

Accuracy checking pharmacy technician (ACPT) handbook

Accuracy checking pharmacy technician (ACPT) Programme handbook

Version 3

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Acknowledgements

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www.cppe.ac.uk

Welcome and contents

Welcome to the *CPPE Accuracy checking pharmacy technician (ACPT)* programme. This handbook provides details of the programme. It takes into account national occupational standards,¹ guidance and frameworks; it is intended to act as a guide for all aspects of the programme. There are accompanying e-learning, assessment and practice-based activities, as well as external reference sources that will need to be used as part of the development and certification process.

Education supervisors should use this handbook in conjunction with the *ACPT education supervisor's* handbook.

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Introduction

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 opportunities through high-quality services and learning materials.

CPPE's mission statement

Provider of 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 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

Learning with CPPE

The Centre for Pharmacy Postgraduate Education (CPPE) offers a wide range of learning opportunities in a variety of formats for pharmacy professionals from all sectors of practice. We are funded by Health Education England to offer continuing professional development for all pharmacy technicians and pharmacists providing NHS services in England. For further information about our full learning portfolio, visit our website: www.cppe.ac.uk

Accuracy checking pharmacy technicians (ACPTs)

Traditionally the role of final accuracy checking of dispensed items was reserved for pharmacists. Over time pharmacists have moved into more clinical, patient-facing positions and pharmacy technicians have complete training to enable them to undertake final accuracy checks and become ACPTs.

There are many benefits to pharmacy technicians providing the final accuracy check of medicines. Firstly, patients can be assured that a registered healthcare professional, with a specific qualification in accuracy checking, is taking responsibility for them receiving the correct medicine. Other benefits include role development for all pharmacy team members, optimisation of skill mix and increasing the capacity of pharmacists to deliver services and undertake more patient-facing roles.

Pharmacy technicians who successfully complete this course and practise as an ACPT will have an increased impact on patient care so it is important that they understand not only risk management and patient safety aspects of performing final accuracy checks, but also the patient-centric philosophy embedded throughout CPPE learning.

Aims and scope

The aims of the programme are to:

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

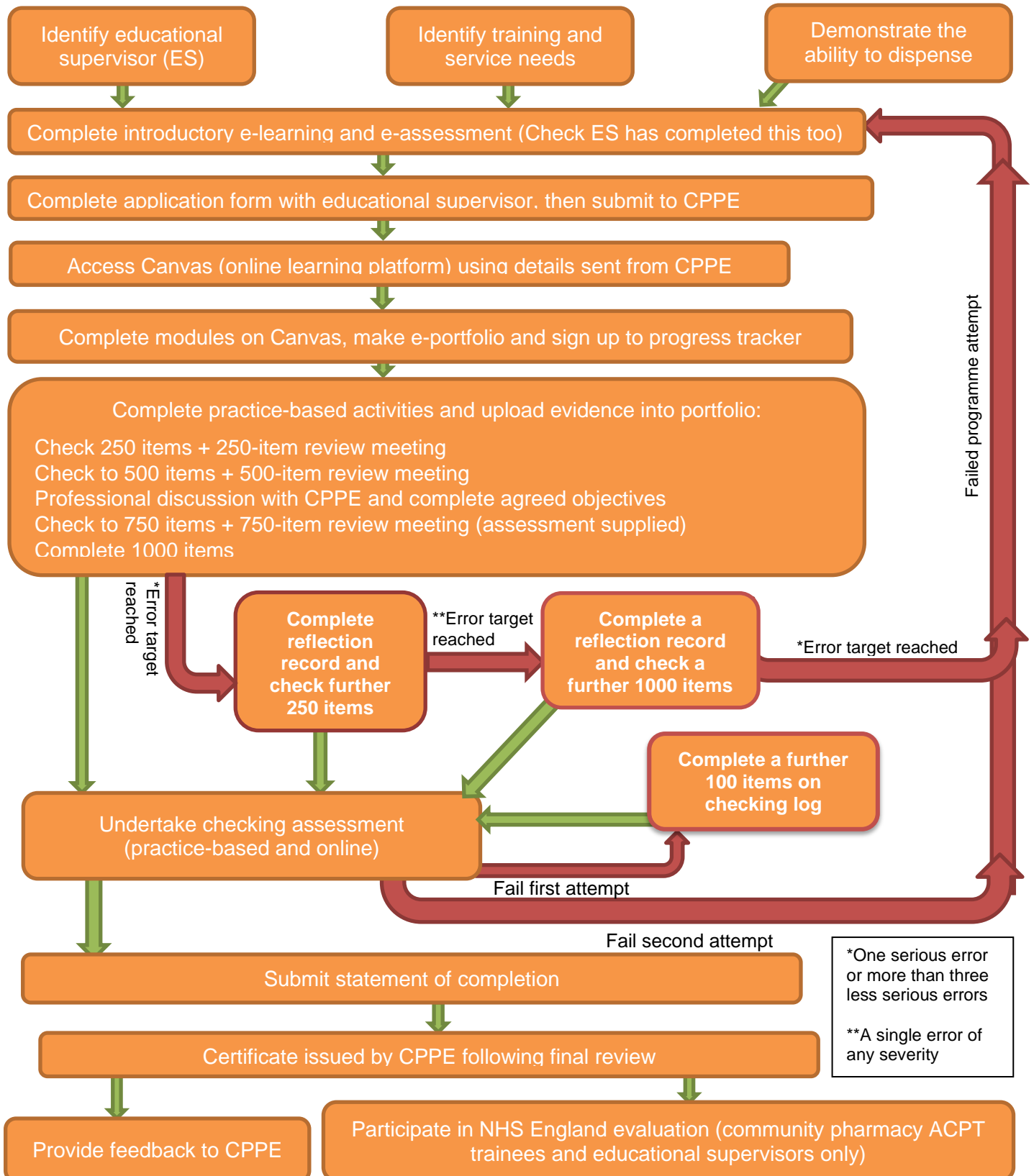
The scope of the programme is to train and assess pharmacy technicians, working in community pharmacy, health and justice and secondary care, to perform the final accuracy check of dispensed items on prescriptions that have been clinically screened/approved by a pharmacist. The programme has been designed to assure employers in each sector that pharmacy technicians who successfully complete the set learning and assessments are able to undertake the role and have the appropriate knowledge, skills and behaviours to deliver high-quality, consistent checks of medicines.

