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RPS Foundation Pharmacy Framework

A Framework for professional development
in foundation practice across pharmacy

January 2014



Preface

The RPS is pleased to launch the Foundation Pharmacy Framework, the FPF, developed in partnership with CoDEG and representatives from across the profession and across GB. The FPF builds on the widely used General Level Framework (the GLF), to ensure it is applicable to all sectors across pharmacy and across GB. This framework will be tested during 2014 and is designed to be read and used in conjunction with relevant professional, service and corporate documents such as policy, curricula guidance, standards and frameworks related to education and training, learning and development activity and performance assessment tools. The FPF forms the backbone of the RPS Foundation Programme and will be a valuable tool for all practitioners helping to identify their own learning gaps and providing them with a structured career progression.



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Produced in partnership with CoDEG

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I Introduction

Foundation Practice is the knowledge, skills and behaviours that collectively form the building blocks for all pharmacists across all sectors. We know that pharmacy practitioners who are well supported and understand what is required are better equipped to adapt and deliver pharmaceutical care. The Foundation Pharmacy Framework (FPF) provides a structured approach to paving the way for you to realise your competence, demonstrate your experience, facilitate advancement or develop special interests.

The Foundation Programme

The Foundation Programme is an integrated workforce development offering that aims to provide access to support for practitioners from recently qualified to those who returning to work after career breaks, to those who may be changing their scope of practice or practice environment or simply working steadily.

The Framework

The Foundation Pharmacy Framework (FPF) will support you to achieve the core skills, knowledge and behaviours that are essential for all pharmacy practitioners. A blend of these key components provides a baseline for safe and effective pharmacy practice which underpins all roles within pharmacy practice and ensures a foundation of essential skills which can be built on depending on your focus and expectations for career development. The FPF can be used by all pharmacists at any career stage as a way of capturing experiences in practice and identifying learning gaps and areas for further development. As well as supporting foundation practice for individuals, the FPF can be used by education and training providers, employers and mentors to guide and set expectations for development.

2 The RPS Foundation Pharmacy Framework

2.1 Framework Clusters

The FPF comprises of four clusters:



Cluster 1 | Patient and Pharmaceutical Care – focuses on the patient and medicines.

Cluster 2 | Professional Practice – identifies support, practice guidance and professional support tools.

Cluster 3 | Personal Practice – relates to development, developing one's own practice.

Cluster 4 | Management and Organisation – relates to leadership and service delivery.

2.2 Clusters and Competencies of the Framework

The RPS Foundation Pharmacy Framework comprises of the following clusters:

1. Patient and Pharmaceutical Care
2. Professional Practice
3. Personal Practice
4. Management and Organisation

Each of these clusters links to a set of related competencies. The Patient and Pharmaceutical Care cluster as an example includes the following competencies:

- Patient Consultation
- Need for the Medicine
- Provision of Medicine
- Selection of the Medicine
- Medicine Specific Issues
- Medicines Information and Patient Education
- Monitoring Medicine Therapy
- Evaluation of Outcomes

Each of these competencies has a number of descriptors, known as behavioural statements that define how that competency would be recognised.

The self-evaluation grid for each behaviour can help practitioners to identify their own learning gaps, strengths and weaknesses, allowing them to self-assess against a practical rating system.

Equally, this could be used as a development tool for mentors or employers undertaking informal and formal evaluations and appraisals. The following table provides definitions (not absolutes) that help with evaluation and consistency of application.

Rating	Definitions	Percentage expression
Consistently	Consistently demonstrates the expected standard practice, with very rare lapses.	85 – 100%
Usually	Demonstrates expected standard practice with occasional lapses.	51 – 84%
Sometimes	Demonstrates expected standard practice less than half of the time observed. Much more haphazard than 'mostly'.	25 – 50%
Rarely	Very rarely meets the standard expected. No logical thought process appears to apply.	0- 24%

2.3 Overview of the Framework

The Royal Pharmaceutical Society is committed to support and empower its members to make a real difference to improve health outcomes for patients. Our commitment is underpinned by our core values to Support, Recognise, Network, Lead and Develop and these values are reflected in the Framework clusters, giving steer to your course in Foundation Practice.

Cluster 1 | Patient and Pharmaceutical Care – focuses on our commitment to patient care and the provision of medicines.

Cluster 2 | Professional Practice – identifies support, practice guidance and professional support tools.

Cluster 3 | Personal Practice – relates to development and developing one's own practice.

Cluster 4 | Management and Organisation – relates to leadership and service delivery.

