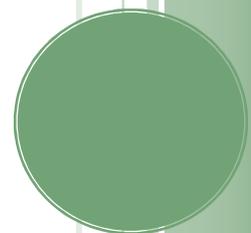


ACCREDITATION STANDARDS

FOR AUSTRALIAN PHARMACY INTERN
TRAINING PROGRAMS 2010





The *Accreditation Standards for Australian Pharmacy Intern Training Programs 2010* contained within this framework should be read in conjunction with the Intern Training Program Providers Accreditation User's Guide and the ITP Application Pro-forma when making an application for accreditation.

Overseas qualified pharmacists seeking to register in Australia that require a period of supervised practice will be included under the term 'intern' for reasons of convenience unless otherwise noted.

May 2010

Intern Training Programs will be referred to as ITP within this document.

Contents

Standard 1: ITP Development and Learning Outcomes	2
Standard 2: Entry and Exit Requirements	4
Standard 3: Workplace Based Training Requirements	5
Standard 4: Program Delivery and Learning Methods	6
Standard 5: Intern Assessment	8
Standard 6: Intern Support Systems	9
Standard 7: Quality Assurance and Program Evaluation	10
Standard 8: Resources	11
Standard 9: Reporting Requirements	12



STANDARD 1: ITP DEVELOPMENT AND LEARNING OUTCOMES

An accredited ITP provider must deliver a program to assist in developing pharmacists with the knowledge, skills and attributes which meet all functional areas described in the current 'Competency Standards for Pharmacists in Australia' necessary to commence unsupervised practice as a competent registered pharmacist

ITP Development

- 1.1. An ITP provider must ensure that effective links are maintained with the pharmacy stakeholders in the development of the ITP.
- 1.2. An ITP provider must have a curriculum framework which clearly explains the education and training program, including the learning objectives, and how the different components of the program interrelate to meet the overall learning outcomes
- 1.3. The ITP must foster the following generic attributes:
 - **Communication:** the ability to analyse information and effectively and appropriately communicate with the public and other healthcare professionals in written and spoken English, this includes the ability to engage with and elicit information from the patient
 - **Critical thinking:** the ability to analyse issues using knowledge of pharmaceutical sciences and therapeutics to underpin sound judgement, consider different options and viewpoints, and make informed decisions
 - **Cultural understanding:** an understanding of cultural diversity including indigenous issues, the impact of health disparities and multiculturalism; an understanding of different approaches and attitudes to healthcare
 - **Lifelong learning:** a commitment to lifelong learning with the ability to apply knowledge, reflect upon and develop existing skills, adapt to a changing environment and acquire new skills which will contribute to a pharmacist's continuing professional development
 - **Professional and ethical conduct:** the ability to exhibit professionalism and an ethical approach to decision making and situation handling, to have working knowledge of ethics and social responsibility
 - **Recognition of limitations:** the ability to recognise the need to work within personal, knowledge and legal limitations
 - **Information literacy:** an understanding of information literacy and specific skills in researching or acquiring, reviewing, organizing and presenting/utilising information effectively
 - **Team work:** the ability to work as part of a multidisciplinary health care team, recognising the interrelated areas of care and having a professional respect for other members of the team.
 - **Problem solving:** demonstration of strong problem solving skills and ability to apply professional judgement in a range of areas including prescription, therapeutic and legal and ethical



problems

- **Self-motivation:** the capacity for self-directed activity and the ability to work independently
- **Pharmacy Practice Standards:** the intern is aware, understands and abides by the intention of related practice standards and guidelines and where standards and guidelines relate to a particular health service the intern is aware of the service provided, understands the ethics of such services and is able to refer patients to providers of such services:
examples - Pharmacy Board of Australia Standards, Codes and Guidelines, the Drug, Poisons and Controlled Substances legislation, the current *Competency Standards for Australian Pharmacists*, current *Professional Practice Standards*, the Commonwealth Privacy Act and National Privacy Principles
- **Legal and ethical aspects of pharmacy practice:** the intern is able to demonstrate a sound understanding and application of legal, professional and ethical framework in the context of the Australian pharmacy practice environment and is able to raise concerns with prescribers, patients and colleagues
- **Teaching and Learning skills:** the intern is able to apply generic educational needs assessment skills to enable effective participation in a wide variety of educational interventions ranging from patient education to teaching of groups and other health care professionals within their scope of practice. The intern should also be able to evaluate the effectiveness of their educational interventions

1.4 Learning Outcomes

The ITP must provide learning opportunities that enable interns to integrate and apply the defined functional areas, not including supplementary elements, of the current *Competency Standards for Pharmacists in Australia*:

- 1) Practise pharmacy in a professional and ethical manner
- 2) Manage work issues and interpersonal relationships in pharmacy practice
- 3) Promote and contribute to optimal use of medicines
- 4) Dispense medicines
- 5) Prepare pharmaceutical products
- 6) Provide primary health care
- 7) Provide medicines and health information and education
- 8) Apply organisational skills in the practise of pharmacy



STANDARD 2: ENTRY AND EXIT REQUIREMENTS

An ITP provider must have processes that support intern entry into an ITP and graduation from the program upon successful completion of all learning outcomes.

