level 5 or equivalent.
- 1.e** For each unit, the transfer of underpinning knowledge into the workplace is demonstrated through the use of a variety of methods.
- 1.f** Assessments have been developed by subject experts from the Pharmacy sector and directly relate to the relevant units of the Pharmacy National Occupational Standards (NOS) at RQF level 2 / SCQF level 5 or equivalent.

Section 2: Academic and management structures

- 2.a** Assessment process and strategies assure appropriate standards in assessment and that students are able to demonstrate fitness for purpose.
- 2.b** In the processes of programme review and development, the training provider has taken account of advances in pharmacy practice and developments potentially impacting on pharmacy.
- 2.c** Course regulations include procedures for appeals against assessment decisions.
- 2.d** Course regulations include procedures for dealing with suspected plagiarism and/or malpractice.

Section 3: Resources

- 3.a** Buildings, human, equipment, and other resources available to the training provider are sufficient for the effective delivery of the course to the numbers of students on the course, and overall.
- 3.b** Record keeping systems are able to generate data on candidates completing, completion rates, student sector of practice, and disability.
- 3.c** Systems are in place for issuing certificates of completion to successful students in the GPhC's approved format.
- 3.d** There is an appropriate mix of tutors, mentors and assessors.
- 3.e** The student has access to a personal tutor or tutors for academic guidance and pastoral care.
- 3.f** The student is instructed in the use of information resources.
- 3.g** There are adequate student feedback mechanisms in place.
- 3.h** The training provider seeks to provide the student with a positive learning experience.

Appendix 3 – Mapping

Unregistered staff training programme(s) mapping

Please demonstrate how the training programme has been designed to meet one or more units of the Pharmacy National Occupational Standards (NOS) at RQF level 2 / SCQF level 5 or equivalent.

Any units which are NOT covered by your training programme should be DELETED.

1.	Assist with the provision of a pharmacy service			
General Pharmaceutical Council (GPhC) Learning Outcomes				
	To demonstrate knowledge and understanding in this NOS, assistants should be able to apply:	Name of document and unit/module number	Page number	Accreditation team use only
1.1	A working knowledge of the Standard Operating Procedures and the importance of adhering to them at all times	Section 1	6-9	Maps
1.2	A working knowledge of the importance of working within the limits of your competence and authority, when to seek agreement or permission from others and when to refer on to an appropriate person	Section 3 Section 2	25-29 19-20	Maps
1.3	A working knowledge of the current health and safety legislation and how it applies to the working environment	Section 4	33-41	Maps
1.4	A working knowledge of the legal,	Section 3	26-29	Maps

	organisational and policy requirements relevant to your role, the role of others in your organisation and the activities being carried out			
1.5	A working knowledge of the relevant national and local guidelines, policies and procedures that are available and how and when they should be accessed	Section 2 Section 4 Section 5	22 33-41 43-47	Maps
1.6	A working knowledge of the importance of adhering to information governance policies and maintaining confidentiality when sharing information about individuals with others	Section 1	6-12	Maps
1.7	A working knowledge of the duty to report any acts or omissions that could be detrimental to individuals, yourself, colleagues or your employer	Section 3 Section 4	27 33-39	Maps
1.8	A working knowledge of what constitutes good customer service	Section 1 Section 2 Section 3	9 15-16, 19 25, 27	Maps
1.9	A working knowledge of the organisation's policy on the service provided to individuals and how this applies to your role	Section 1 Section 2 Section 3	9-11 13-15 24-25	Maps
1.10	A working knowledge of the organisation's procedure for handling complaints	Section 2	21-22	Maps
1.11	A working knowledge of how to assess complaints and what action to take	Section 2	21-22	Maps
1.12	A working knowledge of when you should refer complaints and to whom	Section 2	21-22	Maps
1.13	A working knowledge of the methods of enabling effective communication and supporting individuals to communicate their needs, views and preferences	Section 3 Section 2	24-26 15-19	Maps
1.14	A working knowledge of the importance of establishing the requirements of individuals clearly and accurately	Section 2	18	Maps

1.15	A working knowledge of the importance of collecting the relevant information about the individual and their problem	Section 2	15-19	Maps
1.16	A working knowledge of the importance of verbal and non-verbal communication when communicating with individuals	Section 2	15-19	Maps
1.17	A working knowledge of how to give clear and accurate information and check the individual's understanding	Section 2	15-22	Maps
1.18	A working knowledge of how to manage conflict and/or individuals who are distressed	Section 3	29-31	Maps
1.19	A working knowledge of the relevant products and services or advice for which information and/or advice is required	Section 1 Section 2 Section 3	13 20 26	Maps
1.20	A working knowledge of the where to get assistance if you cannot provide information and advice yourself	Section 3	26-28	Maps
1.21	A working knowledge of the source(s) of information that can be accessed and the information that can be given to individuals by you and other colleagues	Section 1 Section 3	11 25-26	Maps
1.22	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	Section 1	6-13	Maps

