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# Accreditation Standards for Pharmacist Prescriber Education Programs

Performance Outcomes Framework

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# Accreditation Standards for Pharmacist Prescriber Education Programs

## **Performance Outcomes Framework**

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## Abbreviations

Abbreviation	Meaning
<b>Ahpra</b>	Australian Health Practitioner Regulation Agency
<b>APC</b>	Australian Pharmacy Council
<b>PharmBA</b>	Pharmacy Board of Australia
<b>NRAS</b>	National Registration and Accreditation Scheme

## Glossary for key terminology

Term	Definition
<b>Accreditation</b>	Evaluation of a program against defined standards that ensures that the education and training is rigorous and prepares individuals to practise safely.
<b>Accredited</b>	A training program that has been assessed by the authorised organisation as meeting the relevant Accreditation Standards. It is not a self-assessment.
<b>Assessment</b>	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).
<b>Collaborative practice</b>	Collaborative practice in healthcare occurs when multiple health workers from different professional backgrounds provide comprehensive services by working together with patients, their families, carers and communities to deliver the highest quality of care. <sup>1</sup>
<b>Consumer, Health consumer</b>	A consumer is a person who uses (or may use) a health service, or someone who provides support for a person using a health service. Consumers can be patients, carers, family members or other support people. <sup>2</sup>

<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>

<sup>2</sup> Australian Commission on Safety and Quality in Health Care. Understanding My Healthcare Rights. A guide for consumers. Available from: [https://www.safetyandquality.gov.au/sites/default/files/2020-12/11467\\_acsqhc\\_consumerguide\\_a4\\_web\\_fa01.pdf](https://www.safetyandquality.gov.au/sites/default/files/2020-12/11467_acsqhc_consumerguide_a4_web_fa01.pdf)

<b>Cultural safety</b>	<p>Cultural safety is determined by Aboriginal and Torres Strait Islander individuals, families and communities.</p> <p>Culturally safe practice 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>3</sup></p>
<b>Graduate</b>	A learner who has successfully completed the pharmacist prescriber education program.
<b>Interprofessional education</b> <i>Also known as interprofessional learning</i>	Refers to educational experiences where learners from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes. <sup>4</sup>
<b>Learner</b>	A person who has enrolled in the program.
<b>Performance outcomes (framework)</b>	Complement the Accreditation Standards and provide observable and measurable statements of the performance to be achieved and demonstrated by graduates of a program.
<b>Prescribing</b>	An iterative process involving the steps of information gathering, clinical decision making, communication and evaluation which results in the initiation, continuation or cessation of a medicine. <sup>5,6</sup>
<b>Program provider</b>	The unit within the provider organisation that is responsible for delivering the program.
<b>Provider organisation</b>	The organisation providing the education program.
<b>Scope of Practice</b>	A time sensitive, dynamic aspect of practice which indicates those professional activities that a pharmacist is educated, competent and authorised to perform and for which they are accountable. <sup>7</sup>

<sup>3</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>4</sup> Ahpra Accreditation Committee. Proposed initial glossary of accreditation terms. Available from: <https://www.ahpra.gov.au/About-Ahpra/Who-We-Are/Agency-Management-Committee/Accreditation-Committee/Past-consultations.aspx>

<sup>5</sup> Health Workforce Australia. The Health Professionals Prescribing Pathway. Final Report. 2013. Available from: <https://www.aims.org.au/documents/item/400>

<sup>6</sup> NPS MedicineWise Prescribing. Competencies Framework. Embedding quality use of medicines into practice. Second edition. 2021. Available from: <https://www.nps.org.au/prescribing-competencies-framework>

<sup>7</sup> National Competency Standards Framework for Pharmacists in Australia. 2016. Available from: <https://www.psa.org.au/wp-content/uploads/2018/06/National-Competency-Standards-Framework-for-Pharmacists-in-Australia-2016-PDF-2mb.pdf>

The Australian Pharmacy Council (APC) is the independent accreditation authority for pharmacy education and training programs in Australia.

We work as part of the *National Registration and Accreditation Scheme* (NRAS or National Scheme), under the *Health Practitioner Regulation National Law Act*<sup>8</sup> (the 'National Law'). We work under assignment of the Pharmacy Board of Australia (PharmBA), the National Board responsible for the regulation of the pharmacy profession in Australia.

APC accreditation helps to protect the health and safety of the Australian community by establishing and maintaining high-quality standards for pharmacy education, training, and assessment.

The Performance Outcomes Framework recognises the education continuum and builds on the knowledge, skills and attributes registered pharmacists have to develop prescribing competence.

## Preamble

### Accreditation standards for pharmacist prescriber education programs

The Accreditation Standards for pharmacist prescriber education programs (the Standards) will ensure that graduates from an accredited program:

- meet the competencies in the NPS MedicineWise Prescribing Competency Framework (2<sup>nd</sup> Edition)<sup>9</sup> which describes the practice expectations of Australian prescribers regardless of profession
- are competent and qualified to prescribe medicines according to their scope of practice as authorised under state and territory medicines and poisons legislation
- are ethical, safe practitioners for the benefit and well-being of the public they serve
- are flexible, adaptable and responsive to the evolving needs of individuals and communities and fully comprehend their role as prescribers within that changing environment.