The programme does not include pre and in-process checks; it does not extend to extemporaneous or aseptic dispensing nor does it include stock orders or emergency supplies. These items should not be included as part of the checking logs.

Controlled drugs, dosette boxes and unlicensed medicines can be included, providing the dispensary standard operating procedures (SOPs) allow for this. Orders transcribed from drug charts for named patients can also be included provided the ACPT trainee has not had any part in the ordering process and the order has been clinically screened by a pharmacist.

The ACPT programme must have approval from the chief executive of the NHS organisation, or 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 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 and superintendent pharmacist are notified.

Overview of the process



ACPT trainee role and responsibilities

An ACPT trainee's role is to build on their skills and knowledge as a pharmacy technician in order to be able to accurately check dispensed items and provide leadership within the dispensary. Trainees will learn how to supervise the work of others and contribute to their learning following identification of dispensing errors. ACPT trainees will also learn how to exercise their professional judgment to make decisions and prioritise work.

The final accuracy check is a safety net used to prevent dispensing errors reaching patients so ACPT trainees need to be aware of their increased impact on patient safety and the extent of their accountability during training and post-qualification.

A pharmacy technician who wishes to become an ACPT should be able to demonstrate the qualities and behaviours required to undertake the ACPT role before applying to the programme. Professionalism, attention to detail and good communication are key to performing successfully as an ACPT.

All ACPT trainees must:

- meet the entry criteria for the CPPE ACPT programme
- complete all aspects of e-learning, assessment and associated activities
- follow the GPhC *Standards for pharmacy professionals*²
- ensure that all prescriptions being checked have been clinically screened by a pharmacist
- have taken no part in the labelling or dispensing of items they are checking
- record **all** checking activities using the CPPE *Accuracy checking log* forms downloadable from the online learning platform, Canvas and signed before use by the education supervisor
- notify the education supervisor each time they make a checking error
- meet with the education supervisor following every 250 checked items to discuss and document progress
- complete the programme in 12 months
- notify CPPE if they have concerns about their progress, or their ability to meet the 12-month deadline
- submit all documentation in a timely manner to CPPE.

