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# Accreditation Standards for Pharmacist Prescriber education programs

Draft Performance Outcomes Framework

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Consultation Draft

## Abbreviations

Abbreviation	Meaning
Ahpra	Australian Health Practitioner Regulation Agency
APC	Australian Pharmacy Council
CPD	Continuing Professional Development
NRAS	National Registration and Accreditation Scheme
PharmBA	Pharmacy Board of Australia
RPL	Recognition of Prior Learning
WIL	Work-integrated Learning
WBA	Workplace Based Assessment

## Glossary of terms

Term	Definition
Accreditation	Evaluation of a program against defined standards that ensures that the education and training is rigorous and prepares individuals to practise safely.
Accredited	A training program that has been assessed by the authorised organisation as meeting the relevant Accreditation Standards. It is not a self-assessment.
Assessment	Gathering evidence to determine a learner knows, understands, and can do the role. Comprehensive assessment approaches include a combination of formal and informal assessment (formative, interim, and summative).
Collaborative practice	Collaborative practice happens when multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality of care. <sup>1</sup>
Consumer	A person who has used, currently uses, or will use health care services. This includes the person's family and carers.

<sup>1</sup> World Health Organization. Framework for Action on Interprofessional Education & Collaborative Practice. 2010. [Accessed 31 August 2023]. Available from: <https://www.who.int/publications/i/item/framework-for-action-on-interprofessional-education-collaborative-practice>

Term	Definition
Cultural safety	<p>Cultural safety is determined by Aboriginal and Torres Strait Islander individuals, families and communities.</p> <p>Culturally safe practise is the ongoing critical reflection of health practitioner knowledge, skills, attitudes, practising behaviours and power differentials in delivering safe, accessible and responsive healthcare free of racism.<sup>2</sup></p>
Graduate	A learner who has successfully completed the training program.
Interprofessional education, Interprofessional learning	Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes. <sup>3</sup>
Learner	A person who has enrolled in the program.
Performance outcomes (framework)	Complement the Accreditation Standards. Provides observable and measurable statements of the performance to be achieved and demonstrated by graduates of a program.
Primary supervisor	A registered health professional with current prescribing qualifications and experience relevant to the learner's scope of practice who formally agrees to supervise and provide mentorship to a learner.
Program provider	The unit within the provider organisation that is responsible for delivering the program.
Provider organisation	The organisation providing the education program.
Supervisor	A registered health professional who works as a member of a healthcare team and provides workplace based supervision to the learner.
Work-integrated Learning (WIL)	A range of approaches that integrate theory with practice, usually encompassing opportunities for learners to undertake experiences in a workplace.

<sup>2</sup> Ahpra. Aboriginal and Torres Strait Islander Health Strategy. Definition of Cultural Safety for the National Scheme. 2023. [Accessed 30 August 2023] Available from: <https://www.ahpra.gov.au/About-Ahpra/Aboriginal-and-Torres-Strait-Islander-Health-Strategy.aspx#:~:text=Cultural%20safety%20definition&text=Provision%20of%20a%20rights%2Dbased,to%20learning%2C%20education%20and%20training>

<sup>3</sup> World Health Organization. Framework for Action on Interprofessional Education & Collaborative Practice (2010). [Accessed 30 August 2023]. Available from: <https://www.who.int/publications/i/item/framework-for-action-on-interprofessional-education-collaborative-practice>

# Performance Outcomes Framework for Pharmacist Prescriber Education Programs

## Introduction

The Performance Outcome Framework for Pharmacist Prescriber Education Programs (the Framework) complements the accreditation standards for pharmacist prescriber education programs by providing a clear description of the behaviours expected of program graduates.

Graduates of accredited pharmacist prescriber education programs will have demonstrated their ability to **safely and effectively prescribe medicines within their scope of practice**. The performance outcomes indicate the expected observable performance of a graduate, reflective of the nationally applicable competencies required to prescribe medicines detailed in the NPS MedicineWise Prescribing Competencies Framework (2021).<sup>4</sup>

Medicines use sits within the broader context of treatment options. While prescribers are expected to remain aware of other treatment options, the performance outcomes do not specifically address the competencies required to provide non-medicine treatment or prevention options that might be appropriate for the consumer.

## Use of the Framework

Education providers are required to present evidence that demonstrates the program meets accreditation requirements. The Framework provides a transparent guide to the expected performance of a pharmacist prescriber.

The Framework is intended to assist education providers design and develop curricular content.

## Structure of the Framework

The Framework consists of five domains that align with the nationally accepted Prescribing Competencies Framework<sup>3</sup> as illustrated below. Each domain contains a general statement that summarises the overall expected performance of graduates within the domain-specific component of the prescribing process. Performance outcomes are provided within each domain accompanied by further detail regarding expected behaviours. Additional information is provided in the evidence guide that accompanies the accreditation standards.