## Context

Medicines are one possible intervention to treat and/or manage illness. Decisions regarding treatment choice should be made collaboratively with the consumer and their support network, consistent with the principles of quality use of medicines and communicated to other members of the consumer's healthcare team in support of collaborative longitudinal care.

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<sup>8</sup> National Registration and Accreditation Scheme (National Scheme) as established under the National Law in each Australian State and Territory.

<sup>9</sup> NPS MedicineWise Prescribing. Competencies Framework: embedding quality use of medicines into practice (Second edition). Sydney, 2021. Available from: <https://www.nps.org.au/prescribing-competencies-framework>

Accurate documentation of shared treatment decision/s, including the clinical reasoning supporting the decision/s and other relevant factors, are essential to ensure all members of the consumer's healthcare team are informed. To this end, the key skills of communication, collaboration, person-centred care and documentation are repeated throughout the performance indicators in the context of each domain.

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.



# Introduction

## Performance Outcomes

The Performance Outcome Framework for Pharmacist Prescriber Education Programs (the Framework) complements the accreditation standards for pharmacist prescriber education programs.

They provide a framework for education providers to collect and present evidence that their graduates have demonstrated their ability to safely and effectively prescribe medicines according to the performance outcomes.

The performance outcomes are observable, measurable descriptions of expected performance based on the consolidation of required competencies.<sup>10</sup> They aid education providers to design, develop and deliver a contemporary curriculum and authentic assessments that enable learners to demonstrate that they have achieved the required competencies to undertake a role.

A Performance Outcomes Framework offers advantages in comparison to alternative frameworks such as learning outcomes and competency standards in that while considerable overlap exists between them:

- performance is visible, demonstrable and observable whereas the learning which underpins performance is implied
- performance of discrete professional activities and behaviours is frequently dependent on the coordinated selection and application of multiple appropriate enabling competencies
- a Performance Outcomes Framework allows specific tailoring to the needs of education providers and accreditation authorities to respond to evolving scopes of practice and legislation while maintaining the integrity of the competency standards and expectations of practice.

The Performance Outcomes Framework is underpinned by the Prescribing Competencies Framework.<sup>9</sup> Development of the Framework has been informed by extensive stakeholder feedback obtained from a range of sources.

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<sup>10</sup> NPS MedicineWise Prescribing. Competencies Framework: embedding quality use of medicines into practice (Second edition). Sydney, 2021. Available from: <https://www.nps.org.au/prescribing-competencies-framework>

## Structure of the Performance Outcomes Framework

The Framework consists of five domains that align with the nationally accepted Prescribing Competencies Framework as illustrated below. Each domain contains a general statement that summarises the overall expected performance within the domain-specific component of the prescribing process. Performance outcomes are provided within each domain accompanied by further detail regarding expected behaviours.

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 (Second 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

The framework provides the performance outcomes for pharmacist prescriber education programs.

## 1 Professional Practice

The pharmacist prescriber understands, complies with and is accountable to, expected standards of professional practice including the principles of cultural safety.

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.
- Provide care consistent with the principles of cultural safety.

### 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

- 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.
- Demonstrate a systematic approach to recognising, appropriately managing, recording and reporting errors and/or incidents associated with prescribing and medicines use.
- Demonstrate an understanding of the common causes of prescribing error and the proactive steps taken to prevent prescribing error.

#### 1.4 Prescribe medicines collaboratively with consumers

- Engage respectfully with consumers and support them to take informed responsibility for their health, including their use of medicines.
- Make decisions regarding the treatment and/or management of illness together.

#### 1.5 Prescribe medicines collaboratively with other health professionals

- 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.
- Comply with the obligations defined in applicable prescribing agreements.
- Make prescribing decisions collaboratively with other health professionals where this is in the best interests of the consumer.

#### 1.6 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.

#### 1.7 Maintain and improve prescribing practice

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

## 2 Determine the consumer's 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 culturally safe, respectful, inclusive, sensitive and collaborative approach to undertake a comprehensive consultation and determine the consumer's needs

- Demonstrate an understanding of the principles of cultural safety during the consultation.
- 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.

### 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.
- Discuss the clinical issue/s with the consumer, respecting their preferences, views and beliefs.
- 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

- Define prescribing scope of practice and recognise the consequences of working outside this scope.
- 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

- Document the prescription, ensuring it is legible and the intention is unambiguous to other health professionals.
- 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 with consumers to support effective care

- Discuss the treatment plan and prescription with the consumer and take steps to support and confirm their understanding.
- Discuss monitoring requirements, where required, with the consumer and take steps to support and confirm their understanding.

#### 4.3 Collaborate with other health professionals to support effective care

- With the consumer's consent, communicate the prescribing decision with other members of the consumer's healthcare team to contribute to effective care.
- Use a structured approach to documenting the prescribing decision and clinical reasoning.
- Use appropriate systems to document the prescribing decision in the consumer's clinical record/s.

### 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.



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