1. Patient and Pharmaceutical Care	2. Professional Practice	3. Personal Practice	4. Management and Organisation
1.1 Patient Consultation	2.1 Professionalism	3.1 Gathering Information	4.1 Clinical Governance
1.2 Need for the Medicine	2.2 Organisation	3.2 Knowledge	4.2 Service Provision
1.3 Provision of Medicine	2.3 Effective Communication Skills	3.3 Analysing Information	4.3 Organisations
1.4 Selection of the Medicine	2.4 Team Work	3.4 Providing Information	4.4 Budget and Reimbursement
1.5 Medicine Specific Issues	2.5 Education and Training	3.5 Follow up	4.5 Procurement
1.6 Medicines Information and Patient Education		3.6 Research and Evaluation	4.6 Staff Management
1.7 Monitoring Medicine Therapy			
1.8 Evaluation of Outcomes			
1.9 Transfer of care			

3 Application of the Framework

The FPF applies to all pharmacy professionals at their early stages of practice as well as for those returning to practice, those practitioners requiring a refresh in their roles or moving to different roles within pharmacy. The application of the framework and demonstration of an individual's development aligned with the competencies in the FPF will differ according to the career stage of the practitioner and the type of role they fulfil.

The FPF can be used by education and training providers, employers and commissioners as well as individual practitioners.

Supports individual practitioner by:

- Facilitating continuing professional development – seamless transition to the Advanced Pharmacy Framework;
- Helping individuals identify gaps in knowledge and skills and identify training and development needs;
- Demonstrating requirements for service delivery.

Supports employers by:

- Acting as an aid for appraisals and setting personal development plans;
- Providing opportunities for individual employers in a geographical area to work collaboratively to deliver training for their staff;
- Providing support for the recruitment and induction process.

Supporting education and training providers in:

- Providing training linked to service provision;
- Providing the link between training and practice;
- Underpinning competency led postgraduate training programmes.

The FPF allows practitioners to self assess and identify learning gaps in their current practice across the four cluster areas. The FPF is designed to be used as a complete document together with the RPS Foundation Pharmacy Handbook; however each section can also be used as stand-alone mini resources - it is possible to print out sections that are most relevant and helpful. This will be an evolving resource and will continue to be updated as necessary to ensure continuity with the development of the Foundation Programme.

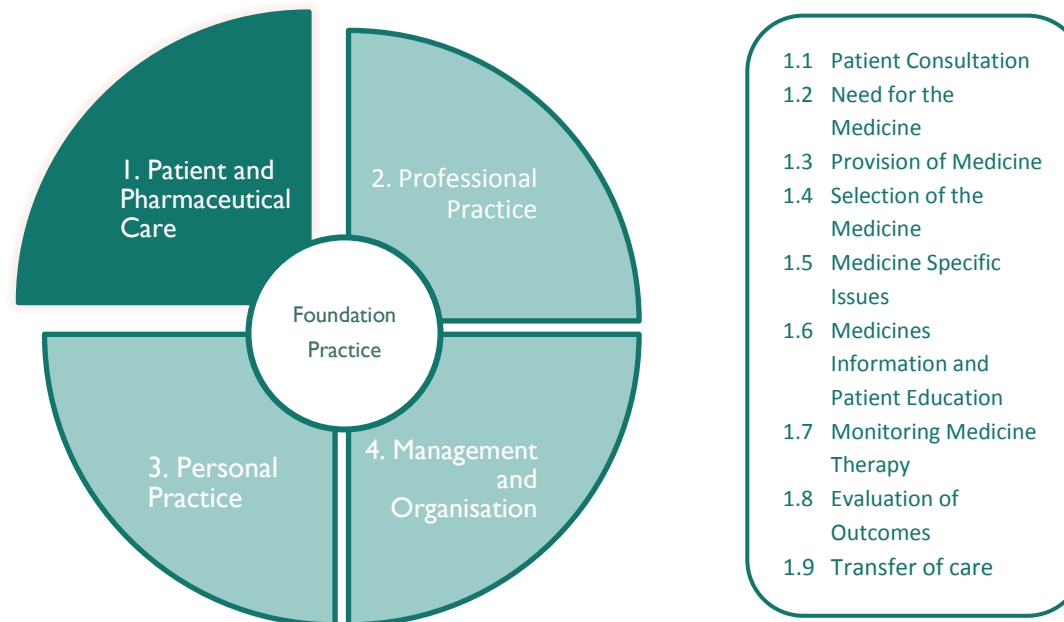
The RPS Foundation Pharmacy Framework and its supporting tools can be used in many ways including:

