

Introducing a comprehensive support, development and quality assurance programme for National Prescribing Centre therapeutics trainers

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Background

- The NPC is an NHS organisation whose aim is to promote and support high quality, cost-effective prescribing and medicines management
- 56 NPC trainers provide specialist teaching in evidence-based therapeutics
 - 235 workshops in 2008/09
 - 92% participants judged them “good” or “excellent”
 - 97% would recommend to a colleague
 - All trainers do this in addition to their main jobs
- Explicit demonstration of competence is increasingly required for health professionals’ revalidation
- The optimal approach by which to demonstrate competence is not clear

Aims

- NPC has always supported and developed its trainers
- In 2007 we decided to review existing elements and draw them into a more formal arrangement
- This would also provide trainers with a mechanism by which they could explicitly demonstrate their competence
- Addresses three domains of competence:
 - Knowledge
 - Skills
 - Attitudes/ Behaviour
- Needed to review acceptability and usefulness after first year

Methods

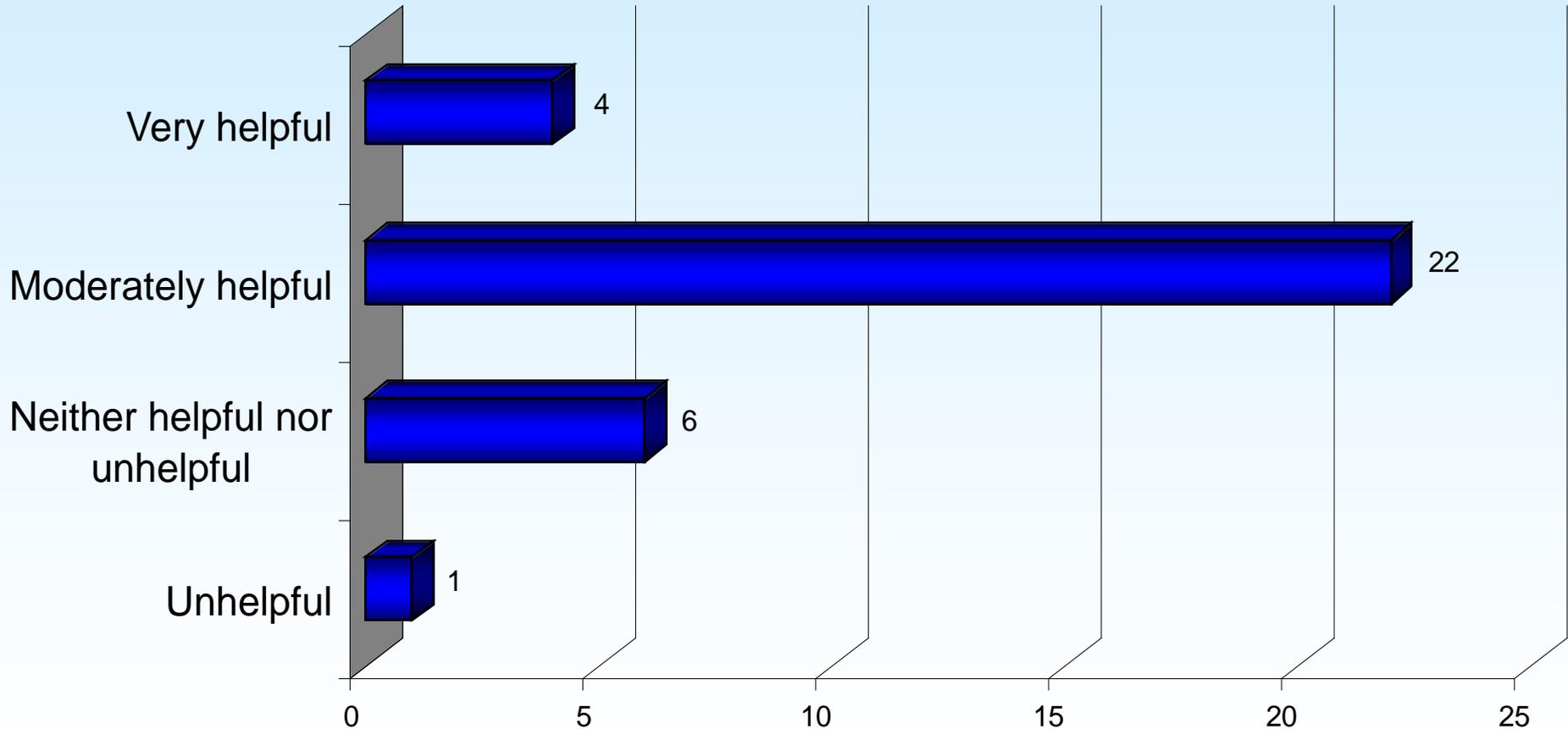
- Trainers commented on a consultation document via facilitated group work
- The final programme was introduced in April 2008
 - Ongoing face to face and electronic support, discussion, training and education
 - Reflective diary, 360-like feedback, peer observation and annual knowledge test
- In March 2009 trainers were invited to complete an anonymous electronic questionnaire

