

Joint Programmes Board

Postgraduate Diploma in General Pharmacy Practice

Accreditation of Training Centre

Pre-visit Information

NAME OF TRAINING CENTRE:

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DIRECTOR OF PHARMACEUTICAL EDUCATION:

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Please complete this document providing detail of how your TRAINING CENTRE satisfies the criteria listed. Specifically you should indicate whether the evidence available to demonstrate that each criterion is met, is comprehensive or partial. You should also provide a brief description of the nature of the evidence you will produce to support your assessment. This evidence will then be reviewed by the accreditation panel during the site visit and verified by observing elements of practice activity and following discussion with educational supervisors and practitioners-in-training.

Please note: each criterion is highlighted using a bold format. The bullet points which follow each individual criterion are an attempt to provide examples of how the Training Centre might achieve the main criterion described.

SECTION 1: GENERAL CRITERIA

CRITERION	COMPREHENSIVE EVIDENCE	PARTIAL EVIDENCE	NO EVIDENCE	SOURCE OF EVIDENCE
<p>1.1 Education is recognised as an important aspect of health care delivery within the organisation</p> <ul style="list-style-type: none"> • Organisation(s) (within the Training Centre) describes the commitment to supporting staff training and development within its business plan. • There is a formal Pharmacy Education and Training infrastructure to support this commitment. • The Training Centre has a specific education and training strategy. • The Training Centre is involved in the education of other health care professionals. 				

CRITERION	COMPREHENSIVE EVIDENCE	PARTIAL EVIDENCE	NO EVIDENCE	SOURCE OF EVIDENCE
<p>1.2 A range of learning experiences are available, which reflect the role of a general pharmacy practitioner and allow the learning outcomes of the programme to be satisfied.</p> <ul style="list-style-type: none"> • Appropriate exposure to medicines information, technical services, patient services and clinical services is provided to meet the stated outcomes of the programme. • The DAPs (Defined Area of Practice) offered provide for a range of appropriate experiences which support the development, planning and delivery of high quality and cohesive professional education • Appropriate exposure to general medical and general surgical patients is provided during the first two modules. • Appropriate access to the relevant patient group is provided during the DAP modules. • Rotations are organised in a consistent and appropriate manner, across the Training Centre. 				

CRITERION	COMPREHENSIVE EVIDENCE	PARTIAL EVIDENCE	NO EVIDENCE	SOURCE OF EVIDENCE
<p>1.3 Sufficient resources are available to support the delivery of the programme within the practice environment of the training centre.</p> <ul style="list-style-type: none"> • Resources are available to ensure the training centre meets the criteria laid out in this document. • A commitment to training features in the job description of the pharmacy staff involved in tutoring and mentoring the practitioners enrolled on the programme. 				
<p>1.4 Guidelines are in place to recognise, early, poor performance of trainees and for taking appropriate and prompt action.</p>				

CRITERION	COMPREHENSIVE EVIDENCE	PARTIAL EVIDENCE	NO EVIDENCE	SOURCE OF EVIDENCE
<p>1.5 A strategy exists for providing, managing and monitoring the structured learning experiences offered by the Centre.</p> <ul style="list-style-type: none"> • A timetable of rotations and mentoring arrangements is available which provides the relevant detail of the experiences offered & their duration. • Rotations are structured to ensure appropriate exposure to the key activities associated with a general level of practice. • Regular meeting of educational supervisors are held to discuss the support offered to students. 				

SECTION 2: QUALITY OF MEDICINES MANAGEMENT - STANDARDS OF CARE

CRITERION	COMPREHENSIVE EVIDENCE	PARTIAL EVIDENCE	NO EVIDENCE	SOURCE OF EVIDENCE
<p>2.1 A clear organisational strategy and annual plan exists for service development that links to national and local policy and need, and influences programme delivery.</p> <ul style="list-style-type: none"> • Pharmaceutical and medicines management services are continually reviewed to maintain and improve quality. • The pharmacy business plan demonstrates a commitment to developing the service according to anticipated needs. 				
<p>2.2 The medicines information service is focused on the delivery of specific, relevant patient and service outcomes.</p> <ul style="list-style-type: none"> • The service complies with the national standards as set out by UKMI. • There are resources available which allow practitioners to achieve the stated learning outcomes, for a general level of practice. • Appropriate exposure to a range of general level activities. 				

CRITERION	COMPREHENSIVE EVIDENCE	PARTIAL EVIDENCE	NO EVIDENCE	SOURCE OF EVIDENCE
<p>2.3 Technical services is focused on the delivery of specific, relevant, patient and service outcomes.</p> <ul style="list-style-type: none"> • Complies with the standards as set out by the national body (PTQA). • There are resources available which allow practitioners to achieve the stated learning outcomes, for a general level of practice. • Appropriate exposure to a range of general level activities. 				
<p>2.4 Patient services is focused on the delivery of specific, relevant, patient and service outcomes.</p> <ul style="list-style-type: none"> • The service complies with the standards as set out by the national body. • There are resources available which allow practitioners to achieve the stated learning outcomes, for a general level of practice. • The local service provides appropriate exposure to a range of general level activities. 				

