



Accreditation and Recognition Panel Member: role and person specification

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Introduction

The General Pharmaceutical Council (GPhC) is the regulator for pharmacists, pharmacy technicians and registered pharmacies in Great Britain and one of its principal functions is to ensure the quality of pharmacy education and training.

The Accreditation and Recognition Panel play a fundamental role in upholding the education and training Standards of the General Pharmaceutical Council. They must report to the Council on the nature, content and quality of an education and training provider through the accreditation events. They must make judgements on the basis of evidence and quality indicators. Further information can be found at www.pharmacyregulation.org/education.

Role purpose

Drawing on relevant skills and experience, to participate in an accreditation event to judge the content, quality and nature of a course of education or training against the GPhC's published criteria.

Main accountabilities

- Preparing fully for an accreditation event through thorough review of submission documentation against relevant standards and criteria.
- Providing written comments and questions on documentation in advance of the accreditation event.
- Bringing expertise to bear during an accreditation event to ensure provision being accredited is fit for purpose.
- Demonstrating effective questioning techniques to gather the evidence that is needed during the accreditation event.
- Ensuring rigorous application of the GPhC's education and training standards during events and making judgements on the basis of evidence measured against those criteria.
- Working collaboratively with the accreditation team leader and other team members to consider the written and verbal evidence that has made available and to agree the outcome of the event to be recommended to the Registrar of the GPhC.
- Commenting on the draft report and GPhC file note following an accreditation event.
- Commenting on documentary response to conditions after an accreditation event, if required.
- Completing an evaluation of each accreditation event that you are involved, in line with current procedures.
- Submitting comments and feedback to the Quality Assurance (Education) department by agreed deadlines to enable the GPhC's Quality Assurance (Education) team to meet its Key Performance Indicators.
- Participating in training and development as required.
- Ensuring that own skills and knowledge in pharmacy education are relevant and up to date, as required for the role you undertake on the panel.

Knowledge and skills for this role

| All team members: | Essential | Desirable |
|---|-------------------------------------|-------------------------------------|
| Experience of committee work in a regulatory, educational, health care, or other relevant environment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Understanding of healthcare regulation, UK healthcare systems, and/or higher education systems | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Experience of collaborative decision making in a regulatory, educational, health care, or other relevant environment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Experience of participating in evidence-based decision-making taking account of relevant policy, guidance, legislation and best practice | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ability to articulate views clearly and concisely, both orally and in writing, demonstrating attention to detail and a high level of accuracy | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ability to process information from a wide range of sources and communicate clearly to other team members in a clear and unbiased manner | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ability to listen and understand alternative perspectives in a high-pressure environment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Ability to apply knowledge and experience to decision making in a fair and transparent manner | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| High standards of personal probity, integrity, tact, candour and discretion | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| An unwavering commitment to equality, diversity and inclusion | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pharmacist team member: | | |
| Be a pharmacist registered with the GPhC or PSNI | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Current broad experience of UK pharmacy practice (5 years or more) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Experience in the education and training of pharmacists | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Be an active independent prescriber working in a patient facing or education/training role | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Recently-registered pharmacist team member: | | |
| Be a pharmacist registered with the GPhC and/or PSNI | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Have been a pharmacist registered with the GPhC/PSNI for a maximum of two years | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Have successfully completed a UK MPharm degree or Overseas Assessment Programme (OSPAP) as part of the route to registration | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pharmacy technician team member: | | |
| Be a pharmacy technician registered with the GPhC | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Current broad experience of UK pharmacy technician practice (5 years or more) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Experience in the education and training of pharmacy technicians and/or pharmacy support staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|-------------------------------------|-------------------------------------|
| Knowledge and understanding of course design using National Occupational Standards and Apprenticeship Standards (including End Point Assessments) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Recently-registered pharmacy technician team member: | | |
| Be a pharmacy technician registered with the GPhC | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Have been a pharmacy technician registered with the GPhC for a maximum of two years | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Have successfully completed a combined knowledge and competence course/qualification as part of the route to registration | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Have an active interest and/or involvement in pharmacy technician and/or support staff education processes | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Lay team member: | | |
| NOT a current or previous registrant of a health or social care profession, nor a holder of qualifications which would provide eligibility registration with the GPhC | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Experience of representing the interests of patients and the public | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Conflicts of interests

Accreditation team members are required to complete a declaration of interests form at the start of each academic year in which any potential conflicts of interest for course providers or awarding organisations must be detailed. Guidance on conflicts of interest for accreditation panel members and accreditation rapporteurs is available. However, if you wish would like further advice, please contact education@pharmacyregulation.org.

GPhC Associates and Partners

Accreditation and Recognition Panel team members are Associates of the GPhC. As such they are bound by the:

- Values, conduct and behaviours for Council members GPhC associates and partners
- Code of conduct for members of the accreditation and recognition panel
- Standards of education and training for Council members and GPhC associates
- Standards of attendance at meetings for Council members and GPhC associates

These documents can be supplied on request.

