

Outline Accreditation Process for the level 9 Masters degree awarded on the successful completion of the National Pharmacy Internship Programme (NPIP)

(approved by the Council of the PSI on 30 September 2010)

Introduction

This document was developed by an expert working group following a wide-ranging review of literature relevant to the accreditation of pharmacy courses and in particular pre-registration education and training. The standards themselves were subject to targeted consultation broadly within the profession (Register of Pharmacists and Register of Retail Pharmacy Businesses), with senior officers and managers in the healthcare sector, regulatory bodies for health and social care, higher education institutions and in general with the public via the PSI website.

Context

The legislative background:

Stemming from the Pharmacy Act 2007 (as amended) and recognised in Directive 2005/36/EC of the European Parliament of the Council on the Recognition of Professional Qualifications, the Pharmaceutical Society of Ireland (PSI, the pharmacy regulator) has responsibility and powers for the approval of the programmes of education and training of pharmacists in Ireland. An important stage and component of such education and training is the National Pharmacy Internship Programme (NPIP). The care of the patient and public protection are paramount considerations for the PSI, its registrants (pharmacists) and students. The PSI's approach to the approval of such programmes is a system of standard setting and accreditation. This document sets out and describes that system and forms a key part of assuring that pharmacy graduates are properly prepared for registration.

The PSI wishes to facilitate collaboration and joint working in delivery, quality assurance and quality enhancement of the education, training, learning and development of pharmacists. The PSI views its accreditation system as adding to but not – in its principal focus of assuring fitness for internship training and later practice as a pharmacist – strongly duplicating quality assurance within higher education.

Section 7(2)(a)(iv) of the Pharmacy Act 2007 provides that it is a duty of the PSI to:

determine, approve and keep under review programmes of education and training suitable to enable persons applying for registration to meet those criteria and pharmacists to comply with those codes.

Rule 15 of the Pharmaceutical Society of Ireland (Education and Training) Rules 2008 (the Rules) requires the in-service practical training programme (i.e. the National Pharmacy Internship Programme) to be conducted in a manner that will ensure that a student will, as a minimum, have demonstrated his/her ability to apply competently:

- a) *the body of knowledge and skills acquired during the programme leading to the award of the degree in pharmacy,*
- b) *the legislation and the law generally pertaining to pharmacy and medicinal products and to the practice of pharmacy in the State, and*
- c) *the standards of professional conduct and ethics for a person practising as a pharmacist in the State.*

Furthermore, paragraph (3) of the Schedule to the Rules provides that the overall five-year programme of education and training should be such that it can provide an assurance that a person who successfully completes all five years has acquired the following knowledge and skills:

- (a) adequate knowledge of medicinal products and the substances used in their manufacture,*

(b) adequate knowledge of pharmaceutical technology and the physical, chemical, biological and microbiological testing of medicinal products,
(c) adequate knowledge of the metabolism and the effects of medicinal products and of the action of toxic substances and of the use of medicinal products,
(d) adequate knowledge to evaluate scientific data concerning medicinal products in order to be able to supply appropriate information on the basis of this knowledge,
(e) adequate knowledge of the legal and other requirements associated with the pursuit of pharmacy,
and such knowledge and skills shall be such as to enable that person to competently practise as a pharmacist and thereby be entitled to gain access to and to at least pursue the professional activities of a pharmacist as set out in Article 45(2) of the Professional Qualifications Directive.

Overview

The PSI works to support and assure that the Irish schools of pharmacy produce graduates whose contributions to patient care are founded on understanding and application of scientific method, of the principles and techniques of the pharmaceutical sciences and of evidence-based health care. Equally, it works to support and ensure that pharmacy graduates have been enabled to develop the professional patient-centred attributes and attitudes set out in its Standards. The PSI's main means of assuring these outcomes and features of Irish pharmacy degree courses is a system of accreditation.

The PSI's main approach to accreditation is assuring that the NPIP is appropriately resourced in accommodation, equipment and staff, and that either all standards for accreditation are met or that the overwhelming majority of them are met with the remainder being addressed by explicit approaches or means.

