Re/accreditation/recognition of a pharmacy support staff training course(s), parts 1 & 2, 2021-22 academic year

**Submission template v1.1**

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**Please update contents table before submitting to the GPhC (right click update field).**

# Important please read the guidance below before completing the template

|  |
| --- |
| **This template should be used to demonstrate how your course(s) and institution will meet (or continue to meet) the** [Requirements for the education and training of pharmacy support staff – October 2021](https://www.pharmacyregulation.org/sites/default/files/document/gphcrequirements-for-the-education-and-training-of-pharmacy-support-staff-effective-october-2020_0.pdf) **in relation to your support staff course offering(s).**The submission document should be a single document which includes this template complete in full. You should provide documentary evidence as appendices (**the suggested number of appendices is no more than 35 documents**) and should support the information that you have provided within the template. No additional documents should be provided. 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 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 event being cancelled or postponed. Information on how to submit your documentation can be found on the last page of this document.**When completing your submission template, do not alter the formatting or orientation of the submission template.****Applying for accreditation/recognition of pharmacy support staff training course(s)/qualification(s).*** If you are applying for accreditation/recognition of two or more courses/qualifications to be reviewed as a combined event, you **do not** need to submit a separate part 1 & 2 submission for each course/qualification, **but you do need to clearly identify each individual course/qualification within the commentary**.

Please ensure **all outcomes are clearly detailed to the individual course/qualification seeking accreditation/recognition using the submission template part 3. There must be one part 3 submission per course/qualification.****If you have any questions regarding your 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). |

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

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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.
* 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, e.g. **Appendix 1 -** **Programme application form**
* The document title referred to in your commentary should be identical to the name of the relevant .PDF file you have provided.
* When referencing supporting documents within the submission, please indicate the document clearly (for example, in **bold**) and use the full name and appendix number throughout, e.g. **Programme Application form (Appendix 1)**
* Please ensure that all file names are concise and do not contain any special characters including: **/ \ : \* ? ” < > | # { } % ~ &**
* Please ensure that file names are no more than 80 characters.
* You do not need to duplicate evidence - you may find that you need to refer to one piece of documentary evidence multiple times across more than one section.
 |

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

# Background programme information:

This template should be read in conjunction with the [Requirements for the education and training of pharmacy support staff – October 2021](https://www.pharmacyregulation.org/sites/default/files/document/gphcrequirements-for-the-education-and-training-of-pharmacy-support-staff-effective-october-2020_0.pdf)**.**

|  |
| --- |
| **Academic year:** 2021-22 |
|  |
| **Name of course provider/awarding organisation:**  |
|  |
| **Contact name:**  |
|  |
| **Job title:**  |
|  |
| **Address:**  |
|  |
| **Telephone/mobile:**  |
|  |
| **Email:**  |
|  |
| **Course/qualification name(s) (used on advertising):** |
|  |
| **Planned number of cohorts per academic year[[1]](#footnote-1) per course/qualification:** |
|  |
| **Planned maximum total number of trainees per cohort per course/qualification:** |
|  |
| **Planned duration of the course(s)/qualification(s) in months:** |
|  |
| **Has a GPhC registered pharmacist or pharmacy technician been involved in the design and delivery of the course(s)/qualification(s)?****Yes** [ ]  **No** [ ] **If no, please state the profession(s) of the course lead e.g. Nurse:** |
|  |
| **Location / campus / centre providers details from which the course will be taught (please list):** |
|  |

|  |
| --- |
| Introduction to the course(s) |
| **Your introduction must include:*** An introduction and scene setting to the course(s)/qualification(s) including purpose and stakeholder engagement
* The titles of the course(s)/qualification(s) linking to the technical skills they would employ
* The context or specialist specific information for the role (eg if the skills support work in a specific environment or intend to be applicable across different pharmacies, or if they are fulfilling a specialist role, like aseptic manufacturing
* An overview of how the course/qualification has developed since the last accreditation /recognition, including a summary of any major changes *(re)accreditation/recognition only*
* An explanation of how any conditions and recommendations from the previous event have been addressed including supporting evidence where appropriate *(re)accreditation/recognition only*
* Where you have not opted to action a recommendation, an explanation of the rationale for this decision should be provided *(re)accreditation/recognition only*
* Information on the number of trainees who have undertaken/are undertaking the course *(re)accreditation/recognition only*
* Projected number of trainees per academic year per course and rationale for this
 |
| **Provider’s commentary** |
| Please type your commentary hereXX(expand as necessary) |