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<sup>3</sup> NPS MedicineWise. Prescribing Competencies Framework: embedding quality use of medicines into practice (2<sup>nd</sup> Edition). Sydney, 2021. Available from: [https://www.nps.org.au/assets/NPS/pdf/NPS-MedicineWise\\_Prescribing\\_Competencies\\_Framework.pdf](https://www.nps.org.au/assets/NPS/pdf/NPS-MedicineWise_Prescribing_Competencies_Framework.pdf)

Performance Outcomes Framework for Pharmacist Prescriber Education Programs Domains	Prescribing Competencies Framework* Competency Areas (CA)
1 Professional Practice	Prescribe safely and effectively (CA6) Prescribe professionally (CA7)
2 Understand the consumer and their needs	Understand the person and their needs (CA1)
3 Person-centred shared decision-making	Understand the management options (CA2) Agree on a plan for the medicines (CA3)
4 Communicate and collaborate	Prescribe medicines and communicate the agreed treatment decision (CA4)
5 Monitor and Review	Review the outcomes of treatment (CA5)

\* NPS MedicineWise. Prescribing Competencies Framework: embedding quality use of medicines into practice (2<sup>nd</sup> Edition). Sydney, 2021. Available from: [https://www.nps.org.au/assets/NPS/pdf/NPS-MedicineWise\\_Prescribing\\_Competerencies\\_Framework.pdf](https://www.nps.org.au/assets/NPS/pdf/NPS-MedicineWise_Prescribing_Competerencies_Framework.pdf)

## Pharmacist prescribing practice

Pharmacists are required to prescribe within their scope of practice. That is, according to the **authority** provided through applicable legislation or organisational policies, personal **competence** acquired through relevant education and training, and **accountability** for their prescribing practice in alignment with accepted professional practice expectations.

Demonstration of prescribing competence according to the performance outcomes detailed in this framework, should occur in the context of the prescriber's practice scope (clinical competence, authority and practice setting).

Recognising that many consumers will experience multiple morbidities and receive treatment from more than one health professional, the importance of accurate, timely communication is critical to effective collaborative care and optimal health outcomes. Prescribers must clearly document their clinical reasoning to facilitate a coherent understanding of their decisions and support the provision of effective longitudinal care.

The key skills of **communication, collaboration, person-centred care, clinical reasoning and documentation** are repeated throughout the performance indicators in the context of each domain.

## Assessment

Graduates are expected to demonstrate the ability to meet all performance outcomes detailed in the Framework. To achieve this, learners must successfully complete assessments that provide clear evidence of prescribing ability, obtained using valid and reliable assessment tools. Program providers can design and implement assessments using a range of tools according to their assessment philosophy. Assessment may also contribute to learning and formative assessments, particularly those that include tailored feedback, are encouraged to assist learner progress.

Evidence indicates that completing the entire prescribing process is an important component of learning to prescribe.<sup>5</sup> However, legislation currently prohibits pharmacists from preparing prescriptions. Consequently, learners will benefit from the preparation of 'mock' prescriptions as part of the learning and assessment processes.

A range of appropriate assessment tools should be used throughout the program. Final assessments should provide evidence that the learner has achieved competence in all aspects of the prescribing process. Workplace-based assessments are ideal to achieve this aim.

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<sup>5</sup> Lucy McLellan, Mary Patricia Tully, Tim Dornan. How could undergraduate education prepare new graduates to be safer prescribers? *Br J Clin Pharmacol.* 2012;74(4):605-13.

## Performance Outcomes

### 1 Professional Practice

The pharmacist prescriber understands, complies with and is accountable to, expected standards of professional practice.

At the conclusion of the program, graduates must be able to:

#### 1.1 Prescribe medicines ethically, with integrity and compliant with applicable professional codes and guidelines

- Make prescribing decisions that prioritise the health and safety of the consumer.
- Identify and respond appropriately to actual or potential conflicts of interest that may impact prescribing.
- Recognise the limits of professional and personal practice scope and respond appropriately, prescribing medicines only where competent and authorised to do so.
- Recognise and respond appropriately to inappropriate and/or unsafe prescribing practice by colleagues.

#### 1.2 Prescribe medicines legally

- Prescribe medicines compliant with applicable national, state and/or territory legislative requirements.

#### 1.3 Prescribe medicines safely, efficaciously and judiciously

- Demonstrate an understanding of the common causes of prescribing error and the proactive steps taken to prevent prescribing error.
- Demonstrate a systematic approach to recognising, appropriately managing, recording and reporting errors and/or incidents associated with prescribing and medicines use.
- Prescribe medicines consistent with applicable regulatory frameworks and organisational requirements for prescribing.
- Prescribe according to the principles of quality use of medicines, including understanding when prescribing a medicine is not in the consumer's best interests.