The output of the accreditation process in a given case is a report carrying a conclusion and recommendations with regard to accreditation. The hoped for outcome is accreditation by the Council of the PSI for a maximum period of 5 years, possibly subject to a number of conditions.

Accreditation Visit

There will normally be a visit over a maximum of two days. Full use will be made of the time available, within the constraint that normally visiting team members will make only one over-night stop, between Day 1 and Day 2.

The visit will be designed to focus on issues identified from visiting team members' reading of the documentation (and the team leader's own pre-visit, where required). The programme will be decided by the team leader in consultation with the Head of School.

Normally, all relevant pharmacy staff and any other pre-identified staff of the NPIP provider should be available during the visit, and the visiting team should endeavour to speak to them in relatively small groups at some point in the programme. Also at some point during the visit the team will wish to meet senior management.

It is envisaged that the visit will start at mid- to late-morning on Day 1 with a tour of the school and relevant other facilities of the NPIP provider, such as the library or large groups of computer workstations. The visiting team will appreciate the opportunity to meet with students during the tour and recent graduates, when available. The tour and the rest of Day 1 will be devoted mainly to gathering and analysing evidence of the standards for accreditation being met, and of adequate resourcing of the course.

Day 2 will be devoted to verifying and triangulating the visiting team's findings, and on drafting a report in bullet point outline. Key findings will be derived, to be shared verbally with the school by the end of the day.

At the end of the visit, the visiting team will leave the institution without entering into discussion with members of the school, except in the case of the team leader, accompanied by a member of PSI staff,

who can briefly clarify to the Head of School and/or programme leader any points of potential misunderstanding from the feedback session.

This is a transparent process and it is intended that the main findings of the visiting team, provided as feedback, should come as no surprise to the recipient group. All main issues will have been well-rehearsed during the team leader's pre-visit (if applicable) and during the full visit. The main findings provided as feedback at the end of the visit will be confined to whether or not accreditation is to be recommended to the Council of the PSI, together with the likely conditions of accreditation or the likely next steps in the case of no recommendation of accreditation.

Accreditation report

A main report and a summary of the accreditation visit, the latter to be published on the PSI's web-site will be prepared shortly after the visit. The full report will normally be organised in the following sections:

- i. Introduction
- ii. Process of review
- iii. General matters
- iv. Meeting prerequisite standards
- v. Meeting outcomes standards
- vi. Meeting process standards
- vii. Meeting structure standards
- viii. Conclusions and recommendations

The summary report will comprise a brief overview based on strengths and weaknesses of the provision along with the conclusions and recommendations.

A first draft will be sent to the members of the visiting team for their suggested corrections or improvements within 10 working days. The leader of the visiting team will decide in consultation with the secretary which of these amendments are to be made. Second drafts will be sent to the head of school for his/her information and to provide an opportunity to correct any errors of fact in the report. The leader of the visiting team will decide in consultation with the secretary any amendments to be made. The reports will then be considered by the PSI's Professional Development and Learning Committee in the first instance and ultimately by Council.

Documentation

The NPIP provider must submit to the PSI { xx } hard copies and a text file in Microsoft Word of a document set out in sections and sub-sections strictly as below. The Professional Development and Learning Unit will provide a Word template for as much of the documentation as possible. It will also provide guidance on lengths of sections and sub-sections of submissions.

