Accuracy checking pharmacy technician (ACPT) programme education supervisor handbook

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Acknowledgements

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Welcome and contents

Thank you for taking on the role of a workplace-based education supervisor (ES) on the CPPE Accuracy checking pharmacy technician (ACPT) programme and contributing to the development of a pharmacy technician in an accuracy-checking role. This handbook will provide information on the ACPT programme, your role and responsibilities as an ES, how to monitor the ACPT trainee's progress through the programme and the support available for the ACPT trainee.

This handbook should be used in conjunction with the ACPT programme handbook.

Accuracy checking pharmacy technician (ACPT) programme education supervisor handbook

Section 1 – Background to the CPPE ACPT programme

The ACPT programme has been developed to equip pharmacy technicians with the knowledge and skills necessary to meet the objectives of the National Occupational Standards Pharm28 and is mapped to the Association of Pharmacy Technicians UK National Education Framework for final accuracy checking of dispensed medicines and products.

Aim and scope of the programme

The programme provides a focus on final accuracy checking of dispensed medicines and products across all sectors of pharmacy practice and aims to:

- provide pharmacy technicians with the skills and knowledge needed to confirm the accuracy of dispensed items from prescriptions that have been clinically screened by a pharmacist prior to dispensing
- develop the pharmacy technician's knowledge and skills in leadership
- increase the pharmacy technician's professional awareness of pharmacy practice
- encourage further development of effective communication skills
- develop a professional interaction between pharmacy technicians, pharmacists, other healthcare professionals, patients and colleagues
- support appropriate skill mix within pharmacy teams.

The scope of the programme is to train and assess pharmacy technicians working in the dispensaries of NHS hospitals, HMPs, private hospitals or community pharmacies to perform the final accuracy check of dispensed items on prescriptions that have been clinically screened by a pharmacist. The programme has been designed to assure employers in each sector that pharmacy technicians who successfully complete the set learning and assessments have the appropriate knowledge, skills and behaviours to deliver high-quality, consistent checks of medicines.

About CPPE

The Centre for Pharmacy Postgraduate Education (CPPE) is part of the Division of Pharmacy and Optometry, within the Faculty of Biology, Medicine and Health at the University of Manchester. Our team of staff are committed to offering continuing professional development (CPD) opportunities through high-quality services and learning materials.

CPPE's mission statement

To provide educational solutions for the NHS pharmacy workforce across England to maximise their contribution to improving patient care.

We have made a commitment to meet the aims set out in our mission statement by:

- providing high-quality professional learning programmes
- delivering an excellent customer-focused service
- working successfully as part of the CPPE team.

CPPE's corporate governance and how we operate is explained in *CPPE: A guide to governance and quality*, which you can find under the 'About CPPE' tab on the homepage of our website. To underpin our mission statement, we have developed five core values.

CPPE core values
- Commitment to improve and achieve
- Commitment to communication
- Commitment to encouraging others
- Commitment to openness and honesty
- Commitment to working together

Have a look at our CPPE values document to find out more:
www.cppe.ac.uk/wizard/files/about_cppe/cppe_values.pdf

Section 2 – Overview, role and responsibilities

Programme overview
The ACPT programme will equip pharmacy technicians with the necessary knowledge and skills to work as an accuracy checking pharmacy technician. A key aim of the programme is to develop the ACPT trainee's knowledge and skill in leadership, which is why we have designed the programme to be trainee-led. The materials and resources for the ACPT programme are hosted on an online platform called Canvas, which only the ACPT trainee will have access to. We expect the ACPT trainee to take ownership of their learning and to lead the conversations in the workplace. For an overview of the ACPT process we have included a flow diagram of the process (see Appendix 1).

It is important for you to spend time with the trainee to understand where they are up to with their training and what support is needed. To support you to do this, we have progress review forms that you will complete with the ACPT trainee (see Appendix 2) at every 250 items checked stage. This is your opportunity to have meaningful discussions with the ACPT trainee about their progress, successes and any challenges they may be facing. The ACPT trainee must upload the completed progress review forms to their portfolio in Canvas and update their progress tracker so that we can monitor milestones and provide support.

Education supervisor role and responsibilities
High quality and effective education supervision is an essential component of any practice-based training programme. The role of the education supervisor in the ACPT programme is to support the ACPT trainee to learn, develop and achieve competency in the skills, knowledge and behaviours required for the responsibility of the role. It is important that education supervisors understand what the ACPT programme entails because they will be accountable for assuring the competence of the pharmacy technician. Therefore, it is imperative that you familiarise yourself with the ACPT programme handbook and complete the e-learning and assessment provided before the trainee starts the programme.

The added responsibility of taking on the role of final accuracy checking requires pharmacy technicians to be confident, as well as competent. The education supervisor should be sufficiently familiar with a pharmacy technician and their work to satisfy themselves that the pharmacy technician is ready to become an ACPT trainee and undertake the role of accuracy checking on successful completion of the programme.

