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| **Foundation Pharmacist:** |
| **Year enrolled onto course:** | **Stage:** |

**RPS Foundation Pharmacy Framework Self-Assessment**

Foundation pharmacists should undertake a self-assessment against the RPS Foundation Pharmacy Framework on a regular basis to identify learning gaps, strengths and weakness. Self-assessment should occur on induction to the programme and prior to records of in-service assessments (RITAs). The months which these occur are stated in table 1 below. In addition the educational supervisor of the foundation pharmacist should also undertake an assessment of the practitioner, taking into account evidence that should also be mapped to the RPS Foundation Pharmacy Framework.

How to self-assess:

Using the template key below it is recommended that Foundation Pharmacists and their Educational Supervisors devise their own key to use within the self-assessment tables (pages 2-10). In using the same self- assessment table for the duration of the programme, it will enable foundation pharmacists and their educational supervisors to see their progress.

*NB. Educational supervisors may choose to use a separate assessment document to their foundation pharmacist practitioner. Foundation Pharmacists may wish to use separate assessments for the different stages of the programme.*

For each self-assessment the foundation pharmacist should complete the “RPS Foundation Pharmacy Framework Self-Assessment Summary & Action Plan” found on pages 11 & 12, where more detailed reflection and action planning can be recorded.

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| **Table 1**: Minimum requirements for assessment against the Foundation Pharmacy Framework | Example Key | Key: |
| FP self-assessment on induction of course (stage 1 month 0) | *1FP0* |  |
| FP self-assessment prior to month 4 RITA (stage 1 month 3-4) | *1FP3* |  |
| ES evaluation of FP prior to month 4 RITA (stage 1 month 3-4) | *1ES3* |  |
| FP self-assessment prior to month 12 RITA (stage 1 month 11-12) | *1FP12* |  |
| ES evaluation of FP prior to month 12 RITA (stage 1 month 11-12) | *1ES12* |  |
| FP self-assessment prior to month 17 RITA (stage 1 month 16-17) | *1FP16* |  |
| ES evaluation of FP prior to month 17 RITA (stage 1 month 16-17) | *1ES16* |  |
| FP self-assessment on induction to Stage 2 of the course (if new to course or if it have been >6 months since last assessment) | *2FP0* |  |
| FP self-assessment prior to month 3 RITA (stage 2 month 3, for each module) | *2FP3* |  |
| ES evaluation of FP prior to month 3 RITA (stage 2 month 3, for each module) | 2ES3 |  |
| FP self-assessment prior to month 6 RITA (stage 2 month 5-6, for each module) | *2FP6* |  |
| ES evaluation of FP prior to month 6 RITA (stage 2 month 5-6, for each module) | 2ES6 |  |

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| **Learning Outcome Cluster** | **Competence** | **Rarely** (0 – 24%)*Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes** (25 – 50%)*Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually** (51 – 84%)*Demonstrates expected standard practice with occasional lapses.* | **Consistently** (85 – 100%)*Consistently demonstrates the expected standard practice, with very rare lapses.* |
| **1. Patient and Pharmaceutical Care** |
| **1.1****Patient Consultation** | Patient consent*Satisfactorily obtains patient consent if appropriate* |  |  |  |  |
| Patient assessment*Uses appropriate questioning to obtain all relevant information from the patient* |  |  |  |  |
| Consultation or referral*Appropriately refer pharmaceutical or health problems* |  |  |  |  |
| Recording consultations*Documents consultations where appropriate in the patient’s records* |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **1.2** **Need for the medicine** | Relevant patient background*Retrieves relevant or available information* |  |  |  |  |
| Medicine history*Documents an accurate and comprehensive medicines history when required* |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **1.3****Provision of Medicine** | The prescription is clear*Ensures the prescriber’s intentions are clear for any patient* |  |  |  |  |
| Ensure the prescription is legal |  |  |  |  |
| Ensure the correct medicine is dispensed |  |  |  |  |
| Ensure the medicine is dispensed in a timely manner |  |  |  |  |
| **Comment** |  |  |  |  |  |