|  |
| --- |
| Managing the course(s) during the Covid-19 pandemic  |
| Please provide a brief narrative of any temporary changes that have been, or will be, made to course/qualification design/delivery during the COVID-19 pandemic (no more than 300 words). Please elaborate further under the relevant learning outcome/standard. |
| **Provider’s commentary** |
| Please type your commentary hereXX(expand as necessary) |

|  |
| --- |
| Part 1: Learning outcomes  |
| **Required outcomes for all pharmacy support staff** |
| **Upon successful completion of the course(s) / qualification (s), the trainee will be able to:** |
| **1** | Act to maintain the interest of individuals and groups, making patients and their safety their first concern |
| **Expected level:** | ⯈ Does |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **2** | Recognise what is means to give person-centred care and support in pharmacy settings, including settings where patients are not physically present |
| **Expected level:** | ⯈ Shows how |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **3** | Respect diversity and cultural differences, ensuring that person-centred care is not compromised because of personal values and beliefs |
| **Expected level:** | ⯈ Does |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only |
| **4** | Listen to and communicate effectively with users of pharmacy services, which could include: * individual patients
* carers
* other members of the pharmacy or healthcare team
* other health and social care staff

using a range of techniques to determine their needs |
| **Expected level:** | ⯈ Shows how |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **5** | Adapt information and communication style to meet the needs of particular audiences and communication channels |
| **Expected level:** | ⯈ Shows how |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **6** | Recognise principles of consent and apply them as appropriate to their role |
| **Expected level:** | ⯈ Does |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **7** | Act to maintain the confidentiality of individuals using pharmacy services |
| **Expected level:** | ⯈ Does |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **8** | Apply the principles of information governance as required by their role |
| **Expected level:** | ⯈ Shows how |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **9** | Recognise and raise concerns, even when it is not easy to do so, using appropriate systems |
| **Expected level:** | ⯈ Knows how |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **10** | Recognise and raise concerns about safeguarding people, particularly children and vulnerable adults |
| **Expected level:** | ⯈ Knows how |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **11** | Work effectively as part of the pharmacy team and/or the wider health team |
| **Expected level:** | ⯈ Shows how |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **12** | Recognise, apply and work within the relevant legal and regulatory requirements, local processes and standard operating procedures as applicable to their own role |
| **Expected level:** | ⯈ Does |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **13** | Recognise and work within the limits of their knowledge and skills, seeking support and referring to others when needed |
| **Expected level:** | ⯈ Does |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **14** | Identify the roles and responsibilities of those they work with and functions of the wider pharmacy and healthcare system  |
| **Expected level:** | ⯈ Knows |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **15** | Refer issues and/or individuals as appropriate to another member of the pharmacy team, other health and social care staff, organisations or services |
| **Expected level:** | ⯈ Shows how |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **16** | Apply policies around health and safety relevant to their role, including recognising hazards and acting appropriately to avoid harm to themselves and others |
| **Expected level:** | ⯈ Does |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **17** | Demonstrate trust and respect for individuals, members of the pharmacy team and health professionals at all times |
| **Expected level:** | ⯈ Does |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **18** | Apply technical knowledge and skills identified as being required for the safe and effective performance of their role in * the dispensing and supply of medicines and medical devices,
* advising on their use or
* assisting in the provision of pharmacy services[[2]](#footnote-2).

This includes applying legal and regulatory requirements, including best practice in the context of their role, using relevant systems and accurate performance of pharmacy tasks |
| **Expected level:** | ⯈ Does |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **19** | Make use of feedback on performance, local HR processes and reflection, to identify and act on their own learning needs |
| **Expected level:** | ⯈ Knows how |
| ***How and where does the course/qualification support trainees to achieve this outcome?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| ***How and where does the course/qualification assess the trainee’s achievement of this outcome at the stated competency level?*** |
| **Provider’s commentary**Please type your commentary hereX(expand as necessary) |
| **GPhC use only.** **Learning outcome met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |

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| Part 2: Criteria for approval |
| Criteria 1 – Equality, diversity and inclusion |
| **Courses must be based on, and promote, the principles of equality, diversity and fairness; meet all relevant legal requirements; and must be delivered in such a way that the diverse needs of all trainees are met** |
| **Criteria met? Yes** [ ]  **No** [ ]  **(GPhC use only)** |
| **1.a** | **Systems and policies must promote the principles and legal requirements of equality, diversity and fairness.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For GPhC use only (to delete once commentary is added) |
| **1.b** | **Reasonable adjustments must be made to teaching, learning or assessment to help those with specific needs to meet requirements. Teaching, learning and assessment may be modified for this purpose but learning outcomes may not.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **1.c** | **Course design and delivery must make sure that support staff understand principles of equality and diversity as they relate to the delivery pharmacy services.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **Criteria 2 – Course curriculum** |
| **Courses must be designed and delivered to develop the skills, knowledge and behaviours required to work safely as part of the pharmacy team.** |
| **Criteria met? Yes** [ ]  **No** [ ]  **(GPhC use only)** |
| **2.a** | **All courses must make sure that trainees completing them successfully achieve the learning outcomes required for their role, including the outcomes relevant to all support staff** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **2.b** | **The technical knowledge and skills content of the course is relevant to the tasks or activities to be carried out by the support staff in question. It should be both derived from and mapped to an appropriate knowledge and skills framework for pharmacy services in the UK, such as the National Occupational Standards framework.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **2.c** | **All course providers must make sure that trainees who complete the course can apply technical knowledge and skills required for their role. They must specify the purpose of the course and identify the tasks and technical skills required, clearly setting out what content the course will cover. They should be able demonstrate that it is designed to do so by mapping the course content to an appropriate knowledge and skills framework.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **2.d** | **The level of the course is equivalent to minimum RQF L2 or SQCF L5 in Scotland.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **2.e** | **Courses must be designed and delivered using strategies which bring together knowledge, competence and work experience. Learning must be applied to, and demonstrated in, the workplace.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **2.f** | **Courses must be structured in a logical and coherent way. Course structure, content and assessments must reflect relevant and current principles in education and pharmacy.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **Criteria 3 – Assessment** |  |
| **Courses must have an assessment strategy which assesses skills, knowledge and behaviours required to work safely as part of the pharmacy team.**  |  |
| **Criteria met? Yes** [ ]  **No** [ ]  **(GPhC use only)** |  |
| **3.a** | **The provider must have a strategy or plan that sets out the different assessments in the course and how these assessments make sure that all learning outcomes have been met by the trainee.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **3.b** | **All the required outcomes of the course must be assessed, using methods that are robust and appropriate to the outcome level.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **3.c** | **Assessment regulations are appropriate for a course that allows trainees who complete it to work in the supply of medicines. This means that the regulations should prioritise working safely and supporting the practice of pharmacy professionals.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **3.d** | **Trainees must receive appropriate and timely feedback on their performance to support their development.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **Criteria 4 – Management, resources and capacity** |  |
| **The education and training facilities, infrastructure, leadership, staffing and staff support must be adequate to deliver the course.** |  |
| **Criteria met? Yes** [ ]  **No** [ ]  **(GPhC use only)** |  |
| **4.a** | **There must be adequate resources to enable all trainees on the course to meet outcomes, including staffing, facilities, learning materials and learning resources.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **4.b** | **There must be a sufficient number and appropriate mix of teaching staff, mentors and assessors to deliver the course.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **4.c** | **The roles and responsibilities of the trainee, employer and course provider must be defined and set out in agreements.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **4.d** | **Trainees who successfully complete the course, or parts of the course, must receive certificates which clearly state what the trainee has achieved.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **4.e** | **Course regulations must include procedures for dealing with behavioural issues such as academic malpractice. They must communicate these procedures clearly to trainees and employers and link them to expectations in role.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **4.f** | **Course providers must have procedures to deal with any concerns raised during the course. This may include:*** **concerns about the trainee themselves**
* **the environment they are working or training in**
* **the practice of those they come into contact with**
 |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **4.g** | **The provider must support the trainee to raise a concern where appropriate. Serious concerns, such as those related to safety must be reported appropriately. This could include raising concerns to the GPhC.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **4.h** | **Course providers must have processes to manage and address complaints or concerns about the course in a clear, timely and transparent manner.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **Criteria 5 – Quality management** |  |
| **The quality of courses must be monitored, reviewed and evaluated in a systematic and developmental way**  |  |
| **Criteria met? Yes** [ ]  **No** [ ]  **(GPhC use only)** |  |
| **5.a** | **All relevant aspects of the course are quality managed, monitored and reviewed and issues identified are addressed, including teaching, learning and assessment. Procedures for this must be set out, and timings and responsibilities for taking action must be described.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **5.b** | **Feedback from those on the course and their employers must be collected as part of quality management processes and used to improve the course.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **5.c** | **The course must reflect developments in medicines, medical devices, pharmacy law, pharmacy practice and national guidelines so that it is up to date.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **5.d** | **Data about the trainees and their progression on the course is collected, reviewed and used to inform the management of the course. This should include analysis and review of equality and diversity characteristics of trainees.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **Criteria 6 – Supporting trainees and the learning experience** |  |
| **Support staff must receive support for their initial education and training in all learning environments.** |  |
| **Criteria met? Yes** [ ]  **No** [ ]  **(GPhC use only)** |  |
| **6.a** | **Trainees and those involved in supporting, supervising and teaching them must have access to clear information and resources to enable them to meet the requirements of the course. This includes providing information on process and course regulations, (about appeals, for example) and providing information to employers about the time and opportunities required by trainees to meeting course requirements.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **6.b** | **Trainees have access to a designated individual (or individuals) at course provider level who can help them with academic and pastoral issues related to the course.**  |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **6.c** | **Agreements between the provider and employer specify that there is a designated supervisor in their place of work who can provider support and supervision on a regular and reliable basis to the trainee.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **6.d** | **Those involved in supporting, supervising and teaching on the course must receive the information and support they need to be able to perform their roles in supporting and supervising trainees.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **6.e** | **Course providers must seek to provide trainees with a positive learning experience.** |
| **Provider’s commentary** |
| Please type your commentary hereXX |
| **GPhC use only.** **Criterion met/will be met? Yes** [ ]  **No** [ ]  |
| For accreditation/recognition use only (to delete once commentary is added) |

