# CPPE *Preparing for prescribing* learning programme.

# Context for the proposal

NHSE have asked CPPE to offer a learning programme that will enable competence and confidence of community pharmacy professionals in readiness for prescribing. We propose that the programme is open to pharmacists who want to become prescribers and pharmacy technicians who want to learn what prescribing will mean in practice and how they can best support their prescribers.

This document outlines the proposal for the learning content and delivery format for this programme. The intention will be to launch the programme in early summer 2023. CPPE has a team of 12 facilitators trained in action learning approaches for this pilot.

**Programme format**

CPPE propose the development of a nine month ‘*Preparing for prescribing*’ programme. The programme will encourage and facilitate self-directed learning and pharmacy professionals will be expected to develop communities of practice through engagement with impact learning groups.

The programme will have four components, these are outlined below along with a brief description of the education theories that underpin the approaches; details of the content of each component is described in the following section of the paper.

1. **Canvas e-course: online self-directed learning.**

*Underpinning education theory: Cognitive domain of Bloom’s taxonomy (lower levels - remembering, understanding, and applying learning); Miller’s pyramid of learning (lower levels - knowing and knowing how)*

1. **Six impact groups: online and supported by trained CPPE facilitators.**

*Underpinning education theory: Action learning originally developed by Reg Revans; Vygotsky’s Scaffolding of learning; Kolb’s Experiential learning] and the higher levels of Blooms taxonomy and Miller’s pyramid.*

1. **Essential learning programmes to support core clinical skills development for prescribing.**

*Underpinning education theory: Cognitive domain of Bloom’s taxonomy (lower levels - remembering, understanding, and applying learning); Miller’s pyramid of learning (lower levels - knowing and knowing how)*

1. **Online progress tracker and statement of completion.**

*Underpinning reason: there is no theory that supports the need for certification of learning however, it remains a social norm for adult learners to have formal recognition of their academic achievement. Being able to track progress is a form of feedback and as such aligns to on of the principles of Knowle’s Theory of adult learning (androgogy).*

**1. Canvas e-course content**

The e-course will have three parts:

1. Getting ready for prescribing
   1. I want to be a prescriber
   2. I want to support a prescriber
   3. Where to start – GPhC prescribing competence framework
   4. Choosing a prescribing course
   5. Securing a designated prescribing practitioner
   6. Applying for a prescribing course
2. Essentials to help you to introduce prescribing in your practice (content relevant to pharmacy technicians)
   1. Applying therapeutics in practice
   2. Evidence based decision making
   3. Shared decision making
   4. Professionalism
   5. Ethical dilemmas
   6. Governance
3. Ensuring competence and extending your scope of practice (content relevant to pharmacy technicians)
   1. Prescribing in community pharmacy
   2. Clinical assessment skills
   3. Clinical reasoning and decision making
   4. Risk assessment
   5. Collating a portfolio to demonstrate scope extension

Learners will be encouraged to complete parts 1 and 2 of the e-course within 8 to 12 weeks. They can complete part 3 at the same time and/or return to it after successful completion of a prescribing course.

**2. Impact group content**

* Learners will commit to attend six impact learning groups over nine months. Impact groups need to extend to nine months (not just the three months of the e-course learning) to enable the ‘forming, norming, storming and performing’ processes of the group and enable the best success of them developing into peer-supported lifelong communities of practice.
* Impact groups will run online, in the evening, for a duration of 90 minutes.
* Each impact group will have up to 10 people supported by one CPPE facilitator trained in action learning approaches.
* CPPE have 12 trained facilitators to run the pilot. At full roll-out of the programme, they could support the delivery of two impact groups per month and therefore up to 240 learners per month could go through the programme.
* Learners will book their first impact group through the CPPE website. Future dates and times will be agreed and committed to by the members with support of the CPPE facilitator.
* Impact groups will take place during Weeks 1, 6 and 12 of the Canvas course and then month 5, 7 and 9 of the programme. By month 9 the CPPE facilitator will have worked with the group to encourage and enable them to become a self-supported, self-directed community of practice to offer lifelong peer learning support and provide peer support for using skills in practice and to scope extension of practice
* Each impact group will focus on a theme:
  + About impact group learning and getting started on the programme
  + Professional knowledge and skills - getting prescriber and prescribing ready
  + Professional knowledge and skills - person-centred care
  + Using prescribing skills in practice (1)
  + Using prescribing skills in practice (2)
  + Maintaining competencies and extending scope of prescribing practice
* CPPE are trialling impact group learning to support professionalism and leadership in pharmacy technicians. You can find out more [here](https://www.cppe.ac.uk/career/impactgroups) – we hope to have interim evaluation to share soon.

**3. Essential learning content**

* Learners will be required to complete the following learning programmes and assessments as part of the programme. The learning in these programmes provides the foundations that will enable and support safe, professional and person-centred prescribing practice. We anticipate that learners on the programme will have completed most of these already)
  + elearning for healthcare Safeguarding adults Level 2
  + elearning for healthcare Safeguarding children Level 2
  + elearning for healthcare Equality, diversity, and human rights
  + elearning for healthcare Antimicrobial resistance (AMR)
  + CPPE Biochemistry e-learning
  + Consultation skills for pharmacy practice e-assessment
  + CPPE Remote consultation skills e-learning
  + CPPE Documenting in patient clinical records e-learning
  + CPPE Clinical history taking: what a good consultation looks like

**4. Progress tracker and statement of learning content**

* Learners will be able to track their progress through the programme and will receive a statement of completion which will summarise the learning and assessments undertaken. The intention is to align the statement of completion with entry criteria for an HEI IP course.

**Partners for development and delivery of the programme**

* ICB Community pharmacy clinical leads (via Waz Baqir, NHSE Pharmacy Integration Fund)
* Community pharmacy multiples (via network of education and training leads)
* LPCs (via CPPE Regional managers and PSNC)
* HEIs – (via prescribing programme leads initially and Di Bell at The University of Manchester) - the aim is to work with HEIs to get the programme recognised as a means of accessing / applying for a prescribing course

## **Evaluation**

The CPPE audit and evaluation team would be tasked with undertaking this programme of evaluation to provide assurance of value for money for NHSE and to demonstrate impact and outcomes from PG education provision.

## We propose to evaluate the outcomes from the programme including the number of pharmacists who successfully apply for a prescribing programme. We will also evaluate the changes in perceived confidence and competence about prescribing and prescribing courses.

## **Developed by: Paula Higginson**

## **Date: February 2023**

## **Version: 1.3 (updated following internal review by JL, HB & MS)**

## **Review date: NA**