- To check you have all the essential skills for safe and effective pharmacy practice, identify gaps, demonstrate competence and plan further professional development
- To manage, coach and support your own team – do they have all the essential competencies, can they demonstrate them, where do they need further experience, support or training?
- To plan development and training for your workforce – do you offer training and development across all areas of essential practice?
- When undertaking new roles or changing sector – mapping yourself against the competencies in the context of a new role or area of practice may require you to refresh some essential skills if your role has changed, if you have had a break from practice or if you are moving into a new area of practice or a new role.
- As a first step to becoming a Faculty member – use the foundation framework first to ensure you are able to demonstrate competence with essential skills before moving on to demonstrate that you are at an advanced stage of practice and ready for Faculty membership
- For pre-registration or newly qualified pharmacists – the framework describes where you are aiming to get to. Use the framework to structure and plan your own professional development, measure your progress against the framework and demonstrate your competence to new or prospective employers.

4 The Framework

Cluster I Patient and Pharmaceutical Care

Improves professional practice in order to benefit patient care



I. Patient and Pharmaceutical Care

Improves professional practice in order to benefit patient care.

			Provide examples			
			Rarely	Sometimes	Usually	Consistently
I.1	Patient Consultation	Patient consent <i>Satisfactorily obtains patient consent if appropriate</i>				
		Patient assessment <i>Uses appropriate questioning to obtain all relevant information from the patient</i>				
		Consultation or referral <i>Appropriately refer pharmaceutical or health problems</i>				
		Recording consultations <i>Documents consultations where appropriate in the patient's records</i>				
Comments:						
I.2	Need for the Medicine	Relevant patient background <i>Retrieves relevant or available information</i>				
		Medicine history <i>Documents an accurate and comprehensive medicines history when required</i>				
Comments:						
I.3	Provision of Medicine	The prescription is clear <i>Ensures the prescriber's intentions are clear for any patient</i>				
		Ensure the prescription is legal				
		Ensure the correct medicine is dispensed				
		Ensure the medicine is dispensed in a timely manner				
Comments:						

I. Patient and Pharmaceutical Care

Improves professional practice in order to benefit patient care.

			Provide examples			
			Rarely	Sometimes	Usually	Consistently
	Selection of the Medicine <i>Previous and newly prescribed</i>	Medicine-medicine interactions <i>Identifies and prioritises medicine-medicine interactions Takes appropriate action</i>				
		Medicine-patient interactions <i>Identifies and prioritises any medicine-patient interactions Takes appropriate action</i>				
		Medicine-disease interactions <i>Identifies and prioritises any medicine-disease interactions Takes appropriate action</i>				
		Patient Preference <i>Identifies patients preference in relation to the therapeutic</i>				
Comments:						
1.5	Medicine Specific Issues	Ensures appropriate dose for any patient				
		Selection of dosing regimen <i>Ensures appropriate route for any patient Ensures appropriate timing of dose</i>				
		Selection of formulation and concentration <i>Ensures appropriate formulation for any patient Ensures appropriate concentration for any patient</i>				
Comments:						

I. Patient and Pharmaceutical Care

Improves professional practice in order to benefit patient care.

			Provide examples			
			Rarely	Sometimes	Usually	Consistently
1.6	Medicines Information and Patient Education	Public health <i>Provides health care and healthy living advice appropriately</i>				
		Health needs <i>Takes into account the patient's individual circumstances</i>				
		Need for information is identified <i>Identifies the need for information in any patient</i>				
		Medicines information <i>Communicates accurate and appropriate medicines information according to the needs of the patient and/or other health care professionals</i>				
		Provides appropriate written and verbal information <i>Provides appropriate written and verbal information to improve adherence to the therapeutic</i>				
Comments:						
1.7	Monitoring Medicine Therapy	Identifies ways to manage medicines problems				
		Accurately prioritises identified medicines problems				
		Applies the use of clinical and non-clinical Guidelines				
		Resolution of medicines and pharmaceutical care problems <i>Appropriately takes action to resolve or refer any identified problems</i>				
		Record of contributions <i>Appropriate documentation of any intervention or optimisation is completed</i>				
Comments:						

