

JPB Glossary of

Terms

Acronym	Meaning	Explanation
ACLF	Advanced Consultant Level Framework	The ACLF has been superseded by the Advanced Pharmacy Framework which underpins RPS Faculty membership
AD	Associate director	Each Trust that is accredited with the JPB is assigned an Associate Director to help facilitate the smooth running of the Postgraduate Diploma course Gives support to local training centres and provide link with JPB
Analysis of Clinical Decision Making		A form for the recording of extended and social interventions. Replaced "Extended/Social Intervention" forms in Oct-13 to reinforce the importance of reflecting on decision making skills
APEL/APL	Accreditation of Prior Experience and Learning/Accreditation of Prior Learning	A process for recognising junior pharmacists who have already completed a series of rotations and who hold the JPB London School of Pharmacy Certificate qualification or similar by which they are awarded academic credits to enter the Dip GPP at 18 months. Replaced by 'fast tracking'
APF	Advanced Pharmacy Framework www.rpharms.com/faculty-resources/advanced-pharmacy-framework.asp	Advanced Pharmacy Framework (APF) is a framework for identifying and recognising the stage of practice. It builds on the widely used Advanced to Consultant Level Framework (the ACLF).
APP(P)	Advanced Pharmacy Practice (Programme)	See MSc in Pharmacy Practice (Advanced Pharmacy Practice fast-track)
Audit		One of 3 tasks to be completed during FS2 (one for each FS2 module)
Bb	Blackboard	Blackboard facilitated the presentation and organisation of material into courses for delivery via the website. In Sept 2012 it was replaced by Moodle.
CARG	Curriculum & Assessment Review Group	JPB group that reviews both the curricula and assessments used in JPB programmes run in London, East, South-East and South of England.
CbD	Case based discussion	Formative assessment. Retrospective evaluation of input into patient care e.g. intervention. Assessor can explore a number of themes. Can be encompassed into peer review meetings and training sessions. More in-depth than a mini-CEX takes 30-40 min
CG	Curriculum Guide	CGs are available for the 4 core elements that comprise General Pharmacy Practice in the secondary care setting - Clinical Services, Medicines Information, Patient Services and Technical Pharmacy. CGs contain the learning outcomes to be achieved across the 18 months of FS1. see Service Improvement & Innovation (SII)
Change Management		
CMC	Clinical Master Class	Half day events similar to learning sets (LSs) but focussing on specific clinical topics and led by expert practitioners
CoDEG	Competency Development and Evaluation Group www.codeg.org/	CoDEG is a collaborative network of specialist and academic pharmacists, developers, researchers and practitioners. Key outputs included the GLF and ALF replaced by the FPF and APF respectively.
CV	Curriculum Vitae	A brief account of a person's education, qualifications, and previous occupations.
DAP	Defined Area of Practice - also called Placement	Modules 2, 3 & 4. Replaced by FS2
DAP EF	DAP Educational Facilitator	Title phased out circa 2012 & replaced with Practice Supervisor - see PS
Dip GPP	Diploma in General Pharmacy Practice www.ucl.ac.uk/pharmacy/courses-and-PhD/prof-dev/pharmacy-practice-ndin	An academic programme delivered by UCL School of Pharmacy studied on a flexible part-time basis over 3 years. Organised in 4 modules: FS1/Module 1 "Foundations of General Practice": designed to take place over 18 months, primarily work-based learning. Completion of FS1 can allow for an exit award of Postgraduate Certificate in General Pharmacy Practice. FS2 parts A, B & C (Modules 2, 3 & 4): are 6-month modules that can be taken as a clear specialty rotation or a particular focus