Standard 1 – Professional and Learning Outcomes

1. Provide an explanation of the quality assurance system for reviewing and developing the educational system such that it meets the educational standards set by the PSI for the NPIP.
2. Provide a description of the curriculum and describe how it meets the educational outcomes. It would be expected that the following should be addressed at a minimum as to how:
 - the curriculum develops in graduates knowledge that meets the criteria of good science; professional skills, attitudes, and values; and the ability to integrate and apply learning to both the present practice of pharmacy and the advancement of the profession;
 - in developing knowledge, skills, attitudes, and values in interns, the school ensures that the curriculum fosters the development of professional judgement and a commitment to uphold ethical standards and abide by practice regulations;
 - the school ensures that the curriculum addresses patient safety, cultural competence, health literacy, health care disparities, and competencies needed to work as a member of an inter-professional team.
3. Demonstrate how the provider, throughout the curriculum and in all programme pathways, uses and integrates teaching and learning methods that have been shown through curricular assessments to produce interns who become competent pharmacists by:
 - ensuring the achievement of the stated outcomes;
 - fostering the development and maturation of critical thinking and problem-solving skills;
 - meeting the diverse learning needs of interns;
 - enabling interns to transition from dependent to active, self-directed, lifelong learners.
4. Provide a description of how the National Pharmacy Internship Programme prepares the intern to be eligible to register and be fit to practise pharmacy in a patient-centred, professional and ethical manner. It would be expected that the provider will address how:
 - The provider's National Pharmacy Internship Programme curriculum prepares interns with the professional competencies to enter pharmacy practice in any setting to ensure optimal and rational use of medicines and patient safety, satisfies the educational requirements for registration as a pharmacist, and meets the requirements of the higher education institution (HEI) for the degree.
 - Interns are able to provide patient care in cooperation with patients, prescribers, and other members of an inter-professional health-care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioural/administrative, and clinical sciences that may impact therapeutic outcomes.
 - Interns are able to manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, colleagues and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.
 - Interns are able to promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an inter-professional team of health care providers
 - The provider's strategies promote professional attitudes and behaviour.
5. Demonstrate how the programme develops the capability of graduates to become self-directed lifelong learners.

Standard 2 – Clearly Defined Entry and Exit Requirements

The NPIP provider must demonstrate that its criteria, policies and procedures on intern admission, progression and completion ensure non-discrimination as defined by national laws and regulations, such as on the basis of gender, marital status, family status, age, race, religion, disability, sexual orientation, membership of the Traveller community.

In order to demonstrate compliance with this standard, the NPIP provider will be expected to make available:

- the criteria, policies and procedures for admission to the National Pharmacy Internship Programme made available to interns and prospective interns and tutors and prospective tutors.
- Recruitment and admissions data.
- Evidence that the provider produces and makes available to current and prospective interns and tutors pharmacists a complete and accurate description of the National Pharmacy Internship Programme, including its current accreditation status and full disclosure of any requirements that cannot be completed at a distance.
- Evidence of how its admissions criteria and processes are designed to meet the requirements of the Pharmaceutical Society of Ireland (Education and Training) Rules 2008 and to select interns who have the potential for success in the National Pharmacy Internship Programme and the profession, including Garda vetting.
- Evidence that the provider produces and makes available to interns and prospective interns criteria, policies, and procedures for academic progression, academic probation, remediation, missed course work or credit, dismissal, re-admission, rights to due process, and appeal mechanisms.
- Evidence of how the provider assures that interns meet the full range of professional outcomes as set out in Standard 1.

Standard 3 – Workplace-based Training Requirements

In order to demonstrate compliance with this standard, the provider will be expected to:

- Provide a list of introductory and advanced pharmacy training establishments and locations offered in the previous academic year, with establishments affording intern interactions with other health care professionals designated and with fellow interns.
- Make available its policies and procedures for training establishments and tutor pharmacists including evidence of secure written agreements.
- Ensure that practice placements are designed to minimise risk to patient safety and wherever possible to enhance the patient experience.
- Provide the clear objectives for each pharmacy practice experience and the responsibilities of the intern, tutor pharmacist and training establishment.
- Demonstrate how the provider assures that it retains ultimate responsibility for the academic quality and integrity of distance-learning activities and the achievement of expected and unexpected outcomes, regardless of any contractual arrangement, partnerships, or consortia for educational or technical services.
- Show how the pharmacy practice experiences integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum.

