

Postgraduate Diploma in General Pharmacy Practice:

Core Programme Requirements: Guide for Educational Providers

A document produced and approved by the Joint Programmes Board, Curriculum and Assessment Review Group (CARG).

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Introduction

The Joint Programmes Board (JPB) is a partnership, between the NHS pharmacy services and the local Schools of Pharmacy across the south east of England, which enables collaboration between academia, pharmacy workforce development groups, workforce planning bodies and the providers of NHS services to ensure the content and structure of postgraduate professional education meet current and anticipated requirements of patients, practitioners and health service organisations.

The JPB Mission Statement

- To improve the quality of patient care by ensuring the supply of pharmacists who are educated, trained and motivated to play their part in a first class modern health service.
- We aim to do this in a way that is responsive to the Government's national objectives for health and social care, the local context in which these pharmacists work, and the changing needs and expectations of the patients they serve.

The aim of the Postgraduate Diploma in General Pharmacy Practice (DipGPP) is to equip practitioners with the core skills and competencies they require to provide pharmaceutical care in a practice setting. The course works on a philosophy of student centred workplace learning and is suitable for pharmacists working in both hospital and community pharmacy. The DipGPP comprises 60 credits at certificate level during which practitioners study a core curriculum followed by 60 credits at diploma level when practitioners undertake more tailored study, for example this could be through focusing on aspects of chronic disease management or by completing discrete modules, known as Defined Area of Practices (DAPs) which centre on specialist areas of practice, in line with the needs of the local service.

The JPB operates under an agreed governance framework which ensures high quality, innovative, flexible provision of postgraduate pharmacy education. Regional JPBs provide local assurances and flexibility to meet the needs of the locality. The JPB Coordinating Committee provides oversight of, and is responsive to, the work of the regional JPBs. The Content and Assessment Review Group (CARG) reviews the content and assessment processes associated with the joint programme.

Partner Schools of Pharmacy deliver the DipGPP to meet the needs of their localities. This means that differences in programmes are accepted, and indeed, welcomed. For example, differences exist in the modes of delivery and programme structures. However, at the core of all programmes is

- Generic, overarching learning outcomes
- A common curriculum which develops pharmacists who are able to practice at a general level, and consequently embrace clinical, technical, medicines information and patient service elements.
- A common approach to assessment. There may be variations in the assessment schedules utilised by the partner Schools of Pharmacy but the overall purpose and outcome of assessments is shared.
- A common approach to quality assurance.

This document summarises the core minimum requirements for DipGPP programmes offered by partner Schools of Pharmacy.

1) General

Curriculum Guides

| Certificate | Diploma |
|--|---|
| <p>Hospital :- 4 separate curriculum guides</p> <ul style="list-style-type: none"> • Clinical Services • Patient Services • Medicines Information • Technical Pharmacy <p>Community :- 1 Community Pharmacy Curriculum Guide</p> | <p>As specified by individual DAP (<i>or equivalent</i>) which will be approved by the appropriate JPB Approval Panel.</p> <p>The Community Pharmacy programme includes a compulsory long-term conditions DAP (<i>or equivalent</i>).</p> |

Generic overarching Learning Outcomes

a) Certificate

These learning outcomes are designed to develop the pharmacist as the medicines expert and include a thorough knowledge of both the science of medicines and how they exert their effect when taken by patients.

1. The ability to discuss critically the organisation and structure of the NHS and to offer critical insight into the complexities associated with the delivery of pharmaceutical care across sectors in order to improve patient outcomes
2. The ability to assimilate information from a variety of sources and use it to identify, prioritise and resolve as an autonomous practitioner the complex medicines management needs of patients, carers and other social and health care professionals
3. The ability to consult effectively with patients, carers and the multi-disciplinary health care team, respecting diversity and confidentiality, and taking into account diverse health beliefs and local working practices
4. A systematic understanding of the principles of clinical governance and how to relate them effectively to the complex decisions required during the practice of pharmacy in order to achieve improved quality outcomes
5. The ability to apply clinical pharmacy knowledge and skills independently in order to identify, prioritise and resolve complex pharmaceutical problems in a range of common conditions
6. The ability to review critically the overall management and monitoring of patients with a range of common disease states
7. The ability to systematically apply an evidence-based approach to the management of a range of common conditions and use this to individualise patient care

8. A conceptual understanding of the application of pharmacokinetic and pharmacodynamic principles to the design of appropriate drug regimens
9. A proactive and critical approach to self development through continuing professional development and life long learning

b) Diploma

Generic:

- A conceptual understanding of the initiative required when taking responsibility for clinical decision making
- The ability to make decisions in complex situations where patients present with co-morbidities and/or poly-pharmacy
- A comprehensive understanding of the role of independent learning when engaging in personal continuing professional development.
- An in depth understanding of the pharmacist's role and responsibilities with respect to contributing actively to the planning and delivery of pharmaceutical care in the workplace setting

Specific:

1. The ability to evaluate critically the management and monitoring of patients with multiple and often complex pathologies, taking into account relevant ethical issues
2. The ability to discuss critically the application and limitations of evidence based practice in the care of patients with multiple complex pathologies
3. The ability to evaluate and critique the approaches used when:
 - a) Identifying and undertaking an audit of prescribing practice
 - b) Undertaking a strategic assessment of a pharmaceutical service
 - c) Implementing change to improve service delivery
4. A systematic understanding of the use of a clinical governance framework as a means of contributing to improved patient care
5. The ability to design and conduct, autonomously and independently, an audit of prescribing practice using an appropriate method which draws on relevant evidence from the medical literature
6. The ability to apply, autonomously and independently, appropriate methods to conduct a review of an aspect of pharmaceutical service provision
7. The ability to design a change management strategy to improve service provision within the workplace

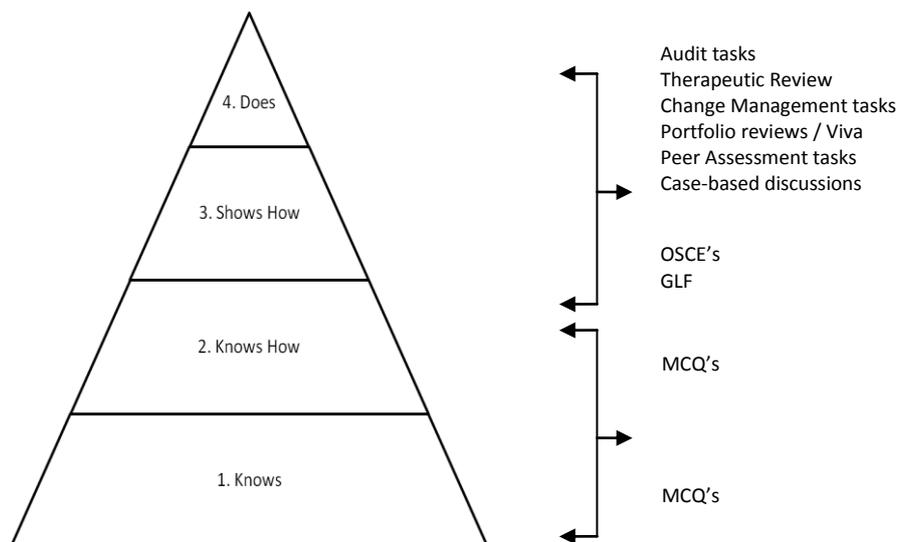
2) Assessments

One of the core principles of the JPB educational model is that of a competency-driven learning and assessment strategy, which draws on the principles as outlined in Miller's pyramid and also on the experience of other professions, in particular that of medicine. Competence and performance are clearly linked, and the assessment strategy of the JPB model embeds a range and diversity of assessments that reflect the underpinning knowledge, theories and competencies required of pharmacists.

These include methods which test a range of cognitive elements that require candidates to demonstrate learning in real time (“showing” and “doing” as opposed to writing about “knowing how”). The range of formative and summative assessments includes innovative tools such as multi-source feedback (mini-PAT), case-based discussions, peer-reviewed appraisal using a validated professional development framework (the GLF), portfolio reviews, and a range of task-driven assignments linked to pharmaceutical care practice. More orthodox assessments of knowledge are included in the early modules, such as MCQ tests.

An overview of how these assessments link to Miller’s pyramid is provided in the figure below.

Assessment Strategy



Portfolio of evidence

Practitioners will produce a portfolio, which comprises formative assessments, to demonstrate their progress in learning. The core minimum requirements of the portfolio are as follows

| | Certificate | Diploma |
|---|-------------------------------------|------------------------|
| Work based assessments | | per 6 month DAP |
| mini-CEX | 5 | 3 |
| CbD | 5 | 3 |
| MRCF or equivalent | 2 | 1 |
| mini-PAT or equivalent | every 6 months | every 6 months |
| Intervention log | Log | Log |
| Structured write-ups of interventions including breadth of care including social care | 12 | 6 |
| Personal | | |
| RITA forms | In line with local requirements | |
| GLF | minimum of 1 | minimum of 1 |
| CV | 1 | 1 |
| Job description | 1 | 1 |
| NHS Performance framework e.g. KSF | Include if used in the workplace | |
| Statement | 1 | 1 |
| GPhC | | |
| Plan & record entries | As per regulatory body requirements | |

Academic Assessments

The core requirements for academic assessments are:

Certificate

- OSCE (Objective Structured Clinical Examination)
- MCQs (Multiple Choice Questions)
- Portfolio review viva

Diploma

- Portfolio review viva
- Academic task for each DAP to include **therapeutic / literature review or equivalent, audit or equivalent and change management proposal or equivalent**

3) Assuring the quality of workplace learning

NHS sites wishing to offer the JPB DipGPP must be accredited by a process which draws on the agreed central tenets of the JPB which assures the quality of the learning experience within the workplace. A key component of this will be the quality of the local tutors and the training they have undertaken to perform this role. Where deficiencies exist the JPB offer a range of programmes, support and guidance to help individuals develop their tutoring skills.

Each School providing the programme will have a process of reviewing the quality of the workplace using a range of appropriate indicators which reflect the requirements of the academic quality assurance process as well as those set by the General Pharmaceutical Council. NHS sites (known as Training Centres) will have to provide evidence of how they meet the quality indicators which will be reviewed and triangulated during a panel review visit.

The process of on-going accreditation will vary in accordance with the evidence provided by Training Centres, which will include feedback from trainings and their success on the programme. Training Centres judged to be of exceptional quality will receive a *light touch* to future accreditation based on the principle of earned autonomy.