Entry criteria for ACPT trainee

The ACPT trainee must:

- be registered as a pharmacy technician with the General Pharmaceutical Council (GPhC)
- successfully complete CPPE's ACPT introductory e-learning and e-assessment
- have relevant work-based pharmacy experience completed in the UK under the supervision, direction or guidance of a pharmacy professional to whom they have been directly accountable
- demonstrate recent ability to dispense accurately over the full range of specialty and prescription types at their current practice base with documented evidence by means of a 200 item accuracy log signed off by their educational supervisor.
- work in a dispensary that dispenses NHS prescriptions that have been clinically screened/approved by a pharmacist
- have current knowledge of local standard operating procedures relating to the dispensing process
- have completed the organisation's induction and in-house mandatory training relevant to role and job description
- agree to be contacted by Health Education England/NHS England for the purpose of evaluating the course
- have an educational supervisor appointed who meets CPPE's ACPT educational supervisor requirements
- have support from their senior pharmacy manager.*

*the senior pharmacy manager is the person who is accountable for budgets, risk assessment and who makes decisions about service needs, eg, chief pharmacist, superintendent pharmacist or their nominated deputy.

Educational supervisor role and responsibilities

- High quality and effective educational supervision is an essential component of any practice-based training programme. The role of the educational supervisor in the ACPT training 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 educational 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 they familiarise themselves 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 educational supervisor should be sufficiently familiar with a pharmacy technician and their work in order 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.

Educational supervisors must consider the impact on the service of enrolling a pharmacy technician on the ACPT programme. 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, therefore 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 taken into account as other team members' roles may need to be modified and workflow may need to be adapted in order 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 educational supervisor should communicate this to the ACPT trainee.

A key responsibility for educational 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 work to provide support. Progress should be monitored on an ongoing basis and CPPE will periodically check this throughout the programme.

Following completion of the checking assessments, the ACPT trainee, educational supervisor and senior pharmacy manager will be informed of the outcome. If the trainee is successful, they may begin checking following the emailed notification, providing their job description is updated to include the checking role. A certificate of qualification will be posted following the email notification.

The 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.

All educational supervisors must:

- ensure they fulfil the entry criteria for an educational 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

- ensure correct and current recording paperwork is used
- 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
- 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
- ensure a variety of prescription items have been checked to reflect current practice and recorded on the Accuracy-checking logs
- 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 and submit this to CPPE for certification
- 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.

Educational supervisor criteria

An educational supervisor for the ACPT training programme must:

- be registered with the General Pharmaceutical Council
- be a certified accuracy checking pharmacy technician or 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 tutors³
- have undertaken the e-learning programme *Introduction to accuracy checking pharmacy technicians programme* in the last two years.
- successfully complete the CPPE *Introduction to accuracy checking pharmacy technician programme* e-assessment (or have successfully completed it)
- read, understand and agree to undertake the role and responsibilities of an ACPT educational supervisor as set out in the CPPE ACPT handbook And the CPPE ACPT Education supervisor handbook.

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, before it is implemented locally and is

dependent on standard operating procedures being in place. The senior pharmacy manager/chief pharmacist is accountable for these requirements being met.

Application process

Dispensing accuracy

ACPT trainees must have documented evidence of the ability to dispense accurately according to locally agreed SOPs in order to apply for the CPPE ACPT programme. Educational supervisors will be registered pharmacy professionals and it will be their responsibility to provide 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. Educational supervisors must ensure the dispensing logs reflect current practice and provide them as evidence for 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.

Note: there should be no more than three attempts at any one time in completing the dispensing accuracy logs. If unsuccessful on the third attempt then a period of reflection and dispensing re-training should be completed (according to local SOPs and risk management strategies) before undertaking the dispensing accuracy assessment again.

The declaration of dispensing accuracy should describe methods used by the educational supervisor to determine dispensing accuracy eg, accurate 200-item dispensing log, internal reporting of near misses and errors.

Application process

To register for this training programme, log on to the ACPT page of the CPPE website:

www.cppe.ac.uk/ACPT and complete the following steps in order:

- check ACPT trainee and educational supervisor entry criteria, and read the associated roles and responsibilities to confirm eligibility to enrol
- complete the e-learning programme: *Introduction to accuracy checking pharmacy technician programme*
- complete the e-assessment *Introduction to accuracy checking pharmacy technician programme*
- complete the application form relevant to sector of work, ie, community pharmacy, health and justice, hospital L&SE, hospital North West, etc
- use the emailed login details to access Canvas, the online learning platform for the ACPT programme.

Course outline

The ACPT programme is a comprehensive learning package designed to develop the skills and knowledge of pharmacy technicians who work in a dispensary environment. There are seven parts to the learning:

Online learning

1. Pre-course *Introduction to accuracy checking pharmacy technician programme* e-learning and assessment
2. Online modules

Practice-based activities

3. Activities
4. Checking logs
5. Review meetings
6. Mid-point professional discussion (when participants have reached 500 items in the checking logs)
7. Portfolio building

Pre-course e-learning and assessment

As part of the application process, educational supervisors and ACPT trainees must complete the CPPE e-learning - *Introduction to accuracy checking pharmacy technician programme*. The learning takes approximately 45 minutes to complete and is designed to provide information about the programme. There is an associated e-assessment which we anticipate will take about 20 minutes to complete and this will test understanding of what the CPPE ACPT programme entails.