Education supervisors must consider the impact on the service of enrolling a pharmacy technician on the ACPT programme. Standard operating procedures (SOPs) may need to be temporarily adapted to allow for the second and final check of an item during the training period. ACPT trainees cannot check items that they have labelled or dispensed, therefore staffing levels or different ways of working may need to be

considered prior to enrolment on the programme if this will impact workflow. Additionally, ACPTs can only check clinically screened/approved prescriptions, meaning that SOPs may need to be changed to ensure that prescriptions are clinically screened at the start of the dispensing process.

The skill mix of the team should be considered as other team members' roles may need to be modified and workflow may need to be adapted to ensure that the ACPT trainee is allocated time to check while training. It is also important to note that there may be busy periods when it is not appropriate for the ACPT trainee to check, and the education supervisor should communicate this to the ACPT trainee.

A key responsibility for education supervisors is to meet with their ACPT trainee regularly. If they do not work in the dispensary with them as part of their job role, it is recommended that time is allocated within working hours to provide support. Progress should be monitored on an ongoing basis and CPPE will periodically check this throughout the programme.

The General Pharmaceutical Council (GPhC) produces guidance on supporting trainees that sets out expectations of pharmacy professionals undertaking tutor roles. The guidance is not specific to ACPT courses; however, CPPE expects the principles and standards to be followed.

Education supervisor criteria – education supervisors must:
- be registered as a pharmacy professional with the GPhC
- be a certified accuracy checking pharmacy technician or a pharmacist
- be supported by the senior pharmacy manager/chief pharmacist to be an education supervisor on the ACPT programme
- have experience of facilitating staff training
- be able to meet with the ACPT trainee regularly, approximately every month
- be able to commit to supporting the ACPT trainee, working in the same dispensary when possible
- follow GPhC guidance for tutors
- have completed the *Introduction to Accuracy checking pharmacy technician programme* e-learning
- successfully complete *Introduction to Accuracy checking pharmacy technician programme* e-assessment (where there is a break of one year or longer of being an education supervisor on the CPPE ACPT programme the e-assessment must be re-taken)
- agree to undertake the role and responsibilities of an ACPT education supervisor.

All education supervisors must:
- ensure they fulfil the entry criteria for an education supervisor on the CPPE ACPT programme
- ensure the applicant's line manager is aware of and supports the application
- be accountable for ensuring that the ACPT trainee has demonstrated dispensing accuracy
- ensure the ACPT trainee fulfils the entry criteria for the CPPE ACPT programme
- make time for training and recognise when it is not appropriate for trainees to complete their logs eg, during busy periods or for urgent prescriptions
- offer support, guidance and feedback to the ACPT trainee whilst they undertake practice-based activities
- use correct and current CPPE recording paperwork
- ensure that local dispensary SOPs are in place and that the trainee is familiar with and works consistently within them

- facilitate the local implementation of the CPPE ACPT programme
- number and sign each checking log sheet before issuing them to the ACPT trainee (see Appendix 3)
- monitor progress and meet face to face to discuss checking experience and activities
- meet with the trainee to complete formal reviews after each 250 items checked and assess their checking logs (see Appendix 2)
- ensure a variety of prescription items have been checked to reflect current practice and that these are recorded on the checking log
- classify any checking errors that the ACPT trainee makes (this can be in conjunction with experts)
- check that all learning and practice-based activities have been successfully completed in full and can be evidenced in the ACPT trainee's portfolio
- set up, facilitate, mark and submit the practice-based checking assessment
- complete a final sign off declaration on the statement of completion paperwork which is submitted by the trainee to CPPE for certification (see Appendix 4)
- ensure that the job description includes the checking role if the ACPT will begin checking once they have received notification that they have qualified as an ACPT
- agree to be contacted by Health Education England/NHS England for the purpose of evaluating the course.

Senior pharmacy manager/chief pharmacist responsibilities
The ACPT programme must have approval from the Chief Executive of the NHS organisation, the No. 1 Governor of Her Majesty's Prisons or the superintendent pharmacist of a community pharmacy before it is implemented locally and is dependent on standard operating procedures (SOPs) being in place. It is the responsibility of the chief pharmacist or senior pharmacy manager to ensure that the Chief Executive, No. 1 Governor or superintendent pharmacist are notified.

Section 3 – The ACPT programme

Introductory e-learning and assessment
Both the workplace education supervisor and the ACPT trainee must successfully complete the CPPE *Accuracy checking pharmacy technician* programme and e-assessment before an ACPT trainee commences their learning. Education supervisors who have multiple trainees on the ACPT programme should only repeat the e-learning and e-assessment if they have a break in supervising the CPPE ACPT programme for more than a year.

Declaration of dispensing accuracy
Education supervisors are responsible for providing a declaration of dispensing accuracy for their ACPT trainee.

The ACPT trainee must complete a 200-item dispensing log to demonstrate competence in dispensing to support the declaration of dispensing accuracy. You can find the CPPE dispensing logs on the CPPE ACPT page of the CPPE website **www.cppe.ac.uk/career/acpt** in the *Resources* section.