CRITERION	COMPREHENSIVE EVIDENCE	PARTIAL EVIDENCE	NO EVIDENCE	SOURCE OF EVIDENCE
<p>2.5 The clinical pharmacy service is focused on the delivery of specific, relevant, patient and service outcomes.</p> <ul style="list-style-type: none"> • The service is structured and resourced in a manner that provides for safe and effective medication use. • Practitioners are provided with sufficient support and mentoring to achieve the stated learning outcomes, for a general level of practice. • The service provides appropriate exposure to a range of general level activities. • Trainee practitioners have a clear commitment to deliver aspects of the clinical pharmacy service to a discrete patient group. • The clinical activities to be undertaken are clearly listed and an appropriate time period allocated to performing these duties. • The care provided is supervised by an appropriate pharmacy practitioner. 				

CRITERION	COMPREHENSIVE EVIDENCE	PARTIAL EVIDENCE	NO EVIDENCE	SOURCE OF EVIDENCE
<p>2.6 The pharmacy services delivered across the Training Centre provides sufficient opportunity for trainee practitioners to complete the Defined Area of Practice (DAPs) element of the programme.</p> <ul style="list-style-type: none"> • Sufficient DAP opportunities are available, either within the Training Centre or by arrangements made with other centres • A system for allocating DAPs to trainees is evident which is fair and equitable. • Each DAP has a nominated DAP Lead who is responsible for managing the practitioner through the placement. 				

SECTION 3: STUDENT SUPPORT AND GUIDANCE

CRITERION	COMPREHENSIVE EVIDENCE	PARTIAL EVIDENCE	NO EVIDENCE	SOURCE OF EVIDENCE
<p>3.1 The roles and responsibilities associated with delivering the educational programme are clearly described and an appropriate infrastructure in place.</p> <ul style="list-style-type: none"> • The programme (whether single or multi-site) is managed by a nominated lead and supported by educational supervisors. • The key mentoring and quality monitoring responsibilities are allocated to named educational supervisors. • Sufficient numbers of experienced educational supervisors are available to support all practice components of the programme. • A local support network for educational supervisor exists to review teaching and training performance. This meets on a regular basis. 				

CRITERION	COMPREHENSIVE EVIDENCE	PARTIAL EVIDENCE	NO EVIDENCE	SOURCE OF EVIDENCE
<p>3.2 Appropriate learning support material is availability.</p> <ul style="list-style-type: none"> • The physical resources, teaching accommodation and subject books and periodical stock, and any other learning resources, are appropriate to the curriculum. • Technical equipment and IT facilities, including internet access, are available to students on site. • All trainees are provided with a named educational supervisor for the duration of the programme, who is appropriately qualified and experienced and meets relevant regulatory body requirements. 				

CRITERION	COMPREHENSIVE EVIDENCE	PARTIAL EVIDENCE	NO EVIDENCE	SOURCE OF EVIDENCE
<p>3.3 Teaching experience of practitioners involved in programme delivery.</p> <ul style="list-style-type: none"> • The educational supervisors, demonstrate evidence-based teaching, assessment and practice. • All practitioners involved in delivering the programme must actively engage in CPD and demonstrate adhere to the RPSGB requirements. Evidence of reflection on practitioners teaching input must form part of this contribution. • All senior practitioners will hold appropriate PG qualifications (or equivalent) and will have attended relevant teaching and learning courses. • All educational supervisors must be familiar with the current assessment and mentoring strategy as described in the curriculum. • The teaching and mentoring is enhanced by a staff development strategy that provides continuing staff development, updating opportunities, planned programmes of peer review of teaching, and effective integration with academic colleagues. 				

CRITERION	COMPREHENSIVE EVIDENCE	PARTIAL EVIDENCE	NO EVIDENCE	SOURCE OF EVIDENCE
<p>3.4 Systems for quality assurance of the trainee practitioner experience are in place which allow for regular review and update of the support and guidance offered within the Training Centre.</p> <ul style="list-style-type: none"> • A system to obtain regular feedback from trainee practitioners in relation to the delivery of the programme exists. • Information relating to trainee feedback is discussed within the Training Centre programme evaluation process. • Appropriate action on trainee evaluation/feedback information, relating to the quality of their practice experience, is taken. 				

ADDITIONAL COMMENTS

This provides an opportunity for the Training Centre to highlight any additional evidence they would like to draw attention to as part of the accreditation process.

SIGNED (on behalf of Training Centre): _____

Date: _____