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| **Learning Outcome Cluster** | **Competence** | **Rarely** (0 – 24%)*Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes** (25 – 50%)*Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually** (51 – 84%)*Demonstrates expected standard practice with occasional lapses.* | **Consistently** (85 – 100%)*Consistently demonstrates the expected standard practice, with very rare lapses.* |
| **1. Patient and Pharmaceutical Care** |
| **1.4** **Selection of the medicine** | Medicine-medicine interactions*Identifies and prioritises medicine-medicine interactions**Takes appropriate action* |  |  |  |  |
| Medicine-patient interactions*Identifies and prioritises any medicine-patient interactions**Takes appropriate action* |  |  |  |  |
| Medicine-disease interactions*Identifies and prioritises any medicine-disease interactions**Takes appropriate action* |  |  |  |  |
| Patient Preference*Identifies patients preference in relation to the therapeutic* |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **1.5** **Medicine Specific Issues** | Ensures appropriate dose for any patient |  |  |  |  |
| Selection of dosing regimen*Ensures appropriate route for any patient**Ensures appropriate timing of dose* |  |  |  |  |
| Selection of formulation and concentration*Ensures appropriate formulation for any patient**Ensures appropriate concentration for any patient* |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **1.6** **Medicines Information & Patient Education** | Public health*Provides health care and healthy living advice appropriately* |  |  |  |  |
| Health needs*Takes into account the patient’s individual circumstances* |  |  |  |  |
| **Comment** |  |  |  |  |  |

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| **Learning Outcome Cluster** | **Competence** | **Rarely** (0 – 24%)*Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes** (25 – 50%)*Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually** (51 – 84%)*Demonstrates expected standard practice with occasional lapses.* | **Consistently** (85 – 100%)*Consistently demonstrates the expected standard practice, with very rare lapses.* |
| **1. Patient and Pharmaceutical Care** |
| **1.6** *continued* **Medicines Information & Patient Education** | Need for information is identified*Identifies the need for information in any patient* |  |  |  |  |
| Medicines information*Communicates accurate and appropriate medicines information according**to the needs of the patient and/ other HCP* |  |  |  |  |
| Provides appropriate written and verbal information*Provides appropriate written & verbal information to improve adherence*  |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **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*Appropriately takes action to resolve or refer any identified problems* |  |  |  |  |
| Record of contributions*Appropriate documentation of any intervention or optimisation is completed* |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **1.8** **Evaluation of Outcomes** | Appropriately assess the impact and outcomes of therapy |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **1.9****Transfer of care** | Ensuring patients safety when they are transferred between care providers |  |  |  |  |
| **Comment** |  |  |  |  |  |

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| **Learning Outcome Cluster** | **Competence** | **Rarely** (0 – 24%)*Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes** (25 – 50%)*Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually** (51 – 84%)*Demonstrates expected standard practice with occasional lapses.* | **Consistently** (85 – 100%)*Consistently demonstrates the expected standard practice, with very rare lapses.* |
| **2. Professional Practice** |
| **2.1 Professionalism** | Responsibility for patient care*Accepts and takes responsibility for patient care**Demonstrates compassion and empathy with patients**Demonstrates commitment to patient care* |  |  |  |  |
| Maintains confidentiality and information governance |  |  |  |  |
| Recognises limitations of self and others |  |  |  |  |
| Quality and accuracy of documentation*Documents legally required information* |  |  |  |  |
| Legislation*Describes any legislation that affects patient care* |  |  |  |  |
| Responsibility for own action*Accepts and takes responsibility for own actions* |  |  |  |  |
| Behave in a trustworthy manner that inspires confidence |  |  |  |  |
| Continuing professional development*Maintains a CPD record**Reflects on performance**Identifies CPD learning needs**Evaluates learning* |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **2.2 Organisation** | Appropriately prioritises work |  |  |  |  |
| Is punctual and organised |  |  |  |  |
| Appropriately demonstrates initiative |  |  |  |  |
| Uses time efficiently |  |  |  |  |
| **Comment** |  |  |  |  |  |