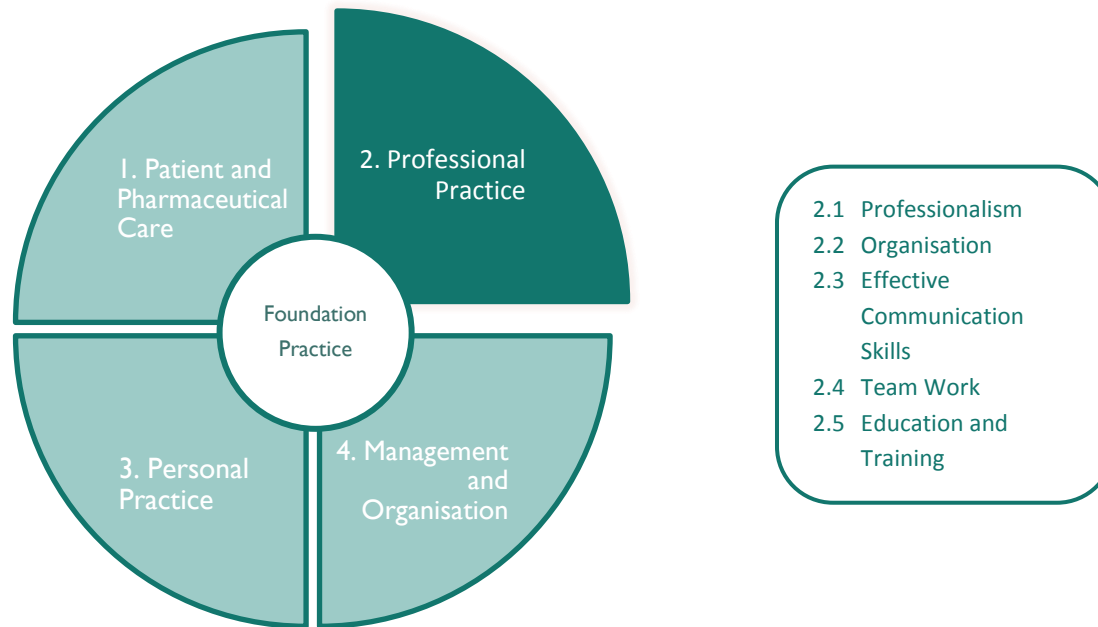
I. Patient and Pharmaceutical Care

Improves professional practice in order to benefit patient care.

			Provide examples			
			Rarely	Sometimes	Usually	Consistently
1.8	Evaluation of Outcomes	Appropriately assess the impact and outcomes of therapy				
Comments:						
1.9	Transfer of care	Ensuring patients safety when they are transferred between care providers				
Comments:						

Cluster 2 Professional Practice Competencies

Promotes effective communication and professionalism personally and within the team. Supports the education and learning of others.



2. Professional Practice

Promotes effective communication and professionalism personally and within the team. Supports the education and training of others.

			Provide examples					
			Rarely	Sometimes	Usually	Consistently		
2.1	Professionalism	Responsibility for patient care <i>Accepts and takes responsibility for patient care</i> <i>Demonstrates compassion and empathy with patients</i> <i>Demonstrates commitment to patient care</i>						
		Maintains confidentiality and information governance						
		Recognises limitations of self and others						
		Quality and accuracy of documentation <i>Documents legally required information</i>						
		Legislation <i>Describes any legislation that affects patient care</i>						
		Responsibility for own action <i>Accepts and takes responsibility for own actions</i>						
		Behave in a trustworthy manner that inspires confidence						
		Continuing professional development: <i>Maintains a CPD record</i> <i>Reflects on performance</i> <i>Identifies CPD learning needs</i> <i>Evaluates learning</i>						
		Comments:						
		2.2	Organisation	Appropriately prioritises work				
Is punctual and organised								
Appropriately demonstrates initiative								
Uses time efficiently								
Comments:								
2.3	Effective	Communicates clearly, precisely and appropriately with:						

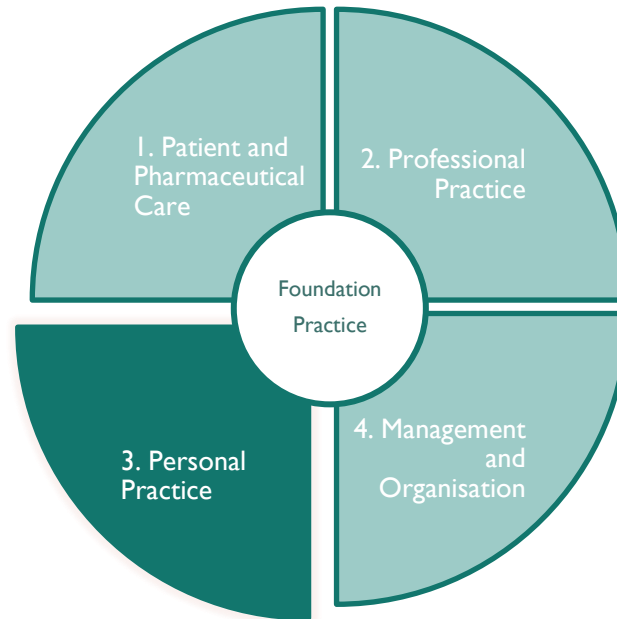
2. Professional Practice

Promotes effective communication and professionalism personally and within the team. Supports the education and training of others.

