



Independent
prescribing
programme

University of East Anglia
Report of a monitoring event
June 2017

Event summary and conclusions

Provider	University of East Anglia
Course	Independent prescribing programme
Event type	Monitoring event
Event date	29 June 2017
Accreditation period	July 2016 – July 2019
Outcome	Full accreditation confirmed The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the pharmacist independent prescribing programme provided by the University of East Anglia should be fully accredited for the remainder of the accreditation period, subject to receipt of a satisfactory external examiner's report
Conditions	There were no conditions.
Standing conditions	Please refer to Appendix 1
Recommendations	No recommendations were made.
Registrar decision	Following the event, the provider submitted the external examiner's report, and the accreditation team agreed it was satisfactory. The Registrar of the GPhC accepted the team's recommendation and approved full accreditation of the programme for the remainder of the accreditation period.
Key contact (provider)	Debi Bhattacharya, Acting Course Director
Accreditation team	Professor Angela Alexander, Professor Emerita of Pharmacy Education, University of Reading Dr Ruth Edwards, Senior Lecturer & MPharm Course Leader, Robert Gordon University
GPhC representative	Miss Jenny Clapham, Quality Assurance Officer, GPhC
Rapporteur	Miss Jenny Clapham, Quality Assurance Officer, GPhC

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 2010 accreditation criteria for Independent Prescribing.

The GPhC's right to check the standards of pharmacy qualifications leading to annotation and registration as a pharmacist is the Pharmacy Order 2010. It requires the GPhC to 'approve' courses by appointing

'visitors' (accreditors) to report to the GPhC's Council on the 'nature, content and quality' of education as well as 'any other matters' the Council may require.

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/uksi/2010/231/contents/made>

Purpose of this event

The purpose of the monitoring event is to review the performance of the programme against the education and training standards with the first cohort of pharmacists and to ensure that delivery is consistent with the GPhC accreditation criteria. The monitoring event utilises student feedback and evaluation together with a review of documentation and a meeting with programme representatives. The accreditation period which was provisionally granted at the initial accreditation event is confirmed after a satisfactory monitoring event has taken place.

Background

The University of East Anglia was provisionally accredited by the GPhC in 2016 to provide a programme to train pharmacist independent prescribers, for a period of three years, subject to three conditions. These were:

1. The University must revise and remap its programme learning outcomes to reflect accurately the GPhC learning outcomes, particularly learning outcomes 4, 7 and 10, and ensure that the correct outcomes are used across the programme documentation. This is because there are inconsistencies and inaccuracies between application template 2, the programme handbook and the DMP handbook and these could be misinterpreted. This was to meet criterion 3.2.
2. The University must ensure that the programme contains structured learning activities equivalent to 26 days and that all assessments of the GPhC learning outcomes take place within the approved programme. This is because the team agreed that the current provision of 14 days of structured learning activities does not meet the requirements of criterion 3.5 and noted that the proposed pre-requisite and APEL arrangements as outlined in the submission include assessment of GPhC learning outcomes outside of this programme. This was to meet criteria 3.3, 3.5, 3.8, 5.1 and 5.2.
3. The University must implement a valid and reliable quality assurance process for the full range of assessments that will take place during the period of learning in practice. This is because the team considered that the assessments undertaken by the DMPs and other assessors in the workplace are not fully under the control of the University quality assurance procedures. This was to meet criteria 4.1 and 5.3.

In response to condition 1, the remapped learning outcomes were submitted to the GPhC and approved by the accreditation team. In response to condition 2, the programme was restructured to contain 26 days of learning activities including face to face study days, pre-study day activities, e-learning and directed reading. It was confirmed that all learning outcomes will be covered by the programme assessments. In response to condition 3, the university introduced a training video for all workplace assessors containing guidance on assessment. The Prescribing Related Consultation Framework will be completed only by the DMP and will be benchmarked by the UEA team either by the student attending the simulated patient consultation assessment or by submitting three video recordings of patient consultations to be assessed by the UEA team. All conditions were therefore met.

In line with the GPhC's process for accreditation of independent prescribing programmes, an event was scheduled on 29 June 2017 to review the programme's suitability for full accreditation.

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 on 29 June 2017 at the GPhC headquarters, London, and comprised a number of meetings between the GPhC accreditation team and staff and students of the University of East Anglia's prescribing programme.