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| **2. Professional Practice** |
| **2.3** **Effective Communication Skills** | Communicates clearly, precisely and appropriately with, patients, carer, HCP, Mentor / Tutor, others |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **2.4** **Team Work** | Pharmacy team*Recognises the value of other staff. Works effectively as part of a team* |  |  |  |  |
| Interprofessional team*Recognises the value of other members of the health care team. Uses appropriate channels to refer patients to other members of the health care team* |  |  |  |  |
| Organisational team*Recognise the roles of other colleagues within the organisation and their**role to patient care* |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **2.5** **Education and Training** | Is able to act as a role model*Understands and demonstrates the key attributes of a role model to members of the team**Demonstrates mentorship behaviour to others* |  |  |  |  |
| Is able to provide effective feedback |  |  |  |  |
| Is able to help others to identify training needs |  |  |  |  |
| Is able to provide effective training to health care professionalsEnsures that the staff is competent to undertake the tasks allocated to themIs active in training other healthcare professionals |  |  |  |  |
| Is able to show links between practice and education development |  |  |  |  |
| **Comment** |  |  |  |  |  |

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| **3. Personal Practice** |
| **3.1****Gathering Information** | Accesses information*Is able to access information from appropriate information sources* |  |  |  |  |
| Up to date information*Keeps concurrent information needed on a day to day basis* |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **3.2** **Knowledge** | Pathophysiology*Demonstrates knowledge of pathophysiology* |  |  |  |  |
| Pharmacology*Is able to discuss mechanisms for medicines* |  |  |  |  |
| Adverse events*Is able to describe the major side effects of medicines and link to pharmacology* |  |  |  |  |
| Interactions*Is able to describe mechanisms of interactions* |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **3.3** **Analysing Information** | Appropriately identifies problems |  |  |  |  |
| Synthesises and analyses information*Is able to analyse and synthesise key elements from information gathered* |  |  |  |  |
| Logical Approach*Demonstrates a logical process to problem solving* |  |  |  |  |
| Displays critical thinking*Uses the principles of scientific enquiry to investigate a medicine or practice related issue* |  |  |  |  |
| Appraises options |  |  |  |  |
| Decision making*Demonstrates clear decision making* |  |  |  |  |
| **Comment** |  |  |  |  |  |

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| **3. Personal Practice** |
| **3.4** **Providing Information** | Provides accurate information |  |  |  |  |
| Provides relevant information |  |  |  |  |
| Provides timely information |  |  |  |  |
| Provides information according to patients needs |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **3.5** **Follow up** |  Ensures resolution of problem |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **3.6** **Research & Evaluation** | Identifies gaps in the evidence base*Identifies & evaluates evidence-base research protocols to routinely improve the use of medicines & services* |  |  |  |  |
| Can interpret research protocols*Identifies & evaluates research protocols that aim to improve the use of**medicines & services* |  |  |  |  |
| Displays ability to contribute to evidence creation*Develops, initiates & implements evaluative activities, such as Standing Operating Procedures & audits* |  |  |  |  |
| Actively participates in research and evaluation processes*Undertakes, communicates & applies research and evaluation findings, as a member of the team* |  |  |  |  |
| Actively supports research and enquiry in the workplace*Investigates, conducts & supports research & evaluation in the**Work place (enquiry-driven practice), as a member of the team.* |  |  |  |  |
| **Comment** |  |  |  |  |  |

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| **Learning Outcome Cluster** | **Competence** | **Rarely** (0 – 24%)*Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes** (25 – 50%)*Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually** (51 – 84%)*Demonstrates expected standard practice with occasional lapses.* | **Consistently** (85 – 100%)*Consistently demonstrates the expected standard practice, with very rare lapses.* |
| **4. Management and Organisation** |
| **4.1** **Clinical Governance** | Clinical governance issues*Demonstrates the application of clinical governance issues* |  |  |  |  |
| Standard Operating Procedures*Uses relevant and up to date procedures for practice* |  |  |  |  |
| Working environment*Implements legal and professional requirements for a safe system of work* |  |  |  |  |
| Risk management*Documents critical incidents and near misses**Forwards critical incident reports to the appropriate organisations* |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **4.2** **Service Provision** | Quality of service*Looks to improve the quality of the services offered* |  |  |  |  |
| Service development*Describes the key drivers for national and local service development**Identifies or refers the need for new services* |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **4.3 Organisations** | Organisational structure*Describes the operating structure of employing organisation* |  |  |  |  |
| Linked organisations*Describes the key organisations that affect service delivery* |  |  |  |  |
| Pharmaceutical Industry*Follows local and national guidance when working with the pharmaceutical**industry* |  |  |  |  |
| **Comment** |  |  |  |  |  |