Portfolio

Throughout the programme, the ACPT trainee will build an online portfolio of evidence which demonstrates their education and practice achievements. A well-constructed portfolio should describe the pharmacy technician's learning journey towards the attainment of professional competence. The e-portfolio is an important part of the ACPT programme. The information in the portfolio is used to track their progress throughout the programme and provides evidence of how they meet the learning outcomes, core capabilities and competences. To support ACPT trainees to set up their e-portfolio, we have developed a video on how to do this, which can be found in the first module on Canvas, called *Course overview*.

It is advisable for you to ask your trainee to share the link to their online portfolio with you so that you can use this to monitor progress.

The education supervisor must review the portfolio as part of the summative assessment, to ensure that all required items are included and make a declaration on the *Statement of completion*. The education supervisor will be declaring that all training has been completed to the expected standards.

The portfolio must include:
- declaration of dispensing accuracy and 200-item dispensing logs
- job description
- an itemised log of a minimum of 1000 accurately checked items with a record of errors identified and a description of how the error was rectified
- error reflection form(s) (when the ACPT trainee has not identified a dispensing error or after a failed attempt of the final assessment)
- a minimum of three progress review forms completed with the workplace education supervisor
- at least one CPD record relating to learning in the ACPT programme
- report of mid-point professional discussion with CPPE
- evidence of completing the objectives identified in the professional discussion (either a written report or included in the 750-item review discussion and evidenced on the review form)
- workplace-based assessment answer log with ES declaration, pre-assessment checklist and the assessment amendment form if used. If the ACPT trainee has had two attempts of the assessment paperwork from both attempts will need to be in the portfolio
- the *Statement of completion* form.

ACPT programme progress tracker

The progress tracker, situated on the CPPE website, is a progress-monitoring tool to enable trainees to see exactly where they are up to with the programme. The CPPE ACPT team is informed when the trainee inputs a date of a milestone completion into activity series two and they will review the portfolio and provide feedback in activity series three of the progress tracker.

The aim of the progress tracker is to support trainees and to aid motivation as they progress through the programme. Trainees receive a green tick in their progress tracker when a milestone is completed.

Meeting one - 250 items

You will meet with your workplace education supervisor to review your progress when you reach 250 items in your accuracy checking logs.

The CPPE ACPT team will check that your e-portfolio is set up correctly and provide your first report in activity series three.

Enter the date of the 250 item progress review meeting and upload the completed review form into your e-portfolio.

You selected the date below on **2 July**:

The progress tracker will reduce the need to email the ACPT team with progress, although please email acpt@cppe.ac.uk when there are problems or if support is required. Trainees can access an instruction video for setting up the progress tracker on Canvas in the first module in the section called *Set up your profile*.

You may find it useful to ask your ACPT trainee to open the progress tracker during the progress review meetings.

Underpinning knowledge modules
In Canvas there are six online modules with various activities which the ACPT trainee should be able to complete in approximately eight to ten hours. The online modules should be completed before undertaking any checking activities. Therefore, the ACPT trainee will not have access to the checking logs until all online modules have been completed. Completion of the online modules unlocks the *Resources* section on Canvas.

Note: As the education supervisor, it is your responsibility to ensure that all activities have been completed to the expected standards for pharmacy professionals and in line with local policy.

Canvas does not have the facility for ACPT trainees to input answers directly. To complete the activities, the ACPT trainee should record their activities on Word documents and discuss with their education supervisor at the first progress review. To support these discussions, we have included an overview of the modules, intended learning outcomes and a list of the activities.

Module	Content
Module 1: Legal and professional framework	**Activity 1:** • What can the pharmacist amend/not amend on a controlled drugs (CD) prescription? • Check your SOPs – what can/can't you check? **Activity 2:** • Select two of the nine standards for pharmacy professionals and describe a scenario where you could apply them in the role of accuracy checking. **Activity 3:** • Note down the details of what you are expected to check to confirm the validity of a prescription and ensure that you can check it as an ACPT. Consider how you will know that the pharmacist has clinically screened the prescription because you cannot check items that have not been clinically screened by a pharmacist.
Module 2: Leadership	**Introduction** **Activity 1:** • Leadership qualities: think of someone who has inspired you in your work or private life (past or present). What were/are their qualities? **Activity 2:** • Self-assessment activity: knowing your leadership strengths and limitations. **Activity 3:** • Understanding different leadership styles and their strengths and limitations. **Activity 4:** • Time management activity: how to manage your time effectively through a scenario. **Activity 5:** • Delegation: what are the benefits and barriers to delegation? **Activity 6:** • Delegation activity: use a scenario to assess your delegation skills. **Activity 7:** • Reflect on your skills of giving and receiving feedback. **Activity 8:** • Practising giving feedback using the scenarios. **Section 1:** Professional decision-making and prioritisation **Activity 1:** • Work through the professional decision-making and prioritisation case study. **Section 2:** Supervision of workflow