The pass mark for the e-assessment is 80 percent. There is no limit to the number of times that the pre-course assessment can be taken, however, multiple failures indicate that those taking the assessment may not be ready or appropriate to undertake the roles and responsibilities involved in the ACPT programme.

Online modules

There are six online modules that contain the core knowledge learning material that underpins the qualification. This learning is delivered via our online learning platform, Canvas, and is designed for 24-hour accessibility. The six modules are mapped to the Skills for Health national occupational standard for accuracy checking.

We anticipate that the online modules will take a minimum of eight hours to complete. Learning can be completed in one sitting or in small chunks over a period of time.

Practice-based activities

Activities

Trainees will be required to undertake activities throughout the ACPT programme and these will be linked to the online modules. They are designed to build on knowledge gained through e-learning, develop leadership skills and enable the trainee to apply learning in the workplace.

Checking logs

ACPT trainees must provide evidence of accurately checking a minimum of 1000 items, within one year of enrolling on the programme. Checking logs must be verified by the educational supervisor at each review meeting and a copy uploaded into the portfolio.

Educational supervisors must review their ACPT trainee's progress on a regular basis and meet to discuss practice-based activities after completion of each 250 items on the checking log and following any errors. Review meetings need to be recorded on the forms provided in the online learning portfolio, Canvas.

Read the following instructions to understand requirements when completing the checking logs.

- The educational supervisor must consecutively number and sign each log sheet **before** issuing to the trainee.
- The checking logs must contain **all** items checked by the trainee.
- All items checked must be labelled and dispensed by another person.
- All items must be clinically screened/approved by a pharmacist **before** checking.
- The trainee should check items under normal working conditions.
- The final check must be carried out by a qualified ACPT or a pharmacist; they should be familiar with the dispensary SOPs and the ACPT programme.
- The final checker should record any accuracy-checking errors made by the trainee.
- The log should cover a range of items (eg, solid dose forms, liquids, topical items, etc) and, where possible, different prescription types to reflect current practice within the dispensary.
- Each item checked on the log must be signed by the trainee and by the final checker.
- The final checker must fill in their GPhC number at the time of signing.
- Bracketing of items for signature and GPhC number will be accepted for consecutive checks, but the first and last item **must** be signed. If this is not done it will result in the log being returned to the trainee for completion.
- Logs should not be completed in less than **three months**.
- If the trainee identifies a dispensing error, this must be documented fully on the log forms. The item should be re-dispensed. If re-dispensed by the original dispenser or another staff member, the trainee can complete the checking of this item. They should sign only when the item is complete and ready for the final check. This is counted as **one** item.
- If the trainee checks multiple packs of the same medicine for the same patient, this will count as **one** item, eg, a prescription for 56 x furosemide 40 mg tablets where two boxes of furosemide 40 mg Tablets are dispensed. However, if multiple packs of the same medicine are required at different strengths or in different forms, each will count as an item, eg, if a candidate checks three packs of warfarin and each pack is a different strength, this will count as three separate items on the log.

Additional guidance to facilitate the process

NB: the actions below are not mandatory

- The trainee may have more than one log sheet in use at a time.
- Allocate an area for the final checker to file the logs after checking to prevent them being misplaced.
- If there is more than one ACPT trainee completing checking logs then logs can be printed on different coloured paper so it is easier to identify who they belong to.
- Trainees should start by checking prescriptions with one item on them, then gradually increasing these numbers, before progressing to more complex items, eg, controlled drugs, dosette boxes and multi-dosage systems (MDS), if appropriate.
- Secondary care: trainees should start by checking in-patient items without administration instructions (acute medical items in HM Prison), before progressing to discharge or out-patient prescriptions (in-possession or court medicine prescriptions for HM Prisons).

Errors

The ACPT programme recognises that errors can occur within a dispensary and that ACPT trainees are in training. For this reason a small number of checking errors can be tolerated during the training period. If a checking error is made by the ACPT trainee, ie, they fail to detect a dispensing error, they must stop checking immediately and report it to their educational supervisor as soon as is practical.

The trainee should not continue checking until they have met with their educational supervisor and reflected on the error. The portfolio must contain records of reflection for each checking error the trainee makes during the period in which they are enrolled on the programme.