		Provide examples				
		Rarely	Sometimes	Usually	Consistently	
Communication Skills	Patient and carer					
	Health care professionals, Mentor/Tutor					
	Others					
Comments:						
2.4	Team Work	Pharmacy team <i>Recognises the value of other staff</i> <i>Works effectively as part of a team</i>				
		Interprofessional team <i>Recognises the value of other members of the health care team</i> <i>Uses appropriate channels to refer patients to other members of the health care team</i>				
		Organisational team <i>Recognise the roles of other colleagues within the organisation and their role to patient care</i>				
Comments:						
2.5	Education and Training	Is able to act as a role model <i>Understands and demonstrates the key attributes of a role model to members of the team</i> <i>Demonstrates mentorship behaviour to others</i>				
		Is able to provide effective feedback				
		Is able to help others to identify training needs				
		Is able to provide effective training to health care professionals <i>Ensures that the staff is competent to undertake the tasks allocated to them</i> <i>Is active in training other healthcare professionals</i>				
		Is able to show links between practice and education development				
Comments:						

Cluster 3 Personal Practice Competencies

Uses knowledge and research to inform and improve practice



- 3.1 Gathering Information
- 3.2 Knowledge
- 3.3 Analysing Information
- 3.4 Providing Information
- 3.5 Follow up

3. Personal Practice

Uses knowledge and research to inform and improve practice.

			Provide examples			
			Rarely	Sometimes	Usually	Consistently
3.1	Gathering Information	Accesses information <i>Is able to access information from appropriate information sources</i>				
		Up to date information <i>Keeps concurrent information needed on a day to day basis</i>				
Comments:						
3.2	Knowledge	Pathophysiology <i>Demonstrates knowledge of pathophysiology</i>				
		Pharmacology <i>Is able to discuss mechanisms for medicines</i>				
		Adverse events <i>Is able to describe the major side effects of medicines and link to pharmacology</i>				
		Interactions <i>Is able to describe mechanisms of interactions</i>				
Comments:						

3. Personal Practice

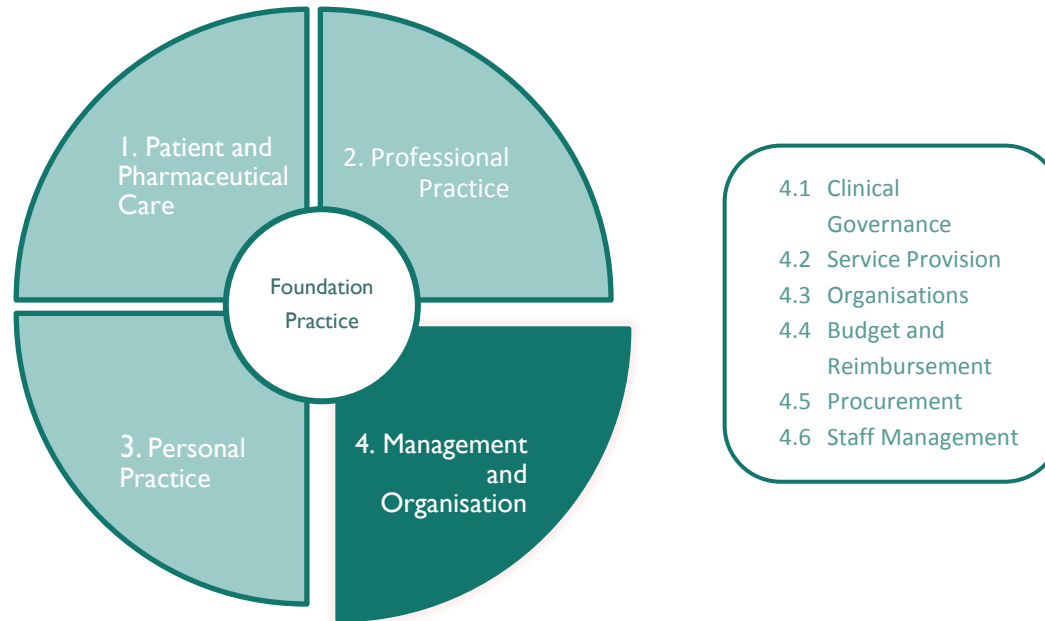
Uses knowledge and research to inform and improve practice.