	Complete an activity log of all tasks in a typical day. Activity 1: • Plan your time effectively: identify tasks that you can delegate. Activity 2: • Plot your team on the skill/will matrix according to their level of skill and will. Activity 3: • Motivating your team: what actions can you take to get the best from your team dependant on their level of skill and will? Activity 4: • Planning the workflow: allocate appropriate tasks identified in Activity 1 to your team based on skill/will. **Section 3:** Supporting others through error reporting Activity 1: • Reflect on some feedback you have previously received: what was good, what could have been better? Activity 2: • Provide some feedback to a team member using AIID (Action, Impact, Input, Desired outcome) and SBI (Situation, Behaviour, Impact). Activity 3: • Four scenarios: write down the words or phrase you would use when giving feedback to each team member who has made an error. Activity 4: • Reflections on how to minimise errors as an ACPT and the consequences.
Module 3: Good practice for final accuracy checking and prevention of dispensing errors	Activity 1: • Error versus near miss: what's the difference? Activity 2: • Review your near-miss log: what are the most common types of errors which occur in your workplace? Activity 3: • Document an active error and review your checking protocol to minimise the error happening again. Activity 4: • List the latent errors – how can you prevent them from happening?
Module 3: Good practice for final accuracy checking and prevention of dispensing errors	Activity 1: • Error versus near miss: what's the difference? Activity 2: • Review your near-miss log: what are the most common types of errors which occur in your workplace? Activity 3: • Document an active error and review your checking protocol to minimise the error happening again. Activity 4:

	• List the latent errors – how can you prevent them from happening?
Module 4: Labelling and packaging requirements	Activity 1: • List top tips for good practice in attaching labels to dispensed items.
Module 5: Communication skills	Activity 1: • Write a team briefing explaining the role of the ACPT and what changes this may mean for the team. Activity 2: • How do I communicate: ask a colleague or friend to record you having a conversation and make a note of your body language. Repeat this activity observing a member of your team. Activity 3: • How good are your listening skills: using the five levels of listening, reflect on what it would be like being on the receiving end of level 2 listening (patronising) and level 5 (empathy). Activity 4: • Think about a conversation you have had that did not go according to plan and explore why it did not go to plan.
Module 6: Calculations	Activity 1: • List all the reasons why you think calculation errors occur. Activity 2: • Calculate the dose of paracetamol for a child of 4 kg using the British National Formulary for Children (BNFC). Activity 3: • Calculate the dose and quantity on a prescription for amoxicillin suspension. Activity 4: • Infusion rate calculation.

Accuracy checking logs

When the ACPT trainee has completed all online modules and associated activities, they can start their checking logs. It is important that trainees use the official CPPE *Accuracy checking logs* that are available to download from Canvas. The trainee will need to complete all the activities in the units before the accuracy checking logs will be unlocked. This is a method of assurance for CPPE that trainees have completed the activities before starting the logs.

Each page of the ACPT logs should be completed with the page number, the trainee's name, the name of the education supervisor, the organisation and should be signed by the education supervisor before they are used. The items should be numbered from 1 to 1000; there should be 20 entries per page resulting in 50 pages in total.

The 1000-item accuracy checking logs should be completed over a minimum of three months. If the ACPT trainee completes 1000 items in less than three months, they will be required to continue checking and

completing the logs until three months have passed. An example of a completed checking log has been included in this pack at Appendix 3 and this demonstrates how to document identified errors.

Note: CPPE cannot accept accuracy checking logs that have not been recorded on the CPPE *Accuracy checking log* template.

ACPT progress review meetings

The purpose of the ACPT progress review meetings is to have meaningful discussions with the ACPT trainee about their progress, successes and any challenges they may be facing. It is important that the ACPT trainee is clear about what is expected of them, and that they are fully aware of what they are doing well and what they could do to develop themselves further.

As the ACPT programme aims to develop the leadership skills of the ACPT trainee, the review discussions are a great opportunity to discuss how they have used the learning from the modules to develop their leadership skills and change their practice. We have provided you with a progress review form (see Appendix 2) to support these discussions.

Each review meeting may be different, whether with the same trainee or between different trainees. This is to be expected, as various factors can impact a trainee's progress.

We are conscious that taking time out of a busy pharmacy environment can impact on service, so it is important to plan these meetings at an appropriate time. To aid time management of conversations, the review form has been designed so it is easy to use and will provide structure and consistency.

What can you discuss at a review meeting?

You can discuss anything that supports the ACPT trainee's progress and development.

Note: As the education supervisor you can review the ACPT trainee's progress as often as you feel it is needed to support their development. However, as a minimum, review meetings must take place after the trainee has:
- Checked 250 items
- Checked 500 items
- Checked 750 items
- Made an error

After completion, each review form must be uploaded to the ACPT trainee's e-portfolio and the progress tracker must be updated.

Professional discussion

The professional discussion is a facilitated conversation designed to encourage the ACPT trainee to reflect on their professional practice in the context of becoming an accuracy checking pharmacy technician. It is a formative and developmental process with the aim of supporting the individual to identify their learning needs and develop an action plan.