DOPS	Directly Observed Practical Skills	Formative assessment. Specifically designed for the assessment of practical skills & activities
E&T	Education and training	
EF	Educational facilitator	EF title has been phased out and replaced by Practice Supervisor (see PS for more detail on role)
EPD (formerly LTT)	Educational Programme Director	EPD title replaced Lead Trust Tutor in 2012. Responsible for delivery of diploma in each Training Centre. See PJ 2010;285:191.
ES (formerly PT)	Educational Supervisor	ES title replaced Practice Tutor in 2012. See PJ 2010;285:191. Each trainee is assigned one educational supervisor to lead them through the 3 year programme. Has overall responsibility for assessment of the Diploma Practitioner (although may delegate assessments to practice supervisors)
Extended intervention		To illustrate a number of related pharmaceutical contributions made to the care of individual patients, each documented on an Analysis of Clinical Decision Making form
Fast Tracking		Anyone requesting APEL or APL of non-JPB credits will be required to submit a portfolio of evidence demonstrating attainment of the Module 1 learning outcomes, attend a portfolio assessment, sit Module 1 assessments and pay the fee for Module 1 in order to join the programme at FS2.
Formative Assessment		An assessment FOR learning. Trainees receive feedback from their supervisor(s) to help them identify their strengths and weaknesses and target areas that need further development. Cf summative assessment.
FPF	Foundation Pharmacy Framework	Since January 2014, the accredited & recognised framework. Not significantly different from the GLF. FS1 starters in Sept 2014 will use the FPF. For the 2014/5 academic year, all other practitioners in the programme use either FPF or GLF as determined by their EPD. In Summer 2015 will be a review of who is still using the GLF.
FS1	Foundation Stage 1	Formerly Module 1 - Foundations in General Pharmacy Practice. Completion of FS1 can allow for an exit award of Postgraduate Certificate in General Pharmacy Practice
FS2	Foundation Stage 2	Comprises 3 modules (A, B, & C). Replaced the 3 DAP modules
FS2 Task	Foundation Stage 2 task	Summative assessments (in the form of tasks) designed to ensure practitioners develop particular skills during the course of FS2. The 3 tasks are Therapeutic Review, Audit and Service Improvement & Innovation (SII). The skills include Audit & evaluation, Critical appraisal, Writing, Oral Presentation and Managing change. From September 2014 to be phased out and replaced by the FPF over 1-2 years.
GLF/GLCF	General level (competency) framework	
GLP	General Level Practitioner	Title of a junior (Band 6) pharmacist registered on the DipGPP. Also called 'practitioner' or 'trainee'
HCPs	Health care professionals	
HEI	Higher Education Institute	The universities/pharmacy schools
HEI Programme Lead		Overall responsibility for academic programme
Intervention	Action taken by a pharmacist to improve patient care & outcome including those that have prevented patient harm.	Practitioners' evidence portfolios need to include extended & social interventions documented on analysis of decision making forms and a 'Log of significant interventions made'.
JPB	Joint Programmes Board (http://www.jpbsoutheast.org)	Collaborative organisation between pharmacy schools and NHS Trusts who provide foundation level training for pharmacists
LS	Learning Set	Academic study half-day event. Promotes learning in small groups. An information resource and to clarify difficult concepts. Between 6 & 8 events per Module.
LS Facilitator	Learning Set Facilitator	A suitably experienced pharmacist who supports the LS practitioners with the learning set activities.
LTT	Lead Trust Tutor	LTT title phased out in the academic year 2011-2012 and replaced by Educational Programme Director (see EPD for more detail on role)

