**Post-registration Foundation Pharmacist Curriculum consultation form**

We are keen to receive as much feedback as possible, so please comment on as many or as few questions as you like.

1. Are you responding on behalf of an organisation / group or as an individual?

[ ]  Organisation

[ ]  Individual

If you are responding on behalf of an organisation / group, please enter the name of the organisation / group

………………………………………..

Please enter your name

 …………………………………………

1. We are interested to capture feedback from all key stakeholders. Please tick which of the following apply to you (you can tick more than one box) :

[ ]  Education commissioner or provider

[ ]  Higher Education Institution

[ ]  Professional body

[ ]  Regulator

[ ]  RPS Affiliate

[ ]  Faculty member

[ ]  Community pharmacy

[ ]  Hospital pharmacy

[ ]  Primary care

[ ]  CPO / DoP / Chief Pharmacist

[ ]  Potential candidate

[ ]  Supervisor / tutor

[ ]  Lay person

[ ]  Inclusion and diversity group

[ ]  Other – please specify below

………………………………………………………………………………………………………….

1. Please select the country you are based in for work purposes

[ ]  England

[ ]  Northern Ireland

[ ]  Scotland

[ ]  Wales

[ ]  Other – please specify below

……………………………………………………………….

**Curriculum document**

**Purpose statement**

1. Is the purpose statement fit for purpose (p13-15)?

 Yes [ ]  No [ ]

If no, please describe your reasons and provide any suggestions of how this could be improved.

If yes, move to question 7.

1. Does the purpose statement define how the curriculum and associated development pathways will improve patient outcomes (p13-14)?

 Yes [ ]  No [ ]

If no, please describe your reasons and provide any suggestions of how this could be improved.

If yes, move to question 8.

1. Does the scope of practice describe the correct level of performance for a post-registration foundation pharmacist (p14)?

 Yes [ ]  No [ ]

If no, please describe your reasons and provide any suggestions of how this could be improved.

If yes, move to question 9.

**Programme of learning**

1. Would a pharmacist achieving the curriculum capabilities and outcomes be able to safely and competently deliver the services and scope of practice in the purpose statement (p18-37)?

 Yes [ ]  No [ ]

If no, please describe your reasons, let us know the specific outcomes this relates to and provide any suggestions for how this could be improved.

If yes, move to question 10.

1. Are the curriculum outcomes and descriptors specific enough to avoid ambiguity but flexible enough to be applied to different areas of patient-focussed practice and geographies (p18-37)?

 Yes [ ]  No [ ]

If no, please describe your reasons, let us know the specific outcomes / descriptors this relates to and provide any suggestions for how this could be improved.

If yes, move to question 11.

1. Do the descriptors help you understand the level of performance needed to demonstrate the outcomes (p18-37)?

 Yes [ ]  No [ ]

If no, please describe your reasons, let us know the specific learning outcomes / descriptors this relates to and provide any suggestions for how this could be improved.

If yes, move to question 12.

1. Please specify the extent to which you agree with the statement below based on your understanding of the proposed curriculum

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Not sure | Agree | Strongly agree |
| The outcomes provide learners with the knowledge, skills and behaviours to meet current and future NHS service needs and deliver improved patient care across a range of settings  | ☐ | ☐ | ☐ | ☐ | ☐ |

1. If you disagree or strongly disagree with the above statement, please describe your

reasons and provide any suggestions for how this could be improved

1. Do the entrustable professional activities describe tasks that are pertinent to prescribing and all independent prescribers should be able to perform (p39-40 and p74-79)?

 Yes [ ]  No [ ]

If no, please describe your reasons and provide any suggestions for how this could be improved.

If yes, move to question 15.

1. Do you think including entrustable professional activities in the curriculum supports the designated medical practitioner / designated prescribing practitioner decision making process to sign off the learner as a safe and effective independent prescriber (p39-40 and p74-79)?

Yes [ ]  No [ ]

If no, please describer your reasons and provide any suggestions for how this could be improved.

If yes, move to question 16.

**Support and learning**

1. Do you think the roles of the educational supervisor, designated medical practitioner/designated prescribing practitioner and practice supervisor as described will provide the level of support required by individuals to meet the curriculum outcomes (p45-49)?

Yes [ ]  No [ ]

If no, please describe your reasons and provide any suggestions for how this could be improved.

If yes, move to question 17.