Standard 4 – Programme Delivery and Learning Methods

In order to demonstrate compliance with this standard, the provider will be expected to:

- Provide a copy of the teaching and learning and assessment strategy and demonstrate how teaching/learning methods deliver this strategy.
- Demonstrate how the delivery of the programme is informed by contemporary and developing pharmacy practice.
- Demonstrate how links with health institutions and sister organisations contribute to the programme.
- Demonstrate how the provider assures that the workflow and communication among administration, academic staff, other staff, tutor pharmacists and interns engaged in distance-learning activities are maintained.
- Describe how the diverse learning needs of interns are taken account of.
- Provide evidence that the academic staff possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and are committed to the advancement of the profession and the pursuit of research and other scholarly activities.
- Provide evidence that academic staff whose responsibilities include the practice of pharmacy including the organisation and delivery of learning in training establishments normally satisfy all professional registration requirements that apply to their practice.
- Provide evidence that any learning and teaching activity that involves patient data has appropriate ethical approval and meets relevant national standards.
- Demonstrate that any IT based learning or assessment is accessible by interns in all training establishments.
- Provide a code of conduct for interns and show how this has been both communicated to interns and used to promote professional behaviour.

Standard 5 – Assessment of Interns

In order to demonstrate compliance with this standard, the provider will be expected to:

- Provide an assessment strategy that maps to the professional and learning outcomes as set out in Standard 1.
- Demonstrate how the programme takes a holistic view to assessment and feedback and how assessment activities employ a variety of valid and reliable measures systematically and sequentially throughout the National Pharmacy Internship Programme.
- Demonstrate how the provider uses the analysis of assessment measures with specific attention to any inconsistencies in individual intern records, to improve intern learning and the achievement of the professional competencies.
- Provide examples of assessment and documentation of intern performance and the attainment of desired core knowledge, skills and values.
- Provide information about the appeals and complaints process and an analysis of the operation of this process.
- Provide copies of any relevant independent reports on assessment or appeals processes.

Standard 6 – Intern Support Systems

In order to demonstrate compliance with this standard, the provider will be expected to:

- Provide an organisational chart and description of student services available to interns and of the principal points of contact.

- Describe how interns are informed of student support systems and provide examples of relevant supporting documentation used for student orientation including the student handbook.
- Describe the systems in place to support interns in securing and maintaining placements.
- Describe the systems in place to support interns in the use of innovative/virtual learning.
- Provide a copy of the intern complaints policy together with a chronological list of any complaints that have been made and a commentary on how they have been dealt with.
- Describe other methods (e.g., focus groups, meetings with the Head of School or other administrators, involvement in self study activities, review of student complaints) used to gather student perspectives and actions arising from them.

Standard 7 – Programme Quality

In order to demonstrate compliance with this standard, the provider will be expected to:

- Provide a description and explanation of the school and institutional management structures relevant for the National Pharmacy Internship Programme including identification of the roles and responsibilities of the key post holders.
- Identify and employ key performance indicators to monitor the extent to which the programme meets the standards set by the PSI Council from time to time.
- Demonstrate how the data collected from proactive quality assurance (QA) processes is used to systematically and sequentially evaluate its curricular structure, content, organisation and outcomes to inform continuous improvement of the provision.
- Demonstrate how the school provides and develops an environment and culture that promotes professional behaviour and harmonious relationships among students, academic staff, administrators, tutor pharmacists, and other staff.
- Demonstrate how staff, interns and tutor pharmacists contribute to quality assurance and enhancement processes.
- Describe the policies applied by the provider to support students, academic staff, administrators, tutor pharmacists, and other staff participation, where appropriate, in pharmacy, scientific and other professional organisations to enhance collective awareness of developments in pharmacy.