While completing the practice-based checking log, the following scope for error will apply:

- 1st attempt of the 1000-item checking log
 - one serious error or more than three less serious = period of reflection, continue with 1000 items and add an extra 250 items
 - a further error of any severity = period of reflection and fail of first attempt
- 2nd attempt of the 1000-item checking log
 - one serious error or more than three less serious = failed attempt of the programme.

Checking logs are part of the formative assessment process. No ACPT trainee will be allowed more than two attempts in total at completing their checking logs.

Note: if an ACPT trainee is found to have falsified/deliberately tampered with a checking log in any way, they will be withdrawn from the ACPT programme and will not be permitted to undertake the ACPT programme with CPPE.

Classification of errors

Each organisation should risk assess errors as part of their near-miss/error reporting processes. Risk assessments of medicine errors are usually based on the potential level of harm to a patient and the likelihood of that harm occurring.

Educational supervisors will determine whether an error is classified as serious or less serious. The following information acts as guidance to support those decisions, however the list is not exhaustive or prescriptive. It is possible that less serious errors could become serious errors in some circumstances; therefore the educational supervisors need to be in a position to assess the associated risk.

Note: a less serious error may be upgraded to a serious error but a serious error will not be downgraded.

Serious errors include

Incorrect information on the dispensing label:

- Incorrect drug name
- Incorrect drug form
- Incorrect drug strength
- Incorrect quantity
- Incorrect patient's name
- Incorrect directions
- Missing or inappropriate use of BNF warnings
- Extra labels that have not been removed from returned items (secondary care only)

- Absent labels, ie, trainee has not noticed that the item is missing a label
- Transposed labels

Incorrect contents:

- Wrong drug
- Wrong drug form
- Wrong drug strength
- Incorrect quantity
- Expired contents

Other:

- Missing or incorrect Patient Information Leaflet
- Missing item sundry, eg, warning card
- Missing medicines
- Prescription not clinically screened/approved by a pharmacist

Less serious errors

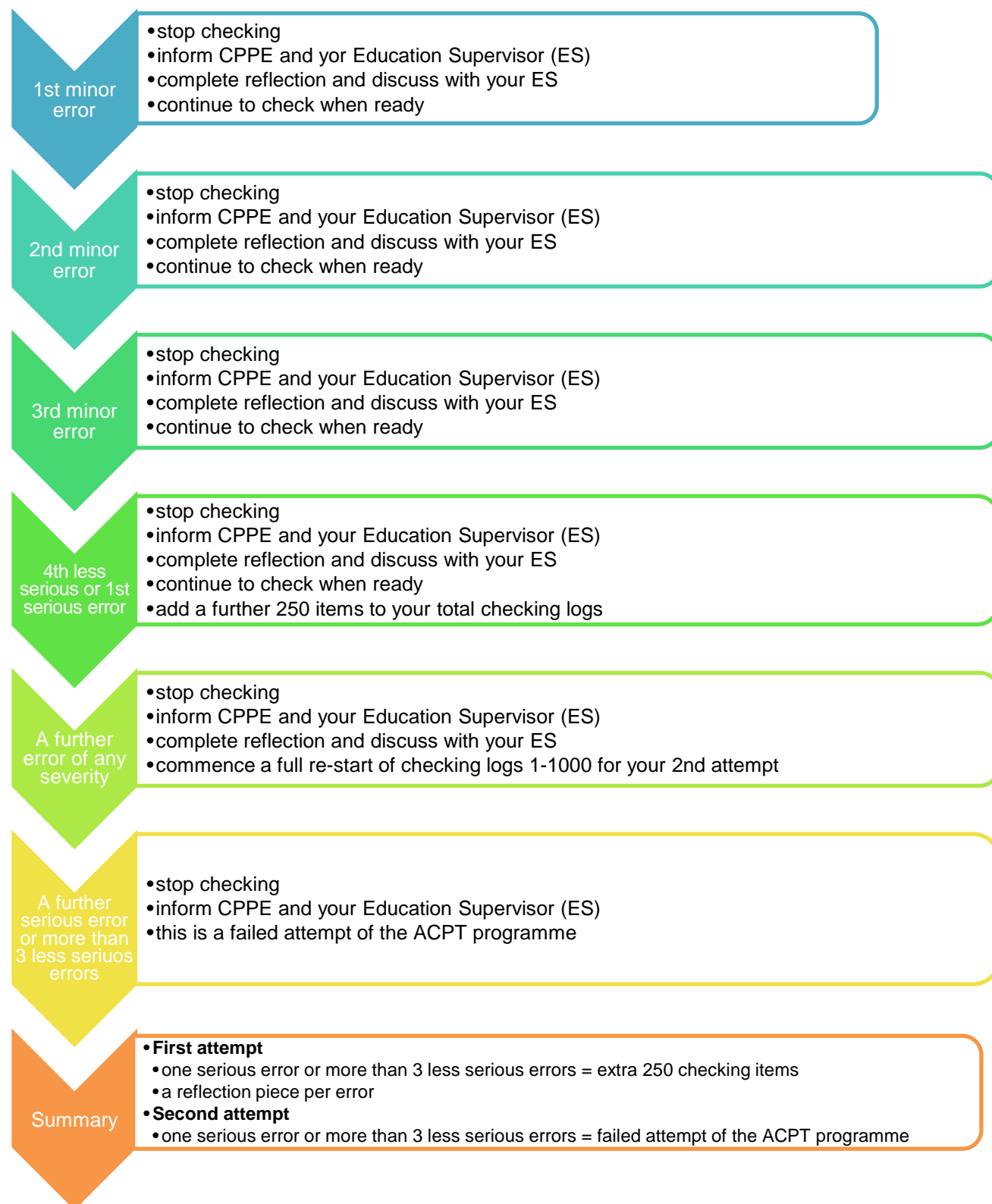
Incorrect information on the dispensing label:

- Missing or inappropriate additional warnings
- Incorrect spelling
- Incorrect batch number
- Incorrect expiry date
- Incorrect cost code or ward (hospital only)

Other:

- Incorrect container or lid
- Missing additional label
- Missing signature
- Unacceptable presentation
- Local procedure not followed
- Incorrect or missing oral measuring device, eg, 5 mL spoon
- Missing owing information
- Missing bag label

Sequence of errors and responses



Review meetings

Educational supervisors must review the progress of the ACPT trainee at regular intervals during the training period and document the details of these meetings. ACPT trainees must be supported following any checking errors and encouraged to reflect on the error. The trainee must document their reflection of the error as part of a review meeting.

As a minimum review meetings must take place after the trainee:

- checks 250 items
- checks 500 items
- checks 750 items
- makes an error.

At the review meeting, the educational supervisor should check that logs have been completed in full, ie, that all details have been recorded, no signatures are missing and that final checkers can be identified.

If a trainee is not making progress, the educational supervisor should arrange a progress review meeting to identify what support is needed and discuss an action plan. Inform the ACPT team if there are reasons that will delay learning.

Review meeting documentation should be submitted via the e-portfolio, Canvas, as soon as possible after the meeting. The portfolio must contain a minimum of three review forms.

Mid-point professional discussion

A discussion will take place between the ACPT trainee and a pharmacy professional from CPPE once 500 items have been checked and the trainee has met with their educational supervisor for a progress review. When the ACPT trainee reaches this stage, they should take a pause in 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. A professional discussion appointment will not be immediately available and are booked approximately two to three weeks ahead. Please allow for this when planning your timetable to complete the programme within the 12-month deadline.

The professional discussion is a facilitated conversation 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. Completion of agreed objectives will usually be expected prior to the 750-item progress review. Note: As part of GPhC revalidation requirements⁵, 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.

Portfolio building

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.

ACPT trainees should email the link to their online portfolio to their workplace education supervisor to allow them access to monitor progress. The link should also be added to the CPPE ACPT progress tracker in activity series one to allow the CPPE ACPT to view progress.

The education supervisor must review the portfolio as part of the summative assessment and is accountable for ensuring that a breadth of prescription types and dosage forms have been covered (to reflect current practice within the workplace) and that all documentation is valid, authentic and fully completed. The education supervisor will be declaring that all elements of the training has been completed to the expected standards when they make a declaration on the Statement of Completion.

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

From: 1 January

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.

ACPT trainees may find it useful to open the progress tracker to review progress and feedback with their education supervisor during progress review meetings.

Assessment

The purpose of the assessment is to ensure that the ACPT trainee can demonstrate their knowledge, understanding and competence in relation accuracy checking. This is achieved through a number of methods.

The accuracy-checking logs are a formative assessment of the ACPT trainee's competence in accuracy checking of dispensed items. The checking logs form part of the portfolio of evidence and the educational supervisor will review the checking logs as part of the final sign off procedure.

The final assessment is a three-fold process:

- the practice-based checking assessment
- the online checking assessment
- the declaration and final sign off of the ACPT portfolio by the educational supervisor.

