

Guidance on mapping General Pharmaceutical Council (GPhC) standards to Health Education England (HEE) Standards

Patient safety is at the centre of the HEE Quality Standards, all of the six domains have a link to patient and learner outcomes.

HEE Standards

1. Learning Environment and Culture
2. Educational Governance and Leadership
3. Supporting and Empowering Learners
4. Supporting and Empowering Educators
5. Delivering Curricula and Assessments
6. Developing a Sustainable Workforce

GPhC Standards

1. Patient and public safety
2. Monitoring, review and evaluation of initial education and training
3. Equality, diversity and fairness
4. Selection of students and trainees
5. Curriculum delivery and the student experience
6. Support and development for students and trainees
7. Support and development for academic staff and pre-registration tutors
8. Management of initial education and training
9. Resources and capacity
10. Outcomes



The table below, shows a guide to mapping the General Pharmaceutical Council (GPhC) Standards for the initial education and training of pharmacists to the Health Education England (HEE) quality standards.

GPhC Standards	HEE Quality Standards
<p>1. Patient and public safety</p> <p>There must be clear procedures in place to address concerns about patient safety arising from initial pharmacy education and training. Concerns must be addressed immediately.</p> <p>Areas you may wish to comment on:</p> <ul style="list-style-type: none"> • GPhC standards for pharmacy professionals and trainees understanding of this 	<p>1.1. Learners are in an environment that delivers safe, effective, compassionate care that provides a positive experience for service users.</p> <p>1.2. The learning environment is one in which education and training is valued and learners are treated fairly, with dignity and respect, and are not subject to negative attitudes or behaviours.</p> <p>1.3. There are opportunities for learners to be involved in activities that facilitate quality improvement (QI), improving evidence based practice (EBP) and research and innovation (R&I).</p>

<ul style="list-style-type: none"> Supervision of trainees to ensure safe practice 	<p>1.4. There are opportunities for learners to engage in reflective practice with service users, applying learning from both positive and negative experiences and outcomes.</p> <p>2.5. There are processes in place to inform the appropriate stakeholders when performance issues with learners are identified or learners are involved in patient safety incidents.</p>
<p>2. Monitoring, review and evaluation of initial education and training</p> <p>The quality of pharmacy education and training must be monitored, reviewed and evaluated in a systematic and developmental way.</p> <p>Areas you may wish to comment on:</p> <ul style="list-style-type: none"> The whole curriculum and timetable and evaluation of it. Stakeholder input into monitoring and evaluation. Trainees requiring additional support and the TRAS reference guide 	<p>5.1. The planning and delivery of curricula, assessments and programmes enable learners to meet the learning outcomes required by their curriculum or required professional standards.</p> <p>5.2. Placement providers shape the delivery of curricula, assessments and programmes to ensure the content is responsive to changes in treatments, technologies and care delivery models.</p> <p>5.3. Providers proactively engage patients, service users and learners in the development and delivery of education and training to embed the ethos of patient partnership within the learning environment</p>
<p>3. Equality, diversity and fairness</p> <p>Pharmacy education and training must be based on the principles of equality, diversity and fairness. It must meet the needs of current legislation.</p> <p>Areas you may wish to comment on:</p> <ul style="list-style-type: none"> Support for any trainees with additional needs Adjustments to programmes for trainees with disabilities Any other education and development issue 	<p>1.2. The learning environment is one in which education and training is valued and learners are treated fairly, with dignity and respect, and are not subject to negative attitudes or behaviours.</p> <p>2.4. Education and training opportunities are based on principles of equality and diversity.</p>
<p>4. Selection of students and trainees</p> <p>Selection processes must be open and fair and comply with relevant legislation.</p> <p>Areas you may wish to comment on:</p> <ul style="list-style-type: none"> Recruitment and selection training and support Processes for recruitment of trainees (not by centralised recruitment) 	<p>4.1. Those undertaking formal education and training roles are appropriately trained as defined by the relevant regulator or professional body.</p>

