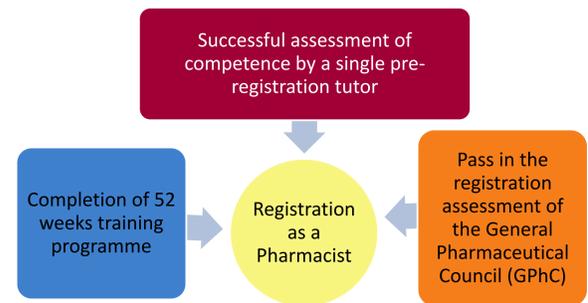


A Pilot of a Panel Review of Competence in the Pre-registration Pharmacist Year

1. Introduction

The process in Figure 1. demonstrates the process for registration as a pharmacist. All three components need to be achieved to register as a pharmacist with the General Pharmaceutical Council (GPhC). A single person sign off process can be subject to variability and difficult to standardise. This is an important consideration for patient safety as once registered, pharmacists then work to serve and protect patients and the public by ensuring the safe and appropriate use of medicines in an increasingly complex environment across a variety of settings. This study looks to assess the feasibility and acceptance of a panel of people to standardise the assessment of competence. The knowledge from the medical Annual Review of Competence Progression (ARCP)¹ process was used to design a new process for pre-registration pharmacist learners which was then tested.

Table 1: Available Criteria and Outcomes of the Portfolio Review Process



2. Method

Figure 1. Process for registration as a pharmacist.

Essential Portfolio Entry Criteria	Outcomes			
	1 Progresses to registration	2 Progresses to registration after submission of missing entries ²	3 Doesn't progress to registration	4 Learner Withdrawn (e.g. late starter)
Record of completed:				
• Statutory and Mandatory Training	v	v	x	
• Satisfactory Outcome of each Progress Review	v	v	x	
• Feedback from 3 rotations	v	v	x	
• Satisfactory Mini Cex ¹ assessments	v	v	x	
• Audit	v	v		
• 3 calculations test with an 80% pass rate	v	v	x	
• First Aid Certificate	v	v	x	
• 3 CPD entries	v	v	x	
• Completion of HEE TV trainee survey	v	v	x	
• Supporting tutor statement	v	v	x	
Desirable Portfolio Entry Criteria				
Record of completed:				
• 2 satisfactory Case based discussions				
• 2 satisfactory Medicines Related Consultation Framework				
• Consultation framework assessment				
• Checking logs and checking assessment				
• Intervention log				
• Error reflection				
• Datix entry				
• MICAL booklet				

¹Mini clinical examination assessment
²Tutor statement or discussion highlights that this has been done but is not present in the portfolio. It will be requested to be added to progress to registration.

ii. Learner Evaluation:

10 out of 28 learners responded to the evaluation of the process (see chart 3). The survey demonstrated that the process was clear and well delivered. 9 out of 10 (90%) of respondents stated that the process elicited a greater confidence in having performance standards consistently signed off.

The thought of having a panel to review my 'competences' at the end of the year motivates me to write my evidences in a clear manner, and to reflect and learn from my daily tasks as a pre-registration trainee.

This additional process will ensure that all trainees are competent and have achieved the standards required. The process would definitely strengthen the confidence of the public.

3. Results

i. Panel Process

In total 28 learners took part in the process. None of the portfolios submitted met all of the essential criteria at the competence panel viewing to enable sign off onto the GPhC register. 27 learners were given an outcome 2 and were subsequently able to provide this evidence to achieve an outcome 1. The desirable criteria was less well evidenced in the portfolios.