The educational supervisor will determine when their trainee will be ready to undertake the checking assessments during the 750-item review. This will be recorded on the 750-item review form.

The final assessment is in two halves (workplace based and online).

Workplace-based assessment

The assessment pack will be sent 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.

The ACPT trainee will be required to check ten items in 30 minutes and identify all errors.

Online assessment

Following the workplace-based assessment the ACPT trainee will sit the online assessment. To prepare for the online assessment, trainees can access a sample version which provides an opportunity to familiarise themselves with the environment in advance of the actual assessment. Instructions explaining how to access the sample online assessment are available to the trainee in the Canvas modules.

Instructions for invigilating the online assessment will be sent to the education supervisor at the same time as the workplace-based assessment. The ACPT trainee will be required to check ten items in 35 minutes and identify all errors.

Declaration and final sign off

Following successful completion of both halves of the final assessment, the educational supervisor will review the portfolio to ensure that all required criteria are met. They will sign a declaration confirming that they have reviewed the portfolio, all evidence has been checked to and in their professional opinion the trainee is competent to provide the final accuracy check of dispensed items. The declaration is part of the *Statement of Completion* and should be uploaded into the portfolio when completed. The progress tracker should be updated to inform CPPE and request certification.

Pass criteria

ACPT trainees must identify all errors in both the workplace-based and online checking assessments. If they miss an error in either part, they must complete a further log of 100 items and an error reflection form. The educational supervisor will need to reapply for the second and final attempt of the checking assessments.

Note: a maximum of two attempts at the checking assessments is permitted.

The final sign off and declaration is the last part of the assessment process and all documentation must be present in order for the educational supervisor to assess overall competence.

The educational supervisor is accountable for ensuring that the integrity of the assessment is not compromised. The trainee's allocated educational supervisor must be satisfied that the trainee has completed the assessments, as per CPPE instruction and they must be the person to sign and submit the assessment paperwork.

Successful completion of assessment leads to certification as an ACPT, qualifying the individual to undertake the final accuracy check of clinically screened, dispensed items autonomously.

Reaccreditation

CPPE does not provide a process for reaccreditation. Once qualified, it is the professional responsibility of the ACPT to ensure that they maintain their competence. Suggestions of how to demonstrate safe and effective practice in relation to providing the final accuracy check of dispensed items are detailed in the CPPE *Introduction to accuracy checking pharmacy technicians programme* e-learning. Employers may have specific requirements for pharmacy professionals who have not checked for a prolonged period (eg, following parental or sick leave) so ACPTs should follow these.

The GPhC *Standards for pharmacy professionals*² and revalidation process provide guidance on ensuring fitness to practise.

Moving workplace and/or sector

The CPPE ACPT programme is designed for cross-sector use and to provide assurance that pharmacy technicians who have qualified via CPPE meet the standards expected in community pharmacy, health and justice and secondary care. It is recommended that pharmacy technicians who move to a different dispensary do not provide final accuracy checks of dispensed items until they are familiar with the new SOPs and feel confident with new ways of working.

ACPT trainees who move employment during their training can transfer the programme to the new employer if they have support of the new employer to continue with the programme and a suitable educational supervisor is sourced. This must be communicated to CPPE prior to transfer so that a plan can be made with the new education supervisor for a period of familiarisation with the new dispensary before resuming the training.

Periods of absence

The maximum timeframe for completion of the ACPT programme is 12 months. This is made clear prior to application. The training requirements, roles and responsibilities are set out in this handbook and on the CPPE website. ACPT trainees should be checking regularly once they complete the e-learning modules and there should not be any prolonged periods of absence, however, there may be some reasons why an ACPT trainee may not have checked for a significant period of time, eg, they have experienced long-term sickness or have been on parental leave. CPPE must be informed of trainee's absence at the earliest opportunity and will be able to suspend or extend learning for legitimate reasons. This will be assessed on a case-by-case basis.

Quality assurance

The quality of the CPPE ACPT programme is assured through the usual CPPE quality assurance (QA) methods⁶ and by additional processes at each stage of programme delivery.