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| **4. Management and Organisation** |
| **4.4** **Budget Setting & Reimbursement** | Service reimbursement*Uses relevant reference sources to ensure appropriate and accurate reimbursement**Uses claims reimbursement appropriately for services provided* |  |  |  |  |
| Prescribing budgets*Interprets how prescribing affects prescribing budgets* |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **4.5 Procurement** | Pharmaceutical*Describes how pharmaceuticals can be sourced**Sources pharmaceuticals in a timely manner* |  |  |  |  |
| Resolves supply problems promptly |  |  |  |  |
| Ensures stock is managed |  |  |  |  |
| Cost effectiveness*Ensures stock purchased maximises cost effectiveness* |  |  |  |  |
| **Comment** |  |  |  |  |  |
| **4.6** **Staff Management** | Performance management*Carries out staff appraisals on a regular basis* |  |  |  |  |
| Staff development*Supports staff in their development* |  |  |  |  |
| Employment issues*Correctly applies employment issues* |  |  |  |  |
| **Comment** |  |  |  |  |  |

**RPS Foundation Pharmacy Framework Self-Assessment Summary & Action Plan**

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| --- | --- | --- | --- |
| **Foundation Pharmacist** |  | **Date** |  |
| **Educational Supervisor** |  | **Stage** |  | **Month** |  |

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| **Patient and Pharmaceutical Care** |
| ***What aspects of your performance against these competencies are you especially pleased with?*** |
| ***What aspects of your performance against these competencies do you think you need to further develop/improve?*** |
| ***What do action do you need to take in the next 4 to 6 months in order to make progress on these competencies?*** |
| ***General Reflections:*** |
| **Professional Practice** |
| ***What aspects of your performance against these competencies are you especially pleased with?*** |
| ***What aspects of your performance against these competencies do you think you need to further develop/improve?*** |
| ***What do action do you need to take in the next 4 to 6 months in order to make progress on these competencies?*** |
| ***General Reflections:*** |
| **Personal Practice** |
| ***What aspects of your performance against these competencies are you especially pleased with?*** |
| ***What aspects of your performance against these competencies do you think you need to further develop/improve?*** |
| ***What do action do you need to take in the next 4 to 6 months in order to make progress on these competencies?*** |
| ***General Reflections:*** |

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| **Management and Organisation**  |
| ***What aspects of your performance against these competencies are you especially pleased with?*** |
| ***What aspects of your performance against these competencies do you think you need to further develop/improve?*** |
| ***What do action do you need to take in the next 4 to 6 months in order to make progress on these competencies?*** |
| ***General Reflections:*** |

**Summary**

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| **Patient and Pharmaceutical Care** |
| ⭘ | ⭘ | ⭘ | ⭘ |
| Not confident | Satisfactory but not confident | Confident in some cases but would like more experience | Fully confident in most cases |
| **Professional Practice** |
| ⭘ | ⭘ | ⭘ | ⭘ |
| Not confident | Satisfactory but not confident | Confident in some cases but would like more experience | Fully confident in most cases |
| **Personal Practice** |
| ⭘ | ⭘ | ⭘ | ⭘ |
| Not confident | Satisfactory but not confident | Confident in some cases but would like more experience | Fully confident in most cases |
| **Management and Organisation** |
| ⭘ | ⭘ | ⭘ | ⭘ |
| Not confident | Satisfactory but not confident | Confident in some cases but would like more experience | Fully confident in most cases |

**General comments / reflection of assessment on performance at current stage in programme?**

**Action Plan**

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| Learning Needs Identified  | Action | Timescale |
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| --- | --- | --- |
| Foundation Pharmacist Signature |  | Date: |
| Educational Supervisor Signature |  | Date: |