2	Make sure your own actions reduce risks to health and safety			
	General Pharmaceutical Council (GPhC) Learning Outcomes			
	To demonstrate knowledge and understanding in this NOS, assistants	Name of document and unit/module number		Accreditation team use only

	should be able to apply:			
2.1	A working knowledge of what 'hazards' and 'risks' are	Section 4	35-37	Maps
2.2	A working knowledge of what their own responsibilities and legal duties for health and safety in the workplace	Section 4	34-38	Maps
2.3	A working knowledge of their own responsibilities for health and safety as required by the law covering their job role	Section 4	35-36	Maps
2.4	A working knowledge of the hazards which exist in their workplace and the safe working practices which they must follow	Section 4	34-40	Maps
2.5	A working knowledge of the particular health and safety hazards which may be present in their own job and the precautions they must take	Section 4	34-40	Maps
2.6	A working knowledge of the importance of remaining alert to the presence of hazards in the whole workplace	Section 4	34-40	Maps
2.7	A working knowledge of the importance of dealing with, or promptly reporting risks	Section 4	34, 36-38	Maps
2.8	A working knowledge of the responsibilities of health and safety in their job description	Section 4	33-35	Maps
2.9	A working knowledge of the safe working practices for their own job role	Section 4	33-35	Maps
2.10	A working knowledge of the responsible people they should report health and safety matters to	Section 4	34-40	Maps
2.11	A working knowledge of where and when to get additional health and safety assistance	Section 4	34-38, 40	Maps
2.12	A working knowledge of their own scope and responsibility for controlling risks	Section 4	35-38	Maps
2.13	A working knowledge of workplace instructions for managing risks which they are	Section 4	35-38	Maps

	unable to deal with			
2.14	A working knowledge of suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which they must follow	Section 4 Section 5	36 47	Maps
2.15	A working knowledge of the importance of personal presentation in maintaining health and safety in their workplace	Section 4	33-34	Maps
2.16	A working knowledge of the importance of personal behaviour in maintaining the health and safety of themselves and others	Section 4	33-34	Maps

3	Contribute to the effectiveness of teams			
	General Pharmaceutical Council (GPhC) Learning Outcomes			
	To demonstrate knowledge and understanding in this NOS, assistants should be able to apply:	Name of document and unit/module number	Page number(s)	Accreditation team use only
3.1.	A working knowledge of legal and organisational requirements on equality, diversity, discrimination and rights when working in teams	Section 2 Section 3	18-19 25-27, 29	Maps
3.2.	A working knowledge of codes of practice and conduct, standards and guidance relevant to their own roles, responsibilities, accountability and duties of others when working in teams to support individuals	Section 1 Section 3	7-10 25-31	Maps
3.3.	A working knowledge of current local, UK and European legislation, and organisational requirements, procedures and practices for:	a) Section 1 b) Section 1 c) Section 3	11 11-12 25 -26	Maps

	a) Accessing records b) Recording, reporting, confidentiality and sharing information, including data protection c) Team working			
3.4.	A working knowledge of how to access up-to-date copies of the organisation's workplace policies, procedures and systems, and practice and service standards related to team working	Section 3	25	Maps
3.5.	A working knowledge of the principles that underpin effective team working	Section 3	25-26	Maps
3.6.	A working knowledge of individuals' styles of interaction and how these can affect team working	Section 2	15-18	Maps
3.7.	A working knowledge of barriers to developing relationships within the team and how these can be overcome	Section 3	29-30	Maps
3.8.	A working knowledge of problems which may be encountered when relating to and interacting with other team members and how these can be best handled	Section 3	29-30	Maps
3.9.	A working knowledge of their own strengths and weaknesses as an individual worker and as a team member	Section 3	28-30	Maps
3.10.	A working knowledge of development and learning opportunities available to support them in team working and activities	Section 3	31	Maps

15	Assist in the issuing of prescribed items			
	General Pharmaceutical Council (GPhC)			

	Learning Outcomes			
	To demonstrate knowledge and understanding in this NOS, assistants should be able to apply:	Name of document and unit/module number	Page number(s)	Accreditation team use only
15.1	A working knowledge of the Standard Operating Procedures and the importance of adhering to them at all times	Section 1 Section 2	5-11 22	Maps
15.2	A working knowledge of the importance of working within the limits of your competence and authority, when to seek agreement or permission from others and when to refer on to an appropriate person	Section 2 Section 1	20 6-11, 13	Maps
15.3	A working knowledge of the current health and safety legislation and how it applies to the working environment	Section 4	34-35	Maps
15.4	A working knowledge of the legal, organisational and policy requirements relevant to your role, the role of others in your organisation and the activities being carried out	Section 1 Section 2 Section 4	6-11, 13 20 33	Maps
15.5	A working knowledge of the relevant national and local guidelines, policies and procedures that are available and how and when they should be accessed	Section 1 Section 2	7-10, 11 13	Maps
15.6	A working knowledge of the importance of adhering to information governance policies and maintaining confidentiality when sharing information about individuals with others	Section 1	11-12	Maps
15.7	A working knowledge of the duty to report any acts or omissions that could be detrimental to individuals, yourself, colleagues or your employer	Section 4	34	Maps

15.8	A working knowledge of methods of enabling effective communication and supporting individuals to communicate their needs, views and preferences	Section 2	15-18	Maps
15.9	A working knowledge of the current ethical and legal requirements that govern the issuing of a prescription	Section 1	5-10	Maps
15.10	A working knowledge of the importance of confirming the individual's identity before issuing dispensed items	Section 1 Section 2	9-10, 12 19	Maps
15.11	A working knowledge of the importance of providing relevant information on the prescribed item within your scope of practice	Section 1 Section 2 Section 3	7-10, 13 19-20 26	Maps
15.12	A working knowledge of how medicines are administered and how to safely store them	Section 1 Section 5	8 43-47	Maps
15.13	A working knowledge of the importance of ensuring that the appropriate packaging is used for issued medication	Section 5	43-47	Maps
15.14	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	Section 1 Section 2	6-10 11-13	Maps

Assessment summary		
Assessment method	Pass mark	Weighting
Workbook text activities	50%	100%
Total		100%