NPC support, development and QA programme



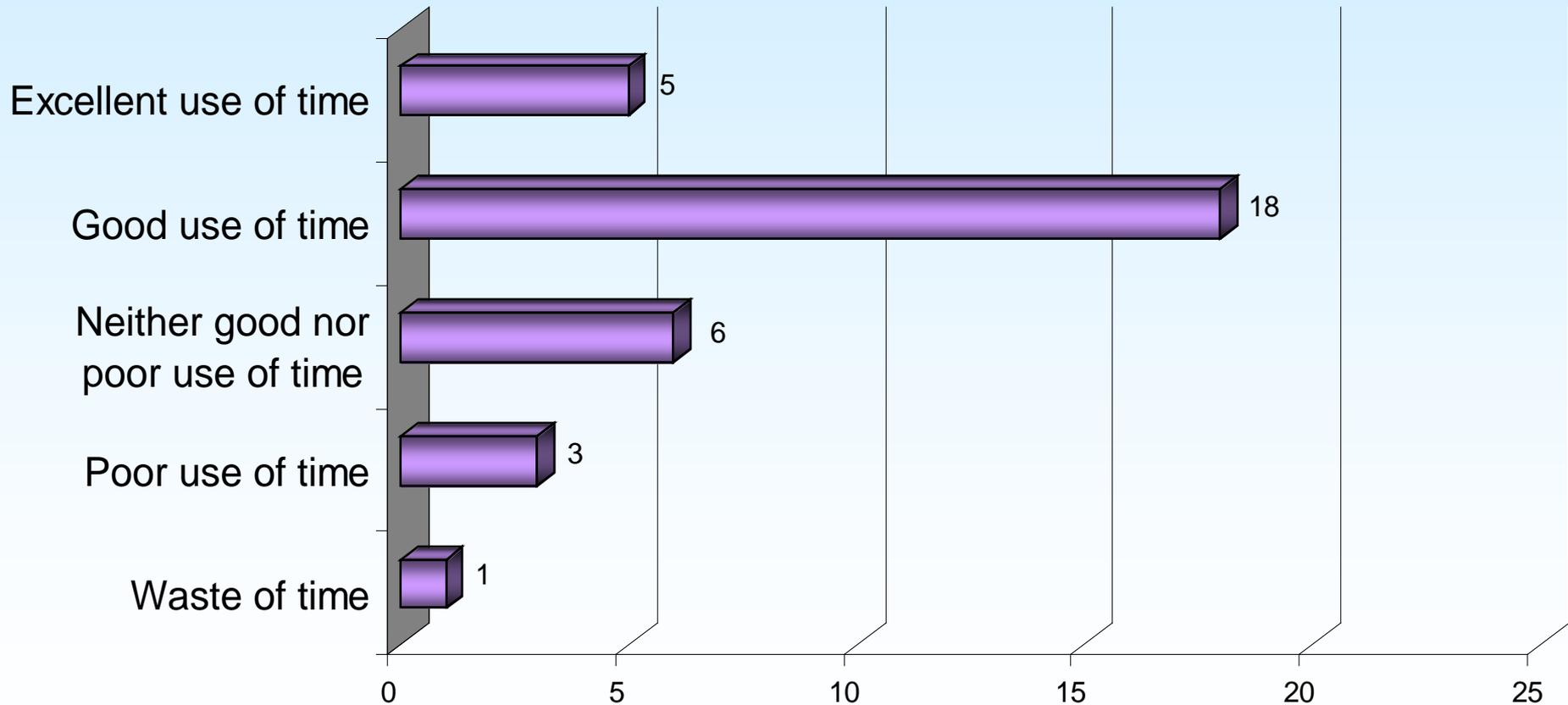
Results - 1

Helpfulness for trainer's development



Results - 2

Use of trainer's time



Results - 3

Helpfulness for trainer's development – individual components

Component	Moderately or very helpful	Neither helpful nor unhelpful	Unhelpful
Reflective diary	55%	42%	3%
Observation of practice	89%	11%	0%
360-like review	70%	30%	0%
Knowledge assessment	75%	19%	6%

Limitations

- Good response rate (59%)
- At the time of survey not all trainers had completed all components of the programme
- People with very negative views may have been inhibited from responding
 - But was badged as an opportunity to shape developments
- Need to review in future years

“I think having an assessment programme with a variety of different components builds confidence and is of benefit even though at the beginning I was apprehensive of the unknown.”

Conclusions

- A comprehensive support, development and QA programme has been successfully introduced
- Meets aims
 - Formative and supports developments in three domains
 - Useful and acceptable to trainers
 - Enables trainers to demonstrate their competence explicitly
 - Helps ensure quality and safeguard organisation
- Model and method of introduction may be useful for other bodies involved in teaching and supporting EBP