The General Pharmaceutical Council (GPhC) standards for pharmacy professionals will provide the basis for the discussion; therefore, it would be useful for the ACPT trainee to have considered these standards and to have them available for the discussion.

At the end of the discussion, the CPPE tutor will briefly highlight the key areas where the ACPT trainee appears confident and those areas where some development is required and use this to agree objectives. An email will be sent to you as the education supervisor (as well as the trainee) to keep you informed and to support ongoing conversations. Completion of agreed objectives will usually be expected prior to the 750-item review.

When the trainee has their 500-item progress review, they should pause completing the accuracy checking logs until after the professional discussion.

A link to book the professional discussion will be provided to the trainee in the 500-item review feedback report in activity series three of the progress tracker once the CPPE team are satisfied with progress. The trainee should book their professional discussion at the earliest opportunity by choosing a suitable date and time from the options available.

Note: As part of GPhC revalidation requirements, pharmacy professionals are required to undertake a peer review and reflect on how their practice has benefitted users of their service. This professional discussion could be used for this purpose if the ACPT trainee wishes and the CPPE tutor agrees.

Assessment

The final assessment can be provided once the trainee has completed and uploaded the 750-item review paperwork and updated the progress tracker with the date of the 750-item progress review. The education supervisor should sign the bottom of the progress review, once the learner has reached 750 items, if they think their learner is ready for the assessment. The assessment is emailed to the education supervisor once the 750-item review has been undertaken by CPPE. The final assessment is in two halves (workplace based and online).

Workplace-based assessment:
The assessment pack will be emailed to the education supervisor and will contain full instructions for setting up of the workplace-based half of the assessment, using your own products and labels.

Online assessment:
Following the workplace-based assessment the ACPT trainee will sit the online assessment. Trainees can access a sample online assessment which provides an opportunity for them to familiarise themselves with the environment in advance of the actual assessment. Instructions explaining how to access the sample online assessment will be available to the trainee in the resources section of the Canvas modules and they will have three opportunities to use the sample online assessment. They should use the first opportunity when they start the accuracy checking logs, to enable them to use the experience to practice for the online assessment whilst undertaking the accuracy checking logs. The second opportunity should be taken after the 750-item review and the third opportunity in the two to three days before the actual online assessment.

When the workplace-based assessment pack is emailed to the education supervisor, it will contain the instructions for invigilating the online assessment. The email will contain an invigilator code which is unique to the education supervisor. The education supervisor will need to input this code each time they supervise an ACPT trainee's online assessment.

To access the online assessment, the ACPT trainee must log on to the CPPE website and order the *Accuracy checking pharmacy technician* online assessment.

Note: The online assessment is automated and therefore cannot take individual employer's procedures into account. The trainee must detect missing British National Formulary (BNF) codes, but they are not expected to identify deviation from local SOPs. If local deviations are indicated as an error, the system will recognise this as an incorrect answer and the trainee will not pass the assessment.

Statement of completion

The *Statement of completion* is completed after the trainee has passed the assessment (both the online half and the workplace-based half) and their portfolio has been compiled. By signing the *Statement of completion,* you are confirming that you have reviewed the portfolio, all evidence has been checked and that, in your professional opinion, the ACPT trainee is competent to provide the final accuracy check of dispensed items.

The *Statement of completion* contains a checklist (see Appendix 4) which is a framework to ensure all activities have been completed. The ACPT trainee should complete the relevant section of the portfolio checklist first, reviewing the portfolio and signing against each requirement. When the ACPT trainee is satisfied that the portfolio is complete and to the required standard, they should sign their declaration and request a portfolio review from their education supervisor.

Once the ACPT trainee requests a portfolio review, you will need to check the trainee's portfolio, signing against each completed requirement on the checklist. You must be satisfied as the education supervisor that all documentation is valid, authentic, fully completed to the required standards and contained within the portfolio before completing the sign off.

Once the *Statement of completion* has been signed, the trainee must upload it into the portfolio and update the progress tracker in activity series two with the date the statement of completion was signed by you. They will then be able to request certification. CPPE will review the submission and notify you, as the education supervisor, and the trainee of the outcome within 15 working days.

If any documents are outstanding or incomplete CPPE will email both the trainee and their education supervisor to specify what is required.

If successful, an email will be sent to you, the trainee and the chief pharmacist/senior pharmacy manager so that the ACPT trainee can start practicing on receipt of the email, ie, they can commence work as an accuracy checking pharmacy technician on receipt of the email and will not have to wait for receipt of their certificate, as long as there are local SOPs in the workplace to cover for this. Certificates will be issued by CPPE within six weeks of CPPE's review of the trainee's portfolio.

Feedback

CPPE ask for feedback from the trainee at various points of the programme and from the education supervisor at the end of the programme. We have received lots of positive feedback about the ACPT programme from both education supervisors and ACPT trainees. This has included information on how the programme has helped to develop their role to support the pharmacists to deliver their clinical roles.

If you have any examples of how the CPPE ACPT programme has helped your trainees/service then please let us know, we would love to hear them.

