

School of Pharmacy

Postgraduate Diploma in General Pharmacy Practice

Training Centre Re-Accreditation Self Assessment Form

Introduction

Over the last 4 years all NHS (Pharmacy) Training Centres within the east of England geography (covering the Joint Programmes Board collaboration) have been visited and accredited by a panel of senior NHS and academic pharmacists to determine their capability to support junior pharmacists whilst undertaking the workplace based programme (Postgraduate Diploma in General Pharmacy Practice). The accreditation criteria which formed the basis of this initial approach have now been reviewed to ensure they comply with recent developments within the profession (for example the draft General Pharmaceutical Council Education Standards) as well as supporting re-accreditation by drawing down on the experience gained by these centres as evidence to support local quality. The approach taken to accreditation has always sought to ensure transparency by encouraging Training Centres to share both good practice as well as the challenges they face in maintaining a high quality educational experience for their junior pharmacists. This has ensured that panel visits have been seen as developmental and supportive in nature. Our approach to re-accreditation will adopt a similar approach.

The *Re-accreditation Application Form (RAF)* embraces 9 separate sections, five of which (Sections 1,2, 7, 8 and 9) will be completed by the School of Pharmacy support team, while the remaining 4 (Sections 3,4,5 &6) are to be completed by the Educational Programme Director (Trust Lead Tutor) of the Training Centre seeking re-accreditation. When completing Sections 3,4,5 & 6 Educational Programme director will be asked for a range of information:

1. Grade the quality of evidence available to support attainment of a criterion and then to briefly describe the supporting evidence or provide a comment on the situation
2. Provide numbers of trainees or tutors within the system and to qualify the data where needed
3. Provide a description of a specific experience – for example the rotations undertaken during the first 18 months or during the DAP rotas.
4. EPDs will be invited to attend the 90 minute reaccreditation panel to present their supporting evidence.
5. EPDs are expected to inform Senior Colleagues and Chief Pharmacists regarding the reaccreditation process.

Please provide a brief commentary where you are able as it will help the accreditation panel to determine where to focus during the Training Centre visit.

Section 1: Basic Training Centre (TC) Information (to be completed by School administration Team)	
Date of Completion:	
a) Name of TC (please list all primary & secondary care organisations involved)	
b) Name of Educational Programme Director	
c) Name of UCL School of Pharmacy contact (Associate Director)	
d) Date TC first accredited	

Section 2: Training Centre – Basic Information (to be completed by School administration Team)	
Official (academic) Information relating to practitioner progress (relating to the last 18 months).	
a) Practitioners currently registered on the programme (JPB Registration Number and names)	
b) Pass rate of practitioners (require number practitioners taking and number of students passing assessments over past 2 assessment periods).	
c) Number of practitioners who have deferred an assessment in the last 18 months.	
d) How many practitioners have interrupted their studies in the last 18 months?	
e) How many practitioners have withdrawn from the programme in the last 18 months?	
f) Number of Educational Supervisors (PTs and EFs) who have attended formal (SoP organised) supervisor training.	

Section 3: Supervisor Support		
Criteria	Quality of Evidence	Supporting Evidence (or comment)
a) Educational Supervisor (Practice Tutors and Educational Facilitators) meet on a regular (formal) basis to discuss aspects relating to trainee support including the sharing of best practice	<input type="checkbox"/> Comprehensive <input type="checkbox"/> Partial <input type="checkbox"/> None available	
b) Mechanisms are in place to support those in a tutoring/mentoring role (both new and existing tutors)	<input type="checkbox"/> Comprehensive <input type="checkbox"/> Partial <input type="checkbox"/> None available	
c) Where Supervisors have not attended formal SoP supervisor training events they have received other (equivalent) training.	<input type="checkbox"/> Comprehensive <input type="checkbox"/> Partial <input type="checkbox"/> None available	
d) Supervisors capacity Please list the maximum number of practitioners undertaking the programme at any one given time AND the maximum number of Educational Supervisors (PTs) available to support them.	Trainee/Tutor Ratio Max. Trainees = Max Educational Supervisors (Practice Tutors) =	Comment on supervisor capacity

Section 4: Educational Infrastructure within the Training Centre		
a) Please describe the current experience of a practitioner undertaking the core element of the PG Dip GPP (first 18 months) AND include how the work based assessments are planned.		
b) The Educational Programme Director has an effective system to disseminate programme information to supervisors and practitioners.	<input type="checkbox"/> Comprehensive <input type="checkbox"/> Partial <input type="checkbox"/> None available	
c) Effective arrangements are in place for practitioners to share experiences, practice and knowledge	<input type="checkbox"/> Comprehensive <input type="checkbox"/> Partial <input type="checkbox"/> None available	
d) Practitioners are always able to gain appropriate access to their supervisor or assessor, especially if working cross site, to secure personal support	<input type="checkbox"/> Comprehensive <input type="checkbox"/> Partial <input type="checkbox"/> None available	
e) Formal mechanisms are in place to secure trainee feedback following a rotation or DAP experience.	<input type="checkbox"/> Comprehensive <input type="checkbox"/> Partial <input type="checkbox"/> None available	

f) Where issues have been identified in (f) above please describe how these been addressed.	Issues	Action Taken
g) A formal system is in place for identifying and managing poor performance. Please comment on the number of occasions where the policy has been used.	<input type="checkbox"/> Comprehensive <input type="checkbox"/> Partial <input type="checkbox"/> None available	Frequency of activating poor performance policy (last 3 years):

Section 5: Key Challenges	
Please describe the key challenges faced by your Training Centre in delivering the PG Dip GPP and briefly described how these have been overcome or (if they have not) how the issue is being managed.	
Key Challenges	Solutions and strategies

Section 6: Quality of the support received from UCL School of Pharmacy

Please briefly comment on the quality of the support provided by the PG Diploma GPP academic and administrative team at the UCL School of Pharmacy.

Aspects of support valued are:

Aspects where support lacking or inadequate:

Section 7: Report from the Associate Director liaising with the Training Centre

Please provide an overview of the quality of the training provided by the Centre, in particular highlight any issues you consider might impact on the re-accreditation process.

Section 8: Discussion Points for Panel (Recommendations & Commendations)

Section 9: Outcomes

- Full accreditation achieved no further action required for a period of 4 years. (This will be re-accessed if there is a change in Lead Trust Tutor or a change within the Trust)
- Full accreditation achieved for period of 3 or 4 years dependent upon Associate Directors report after site visit.
- Full accreditation achieved pending a visit from Associate Director for a period of 3 years.
- Further information required before accreditation can be granted Associate Director and panel to visit site.
- Full resubmission required.