3.3	Analysing Information	Appropriately identifies problems				
		Synthesises and analyses information <i>Is able to analyse and synthesise key elements from information gathered</i>				
		Logical Approach <i>Demonstrates a logical process to problem solving</i>				
		Displays critical thinking <i>Uses the principles of scientific enquiry to investigate a medicine or practice related issue</i>				
		Appraises options				
		Decision making <i>Demonstrates clear decision making</i>				
Comments:						
3.4	Providing Information	Provides accurate information				
		Provides relevant information				
		Provides timely information				
		Provides information according to patients needs				
Comments:						
3.5	Follow up	Ensures resolution of problem				
Comments:						

3.6	Research and Evaluation	Identifies gaps in the evidence base <i>Identifies and evaluates evidence-base research protocols to routinely improve the use of medicines and services</i>				
		Can interpret research protocols <i>Identifies and evaluates research protocols that aim to improve the use of medicines and services</i>				
		Displays ability to contribute to evidence creation <i>Develops, initiates and implements evaluative activities, such as Standing Operating Procedures and audits</i>				
		Actively participates in research and evaluation processes <i>Undertakes, communicates and applies research and evaluation findings, as a member of the team</i>				
		Actively supports research and enquiry in the workplace <i>Investigates, conducts and supports research and evaluation in the workplace (enquiry-driven practice), as a member of the team.</i>				
Comments:						

Cluster 4 Management and Organisation Competencies

Leads, manages and organises service delivery commensurate with working environment and scope of practice.



4. Management and Organisation

Leads, manages and organises service delivery commensurate with working environment and scope of practice.

			Provide examples			
			Rarely	Sometimes	Usually	Consistently
4.1	Clinical Governance	Clinical governance issues <i>Demonstrates the application of clinical governance issues</i>				
		Standard Operating Procedures <i>Uses relevant and up to date procedures for practice</i>				
		Working environment <i>Implements legal and professional requirements for a safe system of work</i>				
		Risk management <i>Documents critical incidents and near misses</i> <i>Forwards critical incident reports to the appropriate organisations</i>				
Comments:						
4.2	Service Provision	Quality of service <i>Improves the quality of the services offered</i>				
		Service development <i>Describes the key drivers for national and local service development</i> <i>Identifies or refers the need for new services</i>				
Comments:						
4.3	Organisations	Organisational structure <i>Describes the operating structure of employing organisation</i>				
		Linked organisations <i>Describes the key organisations that affect service delivery</i>				
		Pharmaceutical Industry <i>Follows local and national guidance when working with the pharmaceutical industry</i>				
Comments:						

4. Management and Organisation

Leads, manages and organises service delivery commensurate with working environment and scope of practice.

		Provide examples				
		Rarely	Sometimes	Usually	Consistently	
4.4	Budget Setting and Reimbursement	Service reimbursement <i>Uses relevant reference sources to ensure appropriate and accurate reimbursement</i> <i>Uses claims reimbursement appropriately for services provided</i>				
		Prescribing budgets <i>Interprets how prescribing affects prescribing budgets</i>				
Comments:						
4.5	Procurement	Pharmaceutical <i>Describes how pharmaceuticals can be sourced</i> <i>Sources pharmaceuticals in a timely manner</i>				
		Resolves supply problems promptly				
		Ensures stock is managed				
		Cost effectiveness <i>Ensures stock purchased maximises cost effectiveness</i>				
Comments:						
4.6	Staff Management	Performance management <i>Carries out staff appraisals on a regular basis</i>				
		Staff development <i>Supports staff in their development</i>				
		Employment issues <i>Correctly applies employment issues</i>				
Comments:						

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About Us

The Royal Pharmaceutical Society (RPS) is the professional body for pharmacists and pharmacy in Great Britain. We represent all sectors and specialisms of pharmacy in Great Britain and we lead and support the development of the pharmacy profession to deliver excellence of care and service to patients and the public. This includes the advancement of science, practice, education and knowledge in pharmacy and the provision of professional standards and guidance to promote and deliver excellence. In addition we promote the profession's policies and views to a range of external stakeholders in a number of different forums.

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