- 2.1.** An ITP provider must have policies and procedures in place to ensure that prospective interns are appropriately informed of entry requirements into an ITP and clearly indicate the prescribed qualifications for registration as an intern including:
- a bachelor of pharmacy degree or graduate entry level master of pharmacy from a University that has provisional or full APC accreditation in Australia and New Zealand, or
 - successful completion of the APC skills assessment for overseas applicants
- 2.2.** An ITP provider must ensure that there are no unreasonable barriers imposed that could adversely affect entry and/or progress through the ITP.
- 2.3.** An ITP provider must have a means of verifying that the intern has an intern placement approved by the PBA prior to the intern commencing in the program.



STANDARD 3: WORKPLACE BASED TRAINING REQUIREMENTS

ITP providers must have in place adequate and appropriate policies and procedures that support the intern to complete the training requirements and through partnership with the preceptor, enable interns to carry out workplace based components of the program

3.1. The Preceptor:

3.1.1. An ITP Provider must have processes in place to seek and respond to feedback regarding intern progress through partnership with preceptors.

3.2. The ITP Agreement:

3.2.1. An ITP agreement is required between an ITP provider and the intern, and must be provided to the preceptor and the employer. The agreement must include:

- A clear outline of the objectives of the ITP and the expectations, roles and responsibilities of the ITP provider and the intern
- A clear outline of the learning opportunities provided for the intern and the functional area of the current *Competency Standards for Australian Pharmacists* to which they map.
- Personal and privacy information requirements and obligations to ensure sufficient scope to report intern progress between the preceptor, ITP provider and the APC and the PBA.

3.3. Training material:

3.3.1. An ITP provider must work with the preceptor to support and monitor intern progress through appropriate feedback mechanisms and documentation including:

- A training plan to be reviewed on a regular basis.
- Periodic review of the supervised practice
- Verification of documents showing completed supervised practice.



STANDARD 4: PROGRAM DELIVERY AND LEARNING METHODS

The ITP must be delivered in a manner conducive to learning outcomes prescribed and be able to provide both short and long-term programs that facilitate training for periods between six and twelve months

4.1. Program content and activities

- 4.1.1. The content and learning activities of the ITP must be objectively presented and must provide in-depth information with full disclosure of any sponsorship
- 4.1.2. Topics and contents of the face-to-face and self-directed study components of the ITP must be pertinent to contemporary pharmacy practice as outlined in the current *Competency Standards for Pharmacists in Australia*
- 4.1.3. Where topics or content of the ITP are not exclusively specific to pharmacy (e.g. personnel management, IT applications etc), the ITP provider must take appropriate steps to ensure that the core content is related to contemporary pharmacy practice. This may be addressed by:
- Specific learning outcome objectives
 - Selection of authors/presenters and the provision of guidance to them
 - Development and/or modification of supplemental instructional materials
 - Development of learner assessment activities and testing instruments
- 4.1.4. An ITP provider must ensure that the self-directed study and face-to-face components of the ITP include active and/or interactive learning activities which use adult education principles to help interns transfer knowledge to their practice and be integrated with their practice. They should use adult education principles to guide education strategies and be a combination of didactic, experiential and direct observational education opportunities. Design of the learning activity will depend on the delivery method. These activities may include, inter alia:
- Pre-testing
 - Self-assessment activities
 - Case studies or case-based exercises
 - Data manipulation exercises
 - Problem solving activities
 - Question and answer sessions
 - Issues based discussions
 - Experiential learning discussions



4.2. Methods of delivery

- 4.2.1. An ITP provider must have in place a 'Learning and Assessment Strategy' which considers the predicted preferred learning format of the intended audience as well as the most effective methods to achieve competency against the required learning outcomes
- 4.2.2. Delivery and learning methods must be varied and must include (but not be limited to):
- A minimum of 25 hours interactive small group face-to-face sessions.
 - Self-directed learning
 - Directed learning
 - Problem based learning
- 4.2.3. Instructional materials including handouts, audiovisual aids and IT equipment must be of sufficient quality to enhance intern understanding of topic(s)
- 4.2.4. References, bibliographies, websites and other sources of information must be made available to support and/or encourage additional reading
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STANDARD 5: INTERN ASSESSMENT

An ITP provider must employ effective and validated formative assessment methods within the training components of the ITP and liaise with the preceptor to ensure intern performance in the workplace fulfils all requirements.

5.1. The ITP provider must ensure the intern has:

- 5.1.1. Access to all policy and procedural matters regarding assessment and progression through the program that would include matters such as minimum achievements, missed work, disciplinary matters, confidentiality, complaints and appeals processes etc
- 5.1.2. Exposure to a variety of assessment methods throughout the ITP and mechanisms which measure cognitive learning, mastery of essential practice skills, ability to communicate, numeracy and use of data in problem solving
- 5.1.3. Access to counselling regarding poor progress, communication difficulties, learning difficulties, impairment and disability issues, health and social problems etc.
- 5.1.4. Clear guidance which maps assessments to learning outcomes.
- 5.1.5. Access to timely feedback on performance on a regular basis.