We have also received feedback on things that could be improved with the programme, and we consider every suggestion and implement them where we can. If you would like to provide any feedback in addition to the questionnaire at the end of the programme email: acpt@cppe.ac.uk.

Section 4 – Support for the pharmacy technician throughout the pathway

A strong support structure underpins the learning programme. Support will initially be provided by the trainee's education supervisor. If an issue is not resolved, the CPPE ACPT team must be notified at the earliest opportunity to enable a system for providing additional support to be implemented if appropriate.

Pharmacy professionals requiring additional support (PPRAS)
The CPPE pharmacy professionals requiring additional support (PPRAS) system ensures consistent responses by the CPPE ACPT team for trainees working in varying sectors and geographical locations. The PPRAS system provides a consistent framework to identify and address variation in practice, an early alert to support requirements and an assurance that patient safety is maintained. The CPPE ACPT team will work with education supervisors and employers to support trainees requiring additional support when additional local support is not successful or appropriate.

The education supervisor will identify trainees requiring additional support and will assess the key and associated factors contributing to the issues that the pharmacy professional requires support for. These issues are often multifaceted; for example, a pharmacy professional who has health issues alongside challenges in progression with the ACPT programme. The education supervisor will work with the trainee to develop a support plan and will ensure regular review to monitor the effectiveness of the plan. This may include referral to external organisations, eg, Association of Pharmacy Technicians UK (APTUK), or may involve referral to the CPPE coaching service: **www.cppe.ac.uk/support/need-support**.

Common reasons for PPRAS are when trainees:
- are working in isolation from other accuracy checking pharmacy technicians to understand the role
- have a lack of awareness about their professional competence
- are not receiving regular or honest workplace supervision
- have poor attention to detail or lack of knowledge leading to errors/patient safety concerns
- are experiencing issues of a personal nature, for example, relationship issues, bereavement or ill health
- are struggling to progress with the education programme
- have personal conduct issues.

While the education supervisor and CPPE ACPT team can provide initial triage and resolution of issues, significant issues regarding organisational concerns may need to be referred to NHS England. Significant issues impacting trainees may require more specialist support.

Time management
The example below outlines the suggested timeframe for completion of the ACPT programme. However, this may differ for each person and should be used as a guide rather than a set plan.
- Month 1 – Complete all six online modules on Canvas and start checking logs
- Month 2 – Continue checking logs
- Month 3 – Continue checking logs and complete the 250-item review with education supervisor

- Month 4 – Continue checking logs and complete the 500-item review with education supervisor and book professional discussion with CPPE tutor
- Month 5 – Continue checking logs and complete the 750-item review (including objectives set during professional discussion) with education supervisor
- Month 6 – Continue checking logs and assessment is arranged with education supervisor
- Month 7 – Continue checking logs to complete 1000 items and take assessment
- Month 8 – Build portfolio, complete *Statement of completion* and then submit for final sign-off

Remember: The minimum time for completion of the programme is three months, but the ACPT trainee must submit the *Statement of completion* within 12 months from the cohort start date. ACPT trainees are expected to complete the programme on time; however, there may be exceptional circumstances that require a programme extension. Please see the ***Accuracy checking pharmacy technician end of pathway completion deadline*** document for more information.

Process for third and final attempts
The cost of the ACPT programme allows for one attempt at the ACPT programme, which includes two assessment attempts or checking log attempts. If a participant fails, they can take a third and final attempt which should be funded by the employer or by the participant as long as the employer is confident that the participant has the required skills to be a safe final accuracy checker. See the ***Final re-sit*** document for further information.

Appendix 1 – ACPT process diagram

```
Identify educational          Identify training and          Demonstrate the
supervisor (ES)               service needs                  ability to dispense
        │                            │                              │
        └────────────┬───────────────┘                             │
                     ▼                                              │
Complete application form with educational supervisor, then submit to CPPE ◄──┐
                     │                                                         │
                     ▼                                                         │
Complete introductory e-learning and e-assessment (Check ES has completed this too)   Failed programme attempt
                     │                                                         │
                     ▼                                                         │
Access Canvas (online learning platform) using details sent from CPPE         │
                     │                                                         │
                     ▼                                                         │
Complete modules on Canvas, make e-portfolio and sign up to progress tracker  │
                     │                                                         │
                     ▼                                                         │
Complete practice-based activities and upload evidence into portfolio:        │
Check 250 items + 250-item review meeting                                     │
Check to 500 items + 500-item review meeting                                  │
Professional discussion with CPPE and complete agreed objectives              │
Check to 750 items + 750-item review meeting (assessment supplied)            │
Complete 1000 items                                                           │
```

*Error target reached → Complete reflection record and check further 250 items

*Error target reached → Complete a reflection record and check a further 1000 items

**Error target reached →

Complete a further 100 items on checking log

Undertake checking assessment (practice-based and online)

Fail first attempt

Fail second attempt

*One serious error or more than three less serious errors

**A single error of any severity

Submit statement of completion

Certificate issued by CPPE following final review

Provide feedback to CPPE

Participate in NHS England evaluation (community pharmacy ACPT trainees and educational supervisors only)

Appendix 2 – Progress review form

Use the form below during all progress review discussions. The aim of this form is to help you to have a meaningful discussion with your education supervisor to support your personal development.