<p>5. Curriculum delivery and the student experience</p> <p>The local curriculum must be appropriate for national requirements. It must ensure that trainees practise safely and effectively. To ensure this, pass/competence criteria must describe professional, safe and effective practice.</p> <p>Areas you may wish to comment on:</p> <ul style="list-style-type: none"> • The GPhC pre-reg performance standards, Pre-registration Trainee Pharmacist Handbook and local curricular response to them. • Range of educational and practice activities as set out in the local curriculum. • Access to training days, e-learning resources and other learning opportunities that form an intrinsic part of the training programme. 	<p>3.1 Learners receive educational and pastoral support to be able to demonstrate what is expected in their curriculum or professional standards to achieve the learning outcomes required.</p> <p>3.2. Learners are supported to complete appropriate summative and formative assessments to evidence that they are meeting their curriculum, professional standards or learning outcomes.</p> <p>5.1. The planning and delivery of curricula, assessments and programmes enable learners to meet the learning outcomes required by their curriculum or required professional standards.</p> <p>5.2. Placement providers shape the delivery of curricula, assessments and programmes to ensure the content is responsive to changes in treatments, technologies and care delivery models.</p> <p>5.3. Providers proactively engage patients, service users and learners in the development and delivery of education and training to embed the ethos of patient partnership within the learning environment.</p>
<p>6. Support and development for students and trainees</p> <p>Trainees on any programme managed by the Pharmacy LFG must be supported to develop as learners and professionals. They must have regular on-going educational supervision with a timetable for supervision meetings. All LFGs must adhere to the HEE LaSE Trainees requiring additional support (TRAS) reference guide and be able to show how this works in practice. LFGs must implement and monitor policies and incidents of grievance and discipline, bullying and harassment. All trainees should have the opportunity to learn from and with other health care professionals.</p> <p>Areas you may wish to comment on:</p> <ul style="list-style-type: none"> • The range of mechanisms to support trainees to develop as learners and professionals • Bullying, harassment, grievance and disciplinary issues • Opportunities to learn with and from other healthcare professionals 	<p>3.1. Learners receive educational and pastoral support to be able to demonstrate what is expected in their curriculum or professional standards to achieve the learning outcomes required.</p> <p>3.2. Learners are supported to complete appropriate summative and formative assessments to evidence that they are meeting their curriculum, professional standards or learning outcomes.</p> <p>3.3. Learners feel they are valued members of the healthcare team within which they are placed.</p> <p>3.4. Learners receive an appropriate and timely induction into the learning environment.</p> <p>3.5. Learners understand their role and the context of their placement in relation to care pathways and patient journeys</p> <p>6.2. There are opportunities for learners to receive appropriate careers advice from colleagues within the learning environment, including understanding other roles and career pathway opportunities.</p> <p>6.4. Transition from a healthcare education programme to employment is underpinned by a clear process of support developed and delivered in partnership with the learner</p>
<p>7. Support and development for academic staff and pre-registration tutors</p> <p>Anyone delivering initial education and training should be supported to develop in their professional role.</p>	<p>4.1. Those undertaking formal education and training roles are appropriately trained as defined by the relevant regulator or professional body.</p> <p>4.2. Educators are familiar with the curricula of the learners they are educating.</p>

<p>Areas you may wish to comment on:</p> <ul style="list-style-type: none"> • Training and support for practice supervisor, educational supervisor and education programme director 	<p>4.3. Educator performance is assessed through appraisals or other appropriate mechanisms, with constructive feedback and support provided for role development and progression.</p> <p>4.4. Formally recognised educators are appropriately supported to undertake their roles</p>
<p>8. Management of initial education and training</p> <p>Initial pharmacy education and training must be planned and maintained through transparent processes which must show who is responsible for what at each stage.</p> <p>Areas you may wish to comment on:</p> <ul style="list-style-type: none"> • The responsibilities of all staff involved in the programme • Succession planning for practice supervisor and educational supervisor roles 	<p>2.1 The educational governance arrangement measure performance against the quality standards and actively responds when standards are not being met.</p> <p>2.2. The educational leadership uses the educational governance arrangements to continuously improve the quality of education and training.</p> <p>2.3. The educational leadership promotes team - working and a multi-professional approach to education and training, where appropriate.</p> <p>2.4. Education and training opportunities are based on principles of equality and diversity.</p> <p>2.5. There are processes in place to inform the appropriate stakeholders when performance issues with learners are identified or learners are involved in patient safety incidents.</p>
<p>9. Resources and capacity</p> <p>Resources and capacity are sufficient to deliver outcomes.</p> <p>Areas you may wish to comment on:</p> <ul style="list-style-type: none"> • The availability of resources • Appropriateness of educational facilities 	<p>1.5. The learning environment provides suitable educational facilities for both learners and educators, including space, IT facilities and access to quality assured library and knowledge.</p> <p>1.6. The learning environment maximises inter-professional learning opportunities.</p>
<p>10. Outcomes</p> <p>Outcomes for the initial education and training of pharmacists.</p> <p>Areas you may wish to comment on:</p> <ul style="list-style-type: none"> • An analysis of outcomes of assessments • Comparators and benchmarks 	<p>2.1. The educational governance arrangement measure performance against the quality standards and actively responds when standards are not being met.</p> <p>2.2. The educational leadership uses the educational governance arrangements to continuously improve the quality of education and training</p> <p>6.1. Placement providers work with other organisations to mitigate avoidable learner attrition from programmes</p> <p>6.3. The organisation engages in local workforce planning to ensure it supports the development of learners who have the skills, knowledge and behaviours to meet the changing needs of patients and service.</p>