Chart 1: Number of learners meeting the essential portfolio criteria (n=28)

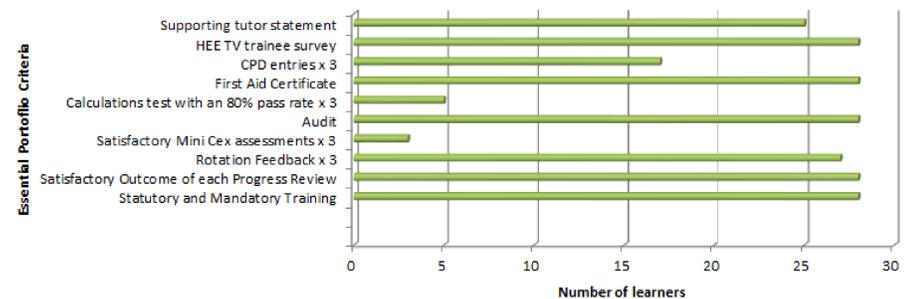


Chart 2: Number of learners meeting the desirable portfolio criteria (n=28)

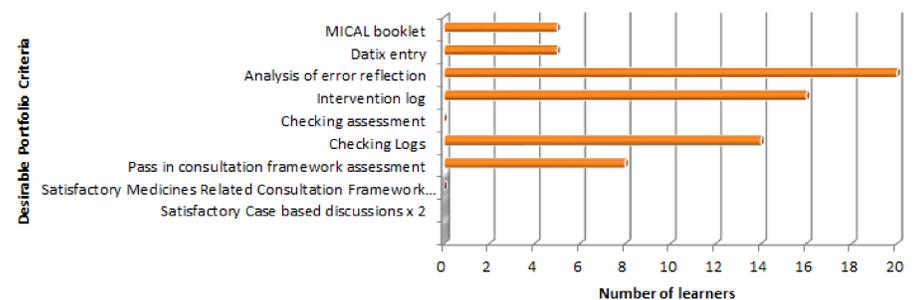
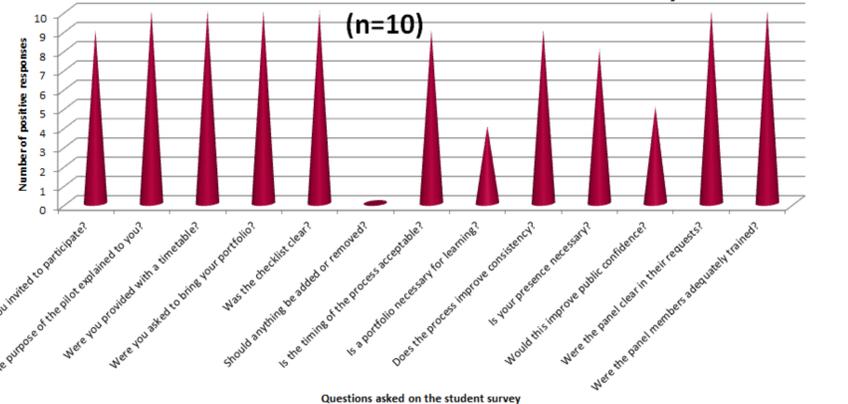


Chart 3: Results of the learner evaluation survey (n=10)



4. Discussion

All of the essential criteria and some of the desirable criteria were achievable. Some learners commented on the need to communicate the criteria list with more notice i.e. at the beginning of the pre-registration year instead of in March and cited this as a reason for missing items in the portfolio. However, 27 out of 28 learners were able to provide 100% of the essential evidence criteria after follow up to achieve an outcome 1. This demonstrates that the process is feasible and the learner evaluation provides reassurance of acceptability of a standard approach to signing off competence within the pre-registration pharmacy year. Barriers to this innovation were time and logistical challenges hampered by the lack of an e-portfolio. The learning from this pilot has developed the process for 2017 as follows:

- An e-portfolio has been purchased and is in use.
- The panels will be run in 1 location in March without learner attendance to overcome logistical challenges.
- The desirable criteria were added to the essential criteria and were put in the learner handbook which is given to the learner at the beginning of the pre-registration pharmacist training year.
- An appeals process is in development.

Acknowledgements

Claire Hough, Pre-registration pharmacist supervisors and learners. July 2016; Health Education England Thames Valley.

References

1. A reference guide for postgraduate specialty training in the UK - The Gold Guide. 6th Edition 2016.