Behavioural competences

Accreditation Team Member applicants will be assessed, and role holders' performance will be reviewed, against level 1 competencies as detailed within the competency framework. See appendix A 'Core Competency Framework for Accreditation Team Members.

Team members are appraised annually. Towards the end of each academic year each team member will receive a written review of their performance which will incorporate collated feedback from the accreditation team leader and GPhC representative for each event.

Appendix A: Core competency framework for the accreditation and recognition panel

Essential Competencies:

For these roles you must be able to demonstrate the following competencies:

Definition of Competency

In this Schedule, “competency” means the combination of knowledge, skills, attitudes and behaviours required by a person in order to perform effectively as a member of the accreditation panel.

Competency Levels

Each competency is divided into 2 levels:

- **Level One** applies to all members of the accreditation panel (including team leaders)
- **Level Two** applies to team leaders

Competency 1: Law and Procedure (including the application of guidance issues by the GPhC and relevant legislation)

Level One:

1. Demonstrates knowledge and understanding of the legal and procedural frameworks which govern the functions of accreditation and recognition.
2. Demonstrates the ability to participate in reasoned decision making, based on evidence and taking account of any relevant guidance issued by the GPhC.
3. Demonstrates ability to formulate clear and adequate reasons for decisions based (where appropriate) upon documents published by the Council.
4. Reviews performance regularly, adapting skills and approach to improve personal and team effectiveness.

Level Two:

5. Possesses a detailed knowledge and understanding of the law, practice and procedures relevant to the education and the pharmacy Order 2010.
6. Demonstrates ability to ensure that members of accreditation panel remain on key issues.

Competency 2: Working in a collaborative and professional manner

Level One:

1. Upholds confidentiality, honesty and discretion at all times.
2. Demonstrates a calm, patient, tolerant and non-confrontational manner, even in the face of provocation.
3. Shows a willingness to give and receive constructive feedback and to learn from others.
4. Shows appropriate concern for distressed parties.
5. Makes fair and effective use of private meetings and best use of available resources.
6. Demonstrates at all times a level of sensitivity which reflects the serious nature of the process.
7. Listens to and works collaboratively with other team members.
8. Generates trust, confidence and respect of others.
9. Possesses high standards of personal probity, integrity, tact and discretion.

Level Two:

10. Establishes rapport with panel members in an authoritative, open and participative style.
11. Draws upon the maximum contribution of individual team members.
12. Appropriately challenges discriminatory views.
13. Maintains the confidence of all parties including other team members.
14. Intervenes when there is inappropriate behaviour on the part of any team member, representative or observer.
15. Participates in training of new team members.
16. Reviews practices and procedures and reports areas for improvement.
17. Provides constructive feedback, as appropriate, to the Quality Assurance Manager (education)

Competency 3: Decision making

Level One:

1. Actively and constructively participates in decision making.
2. Exercises discretion fairly and impartially, applying knowledge and experience to decisions.
3. Considers competing arguments and reasons logically to reach correct and balanced decision.
4. Provides comprehensive reasons for outcomes.
5. Accepts collective responsibility for decisions reached.
6. Ability to recognise any personal prejudices and set them aside.

Level Two:

7. Guides team members through each stage of the decision making process in a structured format.
8. Makes sure discussion in private meetings is purposeful and relevant.
9. Ensures all procedures are observed and where necessary that decisions are reached collectively.
10. Delivers the accreditation team's decisions and reasons in a clear, concise authoritative and timely manner.

Competency 4: Communication and conduct of accreditation events**Level One:**

1. Listens attentively to all evidence and submissions, and understands complex arguments.
2. Accurately and concisely records relevant points from written or oral evidence and subsequent discussion.
3. Asks fair and pertinent questions confidently using plain language.
4. Recognises and discloses any potential conflicts of interest.
5. Articulates views clearly and concisely, both orally and in writing.
6. Listens actively, avoids assumptions, checks understanding with others and shares information.

Level Two:

7. Clearly explains process and procedures in understandable terms and specifies what is expected during each stage of the accreditation event.
8. Maintains firm and effective control of accreditation events taking into account good and effective use of time.
9. Provides sufficient opportunity for the entire team to address relevant questions and express individual opinions.
10. Requests for additional evidence or documentation where necessary and appropriate.
11. Manages the unexpected appropriately.
12. Works with the QA manager (education) to ensure that written decisions are delivered expeditiously.

Competency 5: Equal Treatment

Level One:

1. Is aware of and respects:
 - a. Cultural and other differences among all those who represent training providers, those who are accreditation team members, students, the GPhC staff members and other associates. including differences in age, beliefs, gender, race, religious customs, sexual orientation and life styles or social status.
 - b. The particular needs of parties, members and staff with physical or mental disabilities.
2. Presents a fair and balanced view based on all the information presented.

Level Two:

3. Facilitates the participation of all parties, representatives and members to promote equal treatment.