Standard 8 – Resources

In order to demonstrate compliance with this standard, the provider will be expected to:

- Demonstrate that there are secure and adequate financial, physical (teaching and research), academic staff, other staff, student, training establishments, tutor pharmacist, library, technology, and administrative resources to meet all of the PSI accreditation standards.
- Provide evidence that enrolment is managed in alignment with available physical, financial, academic staff, other staff, training establishments, tutor pharmacist and administrative resources and in accordance with sound business practice.
- Demonstrate that academic staff, regardless of their discipline, have or are developing a conceptual understanding of current and proposed future pharmacy practice in a variety of settings and are committed individually and collectively to the programme's missions and goals.
- Demonstrate that academic staff possess the required professional and academic expertise to deliver a programme that meets the PSI accreditation standards.
- Demonstrate that academic staff members have the capability and continued commitment to be effective teachers. Effective teaching requires knowledge of the discipline, effective communications skills, and an understanding of pedagogy, including construction and delivery of the curriculum.
- Demonstrate that the provider reviews the performance of academic staff and other staff on a regular basis.

- Demonstrate that the provider has or provides support for programmes and activities for academic staff and tutor pharmacist continuing professional development as educators, researchers, scholars, and practitioners commensurate with their responsibilities in the programme.
- Demonstrate that the provider ensures the tutor pharmacists receive orientation regarding the outcomes expected of interns and pedagogical methods that enhance learning, especially for first-time tutor pharmacists prior to assuming their responsibilities, ongoing training, and development.

Standard 9 – Management

In order to demonstrate compliance with this standard, the provider will be expected to:

- Have a strategic plan and demonstrate how it aligns with the mission of the institution.
- Have published, updated governance documents, such as bye-laws and policies and procedures which have been generated by academic staff consensus under the leadership of the Head of School in accordance with the HEI's regulations.
- Have within its strategic plan a fundamental commitment to the preparation of students who possess the competencies necessary for the provision of pharmacist-delivered patient-care, including medication therapy management services, the advancement of the practice of pharmacy and its contributions to society, etc.
- Undertake a periodic review of the strategic plan, taking into consideration all resources (including financial, physical and human, incorporating succession planning) required to implement the change and the impact of the change on the existing programme.
- Have in post a Head of School who must be qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and services and to unite and inspire administrators, academic staff, other staff, tutor pharmacists, and interns to achieve the mission and goals.
- Have in post a Head of School who is responsible for ensuring that all accreditation requirements are met and complied with, including the timely submission of all reports and plans for substantive change. In the event that remedial action is required to bring the school into compliance, the Head of School takes the necessary steps to ensure compliance in a timely and efficient manner.
- Demonstrate the use and maintenance of a reliable, accurate and workable management information system for recording, retaining and reporting any data required by the PSI which is supported by an appropriate and robust system of back-up of critical applications and systems data.

Interim Accreditation Standards for the level 9 Masters degree awarded on the successful completion of the National Pharmacy Internship Programme
(approved by the Council of the PSI on 30 September 2010)

Standard 1	PROFESSIONAL AND LEARNING OUTCOMES
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- ❖ The Programme and development process
 - There should be an appropriately robust process for establishing, maintaining and reviewing the National Pharmacy Internship Programme Competence Standards approved by the PSI Council (e.g. RCSI Pharmacy Intern Competence Standards) and the Programme must meet the required standards as approved by the PSI Council from time to time with a view to ensuring patient safety and public protection at all times.
 - Education and training must be planned and maintained through transparent processes which must show who is responsible for each stage.
- ❖ The Content and curriculum framework
 - The goals and objectives should build upon the undergraduate degree curriculum and embrace the scope of contemporary practice responsibilities to patient-centred care as well as emerging roles.
 - The following professional and generic attributes should continue to be fostered: empathy; leadership; communication; critical thinking; cultural understanding; a commitment to lifelong learning; professional and ethical conduct; reflective practice; awareness of limitations and risk; information literacy; team work; and problem-solving.
- ❖ There must be clearly defined learning outcomes to demonstrate that at the end of the year the intern is competent to practise pharmacy in a patient-centred professional and ethical manner. The Learning outcomes must cover the following areas as a minimum:
 - The promotion and contribution to **optimal, rational, safe and effective use of medicines**;
 - The **preparation, dispensing and supply** of medicines having regard to the best interests of patients and the public and to the regulatory and legal requirements relating to these activities;
 - The provision of **health services** to optimise patient care, with an understanding of wider determinants of health for all population groups and human rights both in an Irish and international context;
 - The provision of relevant **medicines and health information, education and advice**, including information in line with current and evolving health policy, services and priorities.
 - The **management of work issues and interpersonal relationships** in pharmacy practice.