Part one - Please complete fully

Date of review					
Location of review					
Review number		1st	2nd	3rd	Other
Name of ACPT trainee	GPhC No				
Name of Education supervisor	GPhC No				
How many weeks training?					
How many items checked?					
Are there a wide range of items checked? **List medicine forms checked to date**: eg, capsules, tablets, creams, injections, inhalers, patches etc.					
Which online modules have been completed? Please state:					
Are there any outstanding actions/activities to complete? Please state:					
Have any CPD cycles been completed to reflect ongoing learning? Please state:					
Any error(s) missed?		Yes		No	
If error(s) missed, has CPPE been notified?		Yes		No	
If error(s) have been missed an **'error reflective log'** needs to be completed. Has this been done?		Yes		No	N/A
Any outstanding actions from previous review? Please state:					

Part two - Use the space below to capture your thoughts and discussions.

Reflect on your progress so far: You may want to discuss: what have you learnt? How has your practice changed? What are you proud of? What challenges have you had? How have you dealt with these challenges?	
Education supervisor's comments on progress:	
How have you developed your leadership? You may want to discuss what you have done in the following areas: • Delegation • Time management and prioritization • Professional judgement and decision making • Feedback • **What are your leadership strengths?** • **What leadership skills do you need to develop?**	
How have you led for patient safety in your workplace? You may want to discuss: what errors you found and how you dealt with them, how you supported the development of your team, what leadership skills did you use?	

Action plan/ Next steps:		What support do you need?	
Signature of ACPT trainee		Signature of education supervisor	
To be completed at 750 item progress review	Please send assessment pack for my learner □	I will email CPPE at acpt@cppe.ac.uk for my learner's assessment pack when they are ready □	Signature of Education Supervisor

Accuracy checking pharmacy technician (ACPT) programme education supervisor handbook

Appendix 3 – Example of completed checking log with errors

ACPT trainee name: Joanne Bloggs
Education supervisor name: Elisabeth Windsor

Name of organisation: CPPE pharmacy
Education supervisor signature: E Windsor

Item number Out of 1000 (cumulative total)	Date	Prescription type eg, FP10, private, controlled drug, TTA, in-patient order sheet	Drug form eg, tablet, capsule, suppository, inhaler, injection	Error detected? Yes/no	Dispensing or checking error? D/C	Error code see overleaf and record details	ACPT trainee's signature	Final checker's signature	Final checker's GPhC registration
1	3/5/2019	TTA	Tablet	Y/Y	D/C	1e/2c	JB	AB	5012345
2	3/5/2019	TTA	Tablet	Y/N	D	3c	JB	BC	5012346
3	3/5/2019	TTA	Cream	N/Y	C	1a	JB	CD	5012347
4									
5									
6									
7									
8									
9									
10									

Details of dispensing or checking errors

Item number of error overleaf	Details of error (Including drug name and a description of the error	Detail action taken, then sign to endorse statement (Include who you spoke to, what was done and the outcome) NB: For checking errors, the ACPT trainee must stop checking and meet with their education supervisor
1	1e – Aspirin 75 mg tablets - I identified that the patient's name on the label did not match the name on the prescription.	I asked the dispenser to re-label.
1	2c – Furosemide 40 mg tablets had been dispensed instead of 20 mg tablets.	Joanne had not identified this error, so I showed her the Rx and the item. She will speak to her education supervisor. The item was re-dispensed.
2	3c – The dispenser had not signed the label on the box of levothyroxine 25 microgram tablets.	I located the dispenser and asked them to re-check the item before signing
3	1a – Trimovate cream label on Timodine cream. Timodine on Rx and dispensed.	Joanne had not identified this error, so I showed her the Rx and the item. She will speak to her education supervisor. The item was re-dispensed.

Error codes:	
1. **Incorrect label**	
1a. **Drug name**	
1b. **Drug form**	
1c. **Drug strength**	
1d. **Quantity**	
1e. **Patient name**	
1f. **Directions**	
1g. **Missing or inappropriate BNF warnings**	
1h. Missing or inappropriate additional warnings	
1i. Spelling	
1j. Batch number	
1k. Expiry date	
1l. Cost code or ward (Hospital only)	
2. **Incorrect contents**	
2a. **Drug**	
2b. **Form**	
2c. **Strength**	
2d. **Quantity**	
2e. **Expired**	
3. **Other**	
3a. Incorrect container or lid	
3b. Missing additional label	
3c. Missing signature	
3d. Unacceptable presentation	
3e. **Missing or incorrect patient information leaflet**	
3f. Local procedure not followed	
3g. Incorrect or missing oral measuring device	
3h. **Missing medicine**	
3i. **Missing sundry item eg, warning card**	
3j. Missing owing information	
3k. **Prescription not screened**	
*Error codes in bold font are classified as serious	

Appendix 4 – *Statement of completion* form and guidance for completion

Introduction
Once all activities and assessments have been successfully completed the ACPT trainee should build their portfolio. The education supervisor must then review the portfolio as part of the summative assessment, to ensure that all required items are included.