Acronym	Meaning	Explanation
MCQ	Multiple Choice Question	A summative assessment conducted at 12 & 18 month exams
Mini-CEX	Mini-Clinical Evaluation Exercise	Formative assessment. Prospective observation of new patient contact e.g. drug history taking, medication counselling, MI enquiry or patient prescribed new therapy. Takes 20-25 min including feedback. Practicalities clarified Spet 2014
Mini-PAT	Mini-Peer Assessment Tool	Formative assessment. Similar to a 360° appraisal. Completed 6-monthly. Practitioner nominates 5-8 people they have worked closely with Feedback of results via the Educational Supervisor (ES)
Moodle	Modular Object-Oriented Dynamic Learning Environment [Practitioners - https://moodle.ucl.ac.uk/login/ Supervisors/external - http://moodle.uclsop.net/moodle/login/]	Interactive online resource where materials and information relating to the course are posted, just like a website. Different websites for supervisors and practitioners. Replaced Blackboard in Sept 2012
MRCF	Medication-related Consultation Framework	Formative assessment. Observation focussing on consultation skills
MSc in Pharmacy Practice	MSc in Pharmacy Practice (Advanced Pharmacy Practice fast-track)	a practitioner-led, performance-based programme which has been devised to support practitioner development in higher level practice The course aims to support practitioners to attain Advanced Stage II in 4 'core' clusters of the APF. 2014/15 is likely to be final year this course will run; a new programme will be offered in September 2015
NHSLA	NHS Litigation Authority	A Special Health Authority (part of the NHS), responsible for handling negligence claims made against NHS bodies in England. Has an active risk management programme to help raise standards of care in the NHS and reduce the number of incidents leading to claims. Also monitors human rights case-law
OSCE	Objective Structured (or Simulated) Clinical Examination	Summative assessment carried out at the 18 month stage of FS1. Series of exams based on objective testing and direct observation during clinical encounters
PF	Portfolio of Evidence	Practitioners are required to compile a portfolio of evidence for each module that demonstrates their competence to practice pharmacy as a general level pharmacist. The portfolio should contain specific content as detailed in the PG DipGPP Assessment Handbook. Number of assessments is set as the minimum only-encourage more. Portfolios should be reviewed at each RITA and must be submitted by the deadline set by the University for end of module portfolio reviews
PGCert GPP	Post Graduate Certificate in General Pharmacy Practice	At the end of Module 1, students can either continue with the Postgraduate Diploma or leave the programme and be awarded the PGCert GPP
Plan and Record	The guide to the GPhC's requirements for undertaking and recording CPD (Continuing Professional Development)	Practitioners are required to have copies of their CPD records in their evidence portfolios
PS (formerly EF)	Practice Supervisor	<ul style="list-style-type: none"> Replaced the title Educational facilitator in 2012. PS title covers a number of roles such as rotation lead, ward tutor or DAP lead). See PJ 2010;285:191. Each Trust will have a number of practice supervisors who will support the Diploma Pharmacist in their various rotations e.g. MI, medicine, surgery, dispensing etc. It will be up to each Trust to decide who undertakes the assessments but in many cases PSs will undertake at least some of the Diploma assessments.
PT	Practice Tutor	PT title replaced by Educational Supervisor in 2012 (see ES for more detail on role)
RITA	Record of in-training assessment	Summative assessment? Formal meeting between tutee and ES to check and document progress Occurs at regular intervals throughout the course RITA Form B sign-off = satisfactory progress RITA Form C = targeted training required
S4DS	Skills for Diploma Supervisors	A half-day event to equip supervisors with supervision skills.
S4DT	Skills for Diploma Tutors	Renamed 'S4DS' in 2012.
SDL	Self Directed Learning	See Jubraj B., (2009) Developing a culture of self-directed workplace learning in pharmacy. The Pharmaceutical Journal 283:47-8.
SII	Service Improvement & Innovation	One of 3 tasks to be completed during FS2 (one for each FS2 module). Formerly Change Management.
Social intervention	Record of a intervention relating to the 'social needs' of a patient in the GLP's care	Documented on Analysis of Clinical Decision Making form
STEP	Structured Training and Experience for Pharmacists	Collaboration of a number of NHS Trusts in South East London to provide pharmacists with competency based training, education and experience over three years. See www.step-selondon.nhs.uk/
Summative Assessment		An assessment OF learning. Refers to the assessment of the learning and summarises the development of learners at a particular time. Cf formative assessment.
Syllabus		
TC	Training Centre	
TR	Therapeutic Review	One of 3 tasks to be completed during FS2 (one for each FS2 module)
WPBA	Workplace Based Assessment	Formative assessments done in the workplace - See Assessment Handbook for details

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