Standard 2	CLEARLY DEFINED ENTRY AND EXIT REQUIREMENTS
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A National Pharmacy Internship Programme (NPIP) provider must have in place policies and procedures for admission to the internship programme and for its successful completion and these must be open and available to prospective applicants.

- There must be a clear statement of the entry requirements and of the requirements for progression on the programme and for its successful completion and these must also conform to any requirements that are laid down by the PSI Council from time to time.
- Processes must be open, fair, not impose unreasonable requirements on applicants and incorporate a fair and just complaints and appeals process.
- Processes must include specific and appropriate criteria relating to the requirements for professional standards and Garda vetting and for how any health requirements appropriate for the practice setting are met.

Standard 3	WORKPLACE BASED TRAINING REQUIREMENTS
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The pharmacy practice experiences must integrate, apply, reinforce and advance the knowledge, skills, attitudes and values developed through the prerequisite initial degree programme and/or other such qualification as may be required from time to time by the PSI Council for entry to the programme (including, for example, as part of a required adaptation period).

- The NPIP provider must demonstrate that it has appropriate policies and procedures in place that ensure that all training establishments and tutor pharmacists meet the requirements that are laid down by the PSI Council from time to time.
- The objectives for each pharmacy practice experience and the responsibilities of the intern, tutor pharmacist and training establishment are defined.
- Practice experiences should be of adequate intensity, breadth, structure and duration so as to achieve the defined educational outcomes. They should include the opportunity for the interns to experience ongoing interaction with each other during the course of the internship programme. The aggregate of practice experiences should ensure that all educational outcomes and competencies are met by interns prior to the completion of the programme.
- The NPIP provider should ensure that there are clear quality management systems and procedures in place for workplace-based progress/review/appraisals which should be fit for purpose.

Educational techniques and technologies should be appropriately integrated to support the achievement of professional competencies and outcomes and to reasonably address the needs of diverse learners in diverse locations.

- The curriculum must be designed, delivered and regularly reviewed to ensure that interns demonstrate the outcomes described in Standard 1 and can practise safely and effectively according to the statutory Code of Conduct for pharmacists and any other guidance and requirements that are laid down by the PSI Council from time to time.
- Delivery of content and learning methods must correspond to contemporary and potential future requirements of pharmacy practice, have the appropriate mix of methods and styles and be in step with current healthcare developments and provision, reflective of changing client and service needs to ensure that registrants wishing to work in the health service are 'fit for purpose'. Adult education principles should be utilised to guide education strategies and be a combination of didactic, experiential and direct observational educational activities.
- Academic quality requirements must meet the standards for the National Framework of Qualifications for a level 9 qualification. Where topics or content are not exclusively specific to pharmacy (for example, IT or human resource management) the NPIP provider must take appropriate steps to ensure that the core content is related to contemporary pharmacy practice in order to maintain the coherence of a pharmacy programme.
- The NPIP provider must have in place a 'learning and assessment strategy' which considers the predicted preferred learning format of the intended audience as well as the most effective methods to demonstrate competency against the required learning outcomes.

Standard 5	ASSESSMENT OF INTERNS
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An NPIP provider must establish and employ effective and validated formative and summative assessment methods within both the supervised practice and the training components of the internship programme.

- The programme must include assessment of professionalism and the process of professionalization appropriate for entrance to the Register of Pharmacists held by the PSI and consistent with the requirements of Standard 1 and of any professional requirements that are laid down by the PSI Council from time to time.
- The programme must take a holistic approach to assessment and include for example, mechanisms which measure cognitive learning, mastery of essential practice skills, ability to communicate, numeracy and use of data in problem-solving.
- There must be clear guidance relating to assessment of stated professional and learning outcomes, with objective reporting on assessments and fair and just complaints and appeals processes.
- The NPIP provider must have rigorous processes for review, monitoring and evaluation of all elements of the assessment strategy that identify and take account of inconsistencies and so ensure fairness and reliability.