5.2. An ITP provider must have:

- 5.2.1. Systems in place providing interns with fair, objective reporting on assessments with an associated robust, transparent and independent appeals process
- 5.2.2. Assessments that are integrated across the specified learning outcomes to encourage interns to develop an integrated approach to learning
- 5.2.3. Systems in place that can identify inconsistencies in formative assessment, and have procedures in place to manage these



STANDARD 6: INTERN SUPPORT SYSTEMS

An ITP provider must ensure that appropriate support mechanisms are in place to respond to and manage professional and relevant personal difficulties of interns undertaking the ITP

- 6.1.** An ITP provider must have mechanisms in place that are able to identify candidates with English language and communication difficulties and identify appropriate remedial support provisions for them.
- 6.2.** An ITP provider must have in place processes and mechanisms to identify interns who have additional educational, cultural and professional support needs – and must have in place processes and mechanisms to provide the appropriate support.
- 6.3.** An ITP provider must have procedures in place to respond to ITP related enquiries from the interns in a timely and responsive manner
- 6.4.** An ITP provider must offer the opportunity for the interns to interact with each other during the course of the intern year



STANDARD 7: QUALITY ASSURANCE AND PROGRAM EVALUATION

An ITP provider must demonstrate the ongoing use of evaluation and quality improvement processes which incorporate input from relevant stakeholders.

- 7.1.** The ITP provider must regularly evaluate the ITP and be responsive to the current and ongoing learning needs of the profession and stakeholders.
- 7.2.** Quality assurance and continuous improvement process must have effective input from relevant staff, interns, preceptors, the profession and the APC.
- 7.3.** Key components of the ITP that must be monitored and evaluated including, inter alia:
- **Participants:**
 - achievement of the learning objectives
 - quality of the learning activities
 - relevance of the learning experience to practice
 - overall program satisfaction
 - **Program/presenters:**
 - suitability of instructional materials and presentation
 - knowledge of subject matter
 - clarity of presentation
 - responsiveness to participant questions
 - **Assessments and Assessors:**
 - appropriate levels of difficulty
 - currency of information, knowledge and materials
 - suitable review of assessment outcomes, techniques and performance
 - assessments responsive to changes in practice and developments in assessment techniques
 - **Resources:**
 - Facilities and IT requirements
 - other resources and administration aspects of program
- 7.4.** The ITP must have evidence that all interns have had an opportunity to evaluate the quality of the ITP during the course of their internship.



STANDARD 8: RESOURCES

An ITP provider must be supported by sufficient accommodation, human resources, computer systems, equipment, financial and administrative resources and other infrastructure to enable effective delivery and provision of the program.

8.1. Financial resources:

8.1.1. An ITP provider must allocate adequate levels of funding to ensure delivery of the ITP. Appropriate funding is necessary to:

- Ensure adequate levels of appropriately trained staff and personnel to effectively deliver the program in a timely manner
- Provide up-to-date references, equipment, props, high quality printed matter
- Allow the ITP provider to implement contingency plans for unforeseen interruptions in the service delivery.

8.2. Administrative resources:

8.2.1. An ITP provider must have and maintain adequate levels of administrative resources, support and systems

8.2.2. Adequate systems for recording and reporting on activities (internally and externally) must be in place. Such systems must be:

- Secure
- Comply with confidentiality policies
- Comply with Privacy Acts

8.3. Teaching and assessment facilities:

8.3.1. A risk assessment of the teaching or assessment activity must be undertaken with strategies where necessary

8.3.2. Factors such as location, size of room, noise transference, comfort, access, geographic location and layout must be taken into consideration by the provider for all face-to-face teaching and assessment activities

8.4. Teaching and assessment staff:

8.4.1. The provider must ensure that all pharmacy specific roles within the ITP include personnel appropriately experienced and qualified in contemporary pharmacy practice.

8.4.2. The provider must ensure that all ITP employed personnel involved in the training and assessment of participants are appropriately trained and possess the relevant qualifications and current experience necessary to their roles. e.g. as a minimum Certificate IV in Training and Assessment or relevant professional experience.



STANDARD 9: REPORTING REQUIREMENTS

<i>An ITP provider must have a reliable, accurate and effective system for holding, transferring and archiving information that is required by the APC and the PBA.</i>	<p>9.1. An ITP provider must have a process to confirm evidence of an intern's participation in and successful completion of an ITP</p> <p>9.2. An ITP provider must ensure that they have a reliable process in place to inform the APC and PBA of required information concerning the intern</p> <p>9.3. An ITP provider must have a reliable system for archiving information on all intern assessments for the period of four years.</p> <p>9.4. An ITP provider must submit to the APC all reports as required as part of their accreditation.</p>
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