Declarations of interest

There were no declarations of interest.

Key findings

Section 1: The programme provider

The team was satisfied that all four criteria relating to the programme provider continue to be met, subject to receipt of a satisfactory external examiner's report (See Appendix 2 for criteria).

The programme ran its first cohort from August 2016 for 10 pharmacists and the second cohort began in March 2017. No major changes have been made to the programme in relation to content, structure or assessment since the original accreditation, but there have been a number of changes in the staff team. The accreditation team was assured that staff had appropriate experience to design and deliver the programme. Student feedback described the course as well-resourced and well-staffed with input from a range of guest speakers with different areas of expertise.

The provider requested approval for an increase in student numbers from two cohorts of 12 pharmacists to four cohorts of 12 pharmacists. The team explored the resourcing available to support this increase and agreed that there were sufficient staff and physical resources in place to manage the additional numbers.

At the time of the monitoring event, the exam board had been held and all results had been ratified. However, the external examiner's report was not available for the accreditation team to review as this is prepared on an annual basis. The team advised the provider that this report is a mandatory document for a monitoring event and their decision would therefore be subject to receipt of a satisfactory report.

Section 2: Pre-requisites for entry

The team was satisfied that all six criteria relating to the pre-requisites for entry continue to be met

Applicants to the programme must meet all of the GPhC pre-requisites for entry. The applicant profile includes a split between students with a Post-Graduate Diploma in General Pharmacy Practice and applicants without the PG Dip. Those holding the qualification are able to attend an abridged version of the programme so as not to duplicate learning.

Section 3: The programme

The team was satisfied that all eight criteria relating to the programme continue to be met

Clinical skills teaching is based around pre-study day/study day activities and work based learning supervised by an appropriate medical practitioner. Student feedback described the development of basic skills during the study days which are then developed within the student's own area of practice through a learning contract with their DMP.

The course is mapped to the GPhC learning outcomes and students must provide several pieces of evidence for each outcome. In response to student feedback, the provider has revised the format of the

clinical case sessions and has introduced more content into the pre-study day activities and separated the elements of the clinical case study into three sections. This has enabled each section to be addressed in detail during the session. The provider had also updated the timetable to include the e-learning sessions in order to help students to secure protected time for learning.

The team was satisfied that students had received materials in a timely fashion and were pleased to hear that now the programme is being run for a second time, the students receive materials well in advance of the taught sessions.

The students reported that the course was appropriate for adult learners, that they felt well supported and the skills acquired were relevant and equipped them well for practice.

Section 4: Learning in Practice

The team was satisfied that all five criteria relating to learning in practice are met

The period of learning in practice incorporates a number of assessments including MiniCEX, a prescribing related consultation framework (PRCF) and case-based discussions. The students agreed that these were effective in developing their competence in clinical assessment. Quality assurance mechanisms for the period of learning in practice include a training video for DMPs and other workplace assessors containing guidance on assessment and benchmarking of the PRCF either through the student attending a simulated patient consultation assessment or by submitting three video recordings of patient consultations to be assessed by the programme team.

The DMP has access to a tailored virtual learning environment, although usage is not currently monitored. However, the programme team is able to identify any problems with the DMP or with the student's progression through regular submission of work and work-based assessments.

Section 5: Assessment

The team was satisfied that all four criteria relating to assessment continue to be met

The use of common diagnostic aids is both taught and assessed during one of the study days with use of real patients. The final competence progress review (FCPR) involves submission and review of the portfolio followed by an interview by a panel including one non-medical prescriber and one member of the university staff team. This element of the assessment had been very well received by students.

Section 6: Details of Award

The team was satisfied that both criteria relating to details of the award continue to be met

Students are awarded a Practice Certificate in Independent Prescribing on successful completion of the programme.

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 annotation or of future employment as a pharmacist independent prescriber.
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, learning outcomes and indicative content

GPhC accreditation criteria, learning outcomes and indicative content for pharmacist independent prescribing programmes

The accreditation criteria, learning outcomes and indicative content for pharmacist independent prescribing programmes can be downloaded from the GPhC website at:

<http://www.pharmacyregulation.org/education/approval-courses/accreditation-guidance>