Standard 6	INTERN SUPPORT SYSTEMS
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An NPIP provider must provide appropriate and timely support mechanisms to respond to and manage professional and relevant personal difficulties of interns undertaking the National Pharmacy Internship Programme to include:

- Processes to identify and, where appropriate, provide additional educational, cultural and professional support needs as appropriate.
- Support in securing and maintaining placement(s) with dedicated tutor pharmacist(s) recognised by the PSI Council.
- Orientation programmes to both the programme and the learning environment, especially where innovative/virtual learning is incorporated into delivery methods.
- A student complaints policy, including procedures to be followed and clarity regarding interns' rights to 'due process', to be included in orientation sessions. The NPIP provider must maintain a chronological record of interns' complaints.

Standard 7	PROGRAMME QUALITY
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The quality of pharmacy education and training provided must be managed, monitored, reviewed and evaluated in a systematic way by the NPIP provider and there must be evidence that this process is being used to enhance the quality of the provision.

- There should be clear management structures for the programme with information about roles and responsibilities, lines of accountability and the authority to act for all those involved in education and training.
- The NPIP provider must establish and maintain indicators of performance that facilitate monitoring the extent to which the Accreditation Standards for the National Pharmacy Internship Programme set by the PSI Council are being met.
- The NPIP provider must implement a reliable means of reviewing intern proficiency over the period of the professional placement to provide reliable evidence of each intern's performance over a sustained period.
- The NPIP provider must be able to demonstrate a thorough evaluation of the process and how outcome data are used to achieve continuous development and improvement of the programme. The views and experiences of the interns and tutor pharmacists on the quality of the programme should be considered. Wherever appropriate, interns should be represented on committees and other groups that have responsibility for the design, implementation and review of the programme.
- The NPIP provider must be able to demonstrate how it is taking account of the views of employers and service users, where appropriate and feasible.
- The NPIP provider must establish and operate a vigorous system for the external examination of the programme. This system must include explicit policies and regulations covering the appointment, terms of office and role of the external examiners.

Standard 8	RESOURCES
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The NPIP provider must have sufficient allocated resources, financial, physical, teaching staff and tutor pharmacists, to ensure effective delivery of a programme that meets the Accreditation Standards of the National Pharmacy Internship Programme as may be approved from time to time by the PSI Council.

- The physical facilities must include sufficient teaching rooms, library facilities, administrative systems and IT facilities including appropriate interactive distance learning technology.
- There must be policies and procedures to ensure that training establishments are appropriate for the delivery of the internship programme and meet any requirements as may be set down by the PSI Council from time to time.
- Teaching staff must be of sufficient number, appropriately qualified and experienced, and must include an appropriate number with contemporary experience of pharmacy practice.
- Tutor pharmacists must be of sufficient number, appropriately qualified and experienced and be role models of professional attributes and behaviours so as to effectively mentor, monitor and evaluate interns.
- There should be an organised professional development programme for all teaching staff and tutor pharmacists consistent with their respective responsibilities. The professional development activities should further skills in teaching interns and evaluating their progress.
The programme for tutor pharmacists must meet the requirements and be amenable to flexible delivery as set down by the PSI Council from time to time.

Standard 9	MANAGEMENT
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The institution responsible for the NPIP provider must make a commitment to delivery of a programme that meets the Accreditation Standards of the National Pharmacy Internship Programme as may be approved from time to time by the PSI Council. There must be a management structure appropriate to deliver the programme that is transparent and which clearly shows who is responsible for all elements of the provision.