The role of an accuracy checking pharmacy technician has an impact on patient safety and CPPE must therefore ensure that the qualification we provide equips pharmacy technicians with required knowledge, skills, understanding and behaviours to perform the final accuracy check of a dispensed item. People can have confidence that pharmacy technicians who undertake the CPPE ACPT programme are able to provide an accurate check of a clinically screened and dispensed item because we ensure the following:

- ACPT trainees are registered pharmacy technicians and are aware of the GPhC *Standards for pharmacy professionals*²
- educational supervisors are registered pharmacy professionals who work to the GPhC *Guidance on tutoring for pharmacists and pharmacy technicians*³
- review meetings take place on a regular basis to monitor progress, evaluate performance and identify trainees requiring additional support
- everyone involved in training, including trainees, understands their role, responsibilities and how to raise a concern
- we involve stakeholders in the design, delivery and evaluation of the programme
- we engage directly with ACPT trainees and newly qualified ACPTs as they are a valuable source of intelligence for education and practice
- we liaise with educational supervisors and employers about the practice environment and selecting appropriate trainees
- we receive and act on feedback to improve our programme
- the programme is regularly reviewed and updated to take into account national standards and reflect current best practice
- CPPE ACPT team members keep up to date with relevant policy that affects the programme.

Quality assurance of the programme: quality assurance processes There are a number of requirements set out in the CPPE ACPT programme to ensure the quality of ACPT trainees and their work. These requirements are reviewed, to check adherence to conditions and processes, in order to meet national standards and maintain quality.

CPPE quality assurance processes for the ACPT programme are:

Application process	Monitoring trainees, educational supervisors and workplaces meet entry criteria
Introductory learning and assessment	Providing information and checking trainees' and educational supervisors' understanding of the programme and their roles and responsibilities
Stakeholder reference group meetings	Receiving feedback for continuous improvement
Portfolio sampling	Checking adherence to standardised processes
Mid-point professional discussion	Receiving feedback for continuous improvement and checking adherence to standardised processes
Assessment of trainees	Testing ability to apply knowledge and skills
Appeals procedure	Reviewing and addressing any unfairness in the process
Service user surveys	Gauging satisfaction and areas for improvement
HEE contract monitoring	Measures pass/fail and attrition rates and delivery of specified outcomes
NHS England evaluation	Evaluating the value to community pharmacy

CPPE will randomly sample the work of a minimum of ten percent of each cohort of trainees. If selected as part of the sample, the ACPT trainee will submit their accuracy checking logs and review meeting paperwork to CPPE. The points at which CPPE could request ACPT trainees to submit their work are:

- after the review meeting at 250 items on the checking log
- after the review meeting at 500 items on the checking log
- after the review meeting at 750 items on the checking log
- on completion of the whole portfolio.

The work submitted will be reviewed to check that it is completed in full and meets all criteria specified. This approach is to check for consistency and to ensure completion of all requirements. The purpose of quality assurance is to prevent deviation and drive up quality. If selected, the portfolio should be submitted online via Canvas.

Appeals

ACPT trainees must be treated fairly and equally in their assessments and have the right to appeal on points of process. CPPE will accept appeals from ACPT trainees wishing to contest the conduct of an assessment or decision, not the outcome.

ACPT trainees wishing to appeal must:

- inform CPPE by email of their intention to appeal against an assessment or decision process. This must be done within five working days of the assessment or five working days of receipt of the result. CPPE will acknowledge receipt of the intent to appeal
- email full details of the grounds for appeal to CPPE (copying in their senior pharmacy manager/chief pharmacist), along with any evidence they wish to be considered, within ten working days of giving their notice of intention to appeal. Appeals received outside of this time limit will be deemed out of time and will not be considered.

On receipt of the full details of grounds for appeal, CPPE will:

- set a date for the appeal
- convene an appeal panel. The panel will comprise senior pharmacy professionals, none of whom will be employed by the same organisation as the appellant.

CPPE will aim for the appeal panel to consider the appeal within 30 working days of CPPE receiving an email with details of the grounds for appeal. The appeal panel will reach a decision on the day they convene and notification will be emailed within three working days to the appellant and their senior pharmacy manager/chief pharmacist. The decision of the appeal panel is final.

References

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2. General Pharmaceutical Council. *Standards for pharmacy professionals*. 2017. Available at: www.pharmacyregulation.org/sites/default/files/standards_for_pharmacy_professionals_may_2017_0.pdf accessed 18/08/2017
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5. General Pharmaceutical Council. *Revalidation for pharmacy professionals frequently asked questions*. 2017. Available at: www.pharmacyregulation.org/revalidation-pharmacy-professionals-frequently-asked-questions#whatispeerdiscussion
6. Centre for Pharmacy Postgraduate Education. *CPPE: A guide to governance and quality*. June 2017. Available at: www.cppe.ac.uk/wizard/files/about_cppe/cppe_guide.pdf

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