As part of the governance and quality assurance processes, the education supervisor will sign the *Statement of completion* confirming that they have reviewed the portfolio, all evidence has been checked and that, in their professional opinion, the trainee is competent to provide the final accuracy check of dispensed items.

Preparing to review the portfolio
The checklist below provides a framework to ensure all activities have been completed. The ACPT trainee should complete the relevant section of the portfolio checklist, reviewing their portfolio and signing against each requirement. When the ACPT trainee is satisfied that the portfolio is complete to the required standard, they should sign their declaration and request a portfolio review from their education supervisor.

Completing the portfolio review
Once the ACPT trainee requests a portfolio review, the education supervisor should check the ACPT trainee's portfolio, signing in the white boxes against each completed requirement on the checklist.

The education supervisor must be satisfied that all documentation is valid, authentic, reliable, fully completed and contained within the portfolio before completing the sign off. This includes ensuring that each item on the checking logs is signed by an appropriate person whose GPhC number is visible so that lines of accountability are clear and the final checker can be identified in the event of subsequent queries.

Completing the *Statement of completion*
When the education supervisor is satisfied that the portfolio is complete, to the correct standard, and in their professional opinion the trainee is competent to provide the final accuracy check of dispensed items the education supervisor can sign the *Statement of completion*. They must ensure that the trainee uploads the statement of completion into the portfolio.

Next steps
Once the *Statement of completion* has been signed the trainee must enter the date in meeting four in activity 2 series of the pathway progress tracker. There's no need to email CPPE as adding this date in will ensure the trainee appears on the sign off report. CPPE will review the submission and notify the education supervisor and trainee of the outcome within 15 working days. If any documents are outstanding CPPE will email the trainee and their education supervisor to specify what is required. If successful, an email will be sent to the trainee, the education supervisor and the chief pharmacist/senior pharmacy manager so that the ACPT trainee can start practicing on receipt of this email, ie, they can commence work as an accuracy checking pharmacy technician on receipt of the email and will not have to wait for receipt of their certificate, assuming this is within the SOPs at their workplace. Certificates will be issued by CPPE within six weeks of CPPE's review of the trainee's portfolio.

Statement of completion of the CPPE ACPT Programme

Name and GPhC number ACPT trainee			
Name and GPhC number education supervisor			
Cohort start (month and year)			
Date review completed by education supervisor			
Portfolio checklist:	**Uploaded to e-portfolio**	**ACPT trainee check**	**Education supervisor review**
Declaration of dispensing accuracy including supporting documents, if applicable			
Dispensing logs			
Job description			
Legal and professional frameworks module completed	X		
Leadership module completed	X		
Good practice for final accuracy checking and prevention of dispensing errors completed	X		
Labelling and packaging module completed	X		
Communication module completed	X		
Calculations module completed	X		
Checking logs of a minimum of 1000 accurately checked items (over a minimum of three months)			
Error reflection log forms, if applicable			
First review meeting form (250 items)			
Second review meeting form (500 items)			
Third review meeting form (750 items)			
Professional discussion form			
Professional discussion objectives (or signed statement to show completion)			
CPD record relating to learning in the ACPT programme (this can be a screen shot of your GPhC revalidation entry)			
1st workplace-based assessment (answer log form, education supervisor declaration & pre-assessment checklist)			
2nd workplace-based assessment (answer log form, education supervisor declaration, pre-assessment checklist) X ONLY IF FAILED 1ST ATTEMPT X			
Online checking assessment successfully completed	x		

ACPT trainee declaration

I declare that the work submitted is my own and is valid, authentic and fully completed to the standards set out by CPPE. The submissions have not been falsified or deliberately tampered with, and I work within the GPhC *Standards for pharmacy professionals*.

Name:

GPhC number:

Sign: **Date:**

Education supervisor declaration

I declare that I am satisfied that all documentation is valid, authentic, fully completed and contained within the portfolio. I confirm that I have reviewed the portfolio, all evidence has been checked and, in my professional opinion, the trainee is competent to provide the final accuracy check of dispensed items. To the best of my knowledge this is their own work and has not been falsified or deliberately tampered with. The trainee's work is in line with the GPhC *Standards for pharmacy professionals*.

Name:

GPhC number:

Sign: **Date:**

References

1. Skills for Health. National Occupations Standard (NOS) *PHARM28.2016 Undertake the final Accuracy Check of Dispensed Medicines and Products.* **https://tools.skillsforhealth.org.uk/competence/show/html/id/4217**
2. General Pharmaceutical Council. *Standards for pharmacy professionals.* 2017. **www.pharmacyregulation.org/sites/default/files/standards_for_pharmacy_professionals_may _2017_0.pdf**
3. Association of Pharmacy Technicians UK. *National Education Framework for Final Accuracy Checking of Dispensed Medicines and Products.* September 2019.