- The NPIP provider must develop, implement and regularly revise a strategic plan to facilitate the advancement of the programme.
- The NPIP provider must be led by an appropriately qualified and experienced individual committed to the academic leadership and the delivery and development of the programme.
- The NPIP provider must maintain a reliable, accurate and workable management information system for recording, retaining and reporting any data required by the PSI Council in its role of regulator.

REFERENCES

The following have all been considered in drawing up these interim accreditation standards.

Accreditation Council for Pharmacy Education (2007). Accreditation Standards and Guidelines for the Professional Program in Pharmacy leading to the Doctor of Pharmacy Degree.

Australian Pharmacy Council/Pharmacy Council of New Zealand (2010). Accreditation Standards for Australia and New Zealand Pharmacy Intern Training Programs 2010.

Canadian Council for Accreditation of Pharmacy Programs (2006). Accreditation Standards and Guidelines for the Baccalaureate Degree Programme in Pharmacy.

FIP - International Pharmaceutical Federation (2008). A Global Framework for Quality Assurance of Pharmacy Education. (International Forum for Quality Assurance of Pharmacy Education)

General Pharmaceutical Council (2009). Draft education and training standards for pharmacists.

General Pharmaceutical Council (2009). Draft standards of proficiency for pharmacy professionals.

Annex 2 – Process Timetable

Timetable for NPIP accreditation process

1. Professional Development and Learning Unit identifies team leader and sets date for accreditation visit. Normally this will be within 5 years after the previous visit.
2. Professional Development and Learning Unit requests self-assessment documentation from the NPIP Provider.
3. Selection of visiting team by team leader and Professional Development and Learning Unit.
4. Visiting team finalised.
5. Receipt of documentation by Professional Development and Learning Unit..
6. Papers sent to visiting team leader.
7. Documentation rejected if not in accordance with the PSI specification
8. Identification of potential issues jointly by team leader and Professional Development and Learning Unit.
9. Team leader considers need to appoint additional expert to team.
10. NPIP Provider pre-visit by team leader, if required.
11. Specification to Provider of any need for additional documentation and of any particular focus of the visit.
12. Feedback from team leader to team members and Professional Development and Learning Unit on collated responses and pre-visit.
13. School visit by full team. Two-day visit
14. Draft report and summary submitted by team leader and secretary to Professional Development and Learning Unit.
15. Draft report and summary provided to Head of School for notification of errors of fact within 25 working days.
16. Finalised reports considered by Professional Development and Learning Committee and ultimately by Council. Visiting team leader in attendance to inform consideration, as required.
17. Main report and accreditation letter sent to NPIP provider, and summary published on PSI's web-site.

Annex 3 – Accreditation Panel

Roles and other remarks

- A team leader – person responsible for the direction, facilitation and focus of an accreditation event (the Chair), and the content of the report of the visit, although the report writing may be performed by the secretary. Overall, they are responsible and accountable for assuring that the accreditation standards of PSI are being met.
- A non-pharmacist – person expected to make a valuable contribution to the process of assuring that the accreditation standards of the PSI are met, especially where their expertise or experience includes the education of other health care professionals. However, the main reason for their involvement is to see that accreditation is appropriately patient-focused and not primarily self-serving of the provider and the profession.
- A pharmacy academic – person involved in degree accreditation and is expected to bring expertise, based on seniority and experience.

The Accreditation Panel will normally comprise of: team leader, non-pharmacist, pharmacy academic, pharmacy practitioners, PSI staff member(s) {in a non-decision-making capacity} and secretary.

Panel Training

For the effective and efficient working of accreditation it is essential that all panel members be well acquainted with its purpose and process before undertaking visits. This is also essential for the perception of the course provider that the procedure is robust. Part of that robustness lies in the quality and preparedness of Panel members. Consequently, all Panel members must have recent previous experience of accreditation or have participated in a recent training workshop before serving on a visiting team.

A proportion of recruits to the Panel will have little knowledge, at least initially, of present day higher education and some or all of the non-pharmacist members may have little knowledge of pharmacy. Accordingly, training should address the workings both of higher education and of the profession.