#### 1.4 Prescribe medicines collaboratively

- Demonstrate an understanding of the role of the pharmacist prescriber within the collaborative healthcare team and communicate this to others.
- Respect the role of other health professionals and their contribution to consumer care, including prescribing medicines.
- Engage respectfully with other members of the consumer's healthcare team, including informing them of prescribing decisions and outcomes as appropriate.
- Engage respectfully with consumers and support them to take informed responsibility for their health, including their use of medicines.
- Comply with the obligations defined in applicable prescribing agreements.



## 1 Professional Practice

The pharmacist prescriber understands, complies with and is accountable to, expected standards of professional practice.

At the conclusion of the program, graduates must be able to:

### 1.5 Accurately document all prescribing decisions and clinical reasoning

- Accurately document details of the consultation in the appropriate health record/s according to regulatory, legal and organisational requirements.
- Accurately document the prescribing decision, including the clinical reasoning for, and consumer contributions to, the medicine/s choice.
- Store confidential information safely and securely according to relevant legislation, regulation and policy.

### 1.6 Maintain and improve prescribing practice

- Demonstrate a reflective approach to reviewing, maintaining and, where appropriate, improving prescribing knowledge and skills.

## 2 Understand the consumer and their needs

The pharmacist prescriber uses effective consultation, communication and assessment skills, relevant to their scope of practice, to clearly define the needs of the consumer.

At the conclusion of the program, graduates must be able to:

### 2.1 Use a respectful, inclusive, sensitive and collaborative approach to determine the consumer's needs

- Use effective consultation and communication skills to determine the consumer's:
  - reason for presentation and health concerns
  - preferences, expectations, beliefs and values.
- Use a systematic approach to gather a complete and accurate understanding of the medical history, treatment history (including medicines and/or other therapies) and relevant social history.
- Apply current knowledge and use appropriate skills to assess the consumer.
- Establish or review, and understand, the diagnosis according to practice scope.
- Synthesise information to formulate and prioritise issues.
- Discuss the clinical issue/s with the consumer, respecting their preferences, views and beliefs.

### 3 Person-centred shared decision-making

The pharmacist prescriber uses an understanding of the consumer's needs and preferences, relevant evidence, guidelines and protocols and the potential benefits and risks of medicines to inform the shared prescribing decision.

At the conclusion of the program, graduates must be able to:

#### 3.1 Consider the management options using a consumer-focused approach and an understanding of relevant evidence

- Determine the consumer's needs and treatment preferences.
- Evaluate the potential benefits and harms of prescribing a medicine in the context of the consumer's needs and preferences. Acknowledge, and respond appropriately, when it is more appropriate not to prescribe.
- Determine the optimal treatment choice according to evidence.
- Work with the consumer to decide on the treatment plan and accurately document clinical reasoning and decision-making, including consumer preference, to support longitudinal care.

#### 3.2 Recognise personal competence and respond accordingly to provide optimal care

- Consult other health professionals to contribute to the prescribing decision, where appropriate.
- Recognise and respond accordingly when the needs of the consumer and/or the prescribing decision are outside the prescriber's scope of practice.

### 4 Communicate and collaborate

The pharmacist prescriber prepares an accurate, legal and complete prescription, and communicates relevant information to the consumer and other health professionals as appropriate.

At the conclusion of the program, graduates must be able to:

#### 4.1 Prepare an accurate and legal prescription

- Work proactively to minimise prescribing errors e.g., use prescribing and decision support software, and other technology.
- Prescribe compliant with jurisdiction based prescribing legislation, regulations, and applicable guidelines and protocols, including those pertaining to electronic prescriptions and/or telehealth.

#### 4.2 Collaborate to support effective care

- With the consumer's consent, communicate the prescribing decision with other health professionals to contribute to effective care.
- Discuss the treatment plan and prescription with the consumer and take steps to support and confirm their understanding.
- Use a structured approach to documenting the prescribing decision and clinical reasoning. Use appropriate systems to document the prescribing decision in consumer records e.g., My Health Record.

## 5 Monitor and review

The pharmacist prescriber reviews the outcome of prescribed medicines and responds accordingly consistent with consumer needs, preferences and goals.

At the conclusion of the program, graduates must be able to:

### 5.1 Evaluate and document the outcome of prescribed medicines

- Discuss with the consumer their response to the medicine/s, including positive and negative responses.
- Arrange and/or review the results of investigations to further understand the outcome of prescribed medicines.
- Determine whether the medicine/s should be continued, modified or ceased and document with supporting reasoning.

### 5.2 Respond appropriately to adverse outcomes

- Recognise, report, record and appropriately manage potential and actual adverse outcomes.

### 5.3 Respond appropriately to the review

- Modify the treatment plan in response to review findings.
- Ensure the consumer and relevant health professionals are informed of changes to the treatment plan in a timely manner.
- Document the details of the consumer's experience with the medicine/s, modifications made to the treatment plan and relevant clinical reasoning.