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| --- |
| Teach out of GPhC approved course(s)/qualification(s) |
| (re)accreditation/recognition onlyPlease detail how you plan to teach out your current GPhC approved course(s)/qualification(s). |
| **Please use this section to show how the provider/awarding organisation will manage teaching out of the course(s)/qualification(s). The narrative should also include details of transfer processes (RPL) of your existing course(s)/qualification(s) should a trainee not complete by the end of the proposed teach out period (if applicable).**  |
| **Current course/qualification title:** |
| **Teach out period requested in months (max 24 months):** |
| **Title of the proposed course/qualification the trainee will transfer to through RPL:** |
| **Provider’s commentary** |
| Please type your commentary here on how the provider will manage any teach out and transfer arrangements.XX |
| **Accreditation/recognition team’s commentary.**  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **Current course/qualification title:** |
| **Teach out period requested in months (max 24 months):** |
| **Title of the proposed course/qualification the trainee will transfer to through RPL:** |
| **Provider’s commentary** |
| Please type your commentary here on how the provider will manage any teach out and transfer arrangements.XX |
| **Accreditation/recognition team’s commentary.**  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **Current course/qualification title:** |
| **Teach out period requested in months (max 24 months):** |
| **Title of the proposed course/qualification the trainee will transfer to through RPL:** |
| **Provider’s commentary** |
| Please type your commentary here on how the provider will manage any teach out and transfer arrangements.XX |
| **Accreditation/recognition team’s commentary.**  |
| For accreditation/recognition use only (to delete once commentary is added) |
| **Current course/qualification title:** |
| **Teach out period requested in months (max 24 months):** |
| **Title of the proposed course/qualification the trainee will transfer to through RPL:** |
| **Provider’s commentary** |
| Please type your commentary here on how the provider will manage any teach out and transfer arrangements.XX |
| **Accreditation/recognition team’s commentary.**  |
| For accreditation/recognition use only (to delete once commentary is added) |
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| **Provider’s commentary** |
| Please type your commentary here on how the provider will manage any teach out and transfer arrangements.XX |
| **Accreditation/recognition team’s commentary.**  |
| For accreditation/recognition use only (to delete once commentary is added) |

**Please copy and paste more sections if required or delete section if not required.**

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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)** |

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| Submitting your documentation to the GPhC**You must send the following electronically via email or a secure link:*** A **Word** and a **PDF** version of your submission document
* A **PDF** version of each item of documentary evidence

 **@**envelope**education@pharmacyregulation.org**Please ensure that the documentation arrives with the GPhC’s Education team on, or before, the submission deadline. **The deadline for submission of documentation is normally six or seven weeks in advance of the event; however, you will be notified of your exact deadline date when we confirm the date of your event.** |

**Please delete this section/page before submitting to the GPhC. Please remember to update the contents page before submission to the GPhC.**

1. Academic year is October 1st to September 30th [↑](#footnote-ref-1)
2. It is for employers to identify the tasks/functions of a role and for course providers to ensure these knowledge and skills required for these tasks/functions are provided by the course through deriving the technical content of the course from an appropriate framework for pharmacy skills in the UK, such as the National Occupational Standards. [↑](#footnote-ref-2)