1. Do you think the suggested learning types are appropriate to allow individuals to meet the curriculum outcomes (p49-51)?

Yes [ ]  No [ ]

If no, please describe your reasons and provide any suggestions for how this could be improved.

If yes, move to question 18.

**Assessment programme**

1. Do you think the programmatic assessment programme allows pharmacists to effectively demonstrate their ability to practise safely and effectively at this level (p52-66)?

Yes [ ]  No [ ]

If no, please describe your reasons and suggestions for how this could be improved.

If yes, move to question 19.

1. Do you think the range of supervised learning events (SLEs) available, as well as the ability to provide any other supporting evidence of learning, is sufficient to allow individuals to demonstrate achievement of the curriculum outcomes, core clinical assessment skills and entrustable professional activities (p56-57)?

 Yes [ ]  No [ ]

If no, please describe your reasons, referencing the specific SLE(s) and suggestions for how this could be improved.

If yes, move to question 20.

1. Do you think the sign off process for the curriculum requirements is clear and appropriate for training models (including integrated and modular approaches, p59-60)?

 Yes [ ]  No [ ]

If no, please describe your reasons and suggestions for how this could be improved.

If yes, move to question 21.

1. Do you think the ‘stakes’ rating of each of the curriculum outcomes is appropriate (p62-66)?

 Yes [ ]  No [ ]

If no, please describe your reasons, referencing the specific outcome(s), and suggestions for how this could be improved.

If yes, move to question 22.

1. Do you think the intermediate progress review is an appropriate mechanism to review performance, identify learners requiring additional support, check the learner’s evidence is of the required standard, and that the learner is able to progress with their training programme (p68-69)?

Yes [ ]  No [ ]

If no, please describe your reasons and suggestions for how this can be improved.

If yes, move to question 23.

1. Do you think the use of a Post-registration Foundation Competency Committee (PFCC) is an appropriate mechanism to make the final summative assessment outcome decision for RPS assessed elements (p70-72)?

 Yes [ ]  No [ ]

If no, please describe your reasons and suggestions for how this could be improved.

If yes, move to question 24.

1. Do you think that the accreditation of prior certified learning (APCL) process is fair and an appropriate balance between protecting patient safety and avoiding assessment duplication (p72-73)?

 Yes [ ]  No [ ]

If no, please describe your reasons and suggestions for how this could be improved.

If yes, move to question 25.

1. Do you think the two overarching models for training programmes (integrated and modular) provides enough flexibility for training providers whilst ensuring a consistent standard for those who have completed a training programme (p41-42)?

Yes [ ]  No [ ]

If no, please describe your reasons and provide any suggestions for how this could be improved.

If yes, move to question 26.

**Topic guide**

1. Do you think the core clinical assessment skills are appropriate and support patient care and service delivery?

 Yes [ ]  No [ ]

If no, please describe your reasons and suggestions for how this could be improved.

If yes, move to question 27.

1. Do you think that the information in the topic guide will support learners achieve the curriculum outcomes?

Yes [ ]  No [ ]

If no, please describe your reasons and suggestions for how this could be improved.

If yes, move to question 28.

**Inclusivity & flexibility**

1. Do you think that the curriculum, including its programme of assessment, is inclusive to pharmacists working across all sectors of patient-focussed practice? Do the capabilities, outcomes and descriptors allow learners in all sectors/UK countries to demonstrate their abilities?

Yes [ ]  No [ ]

If no, please describe your reasons and suggestions for how this could be improved.

If yes, move to question 29.

1. We also want to understand if there are any parts of our curriculum which may impact – positively or negatively - on individuals or groups sharing any protected characteristics (including, but not limited to, age, disability, pregnancy and family-friendly leave, those working less than full time, race, religion or belief, sex, sexual orientation) . If you think this might be the case, please describe the impact.
2. Do you think that the curriculum allows sufficient flexibility for employers, statutory education bodies, HEIs and other training providers in how they develop and deliver their training programmes (p41)?

 Yes [ ]  No [ ]

If no, please describe your reasons and suggestions for how this could be improved.

If yes, move to question 31.

1. Do you think the curriculum will provide a structured pathway to support newly qualified pharmacists during the transition period to implementation of the new [GPhC Standards for the initial education and training of pharmacists](https://www.pharmacyregulation.org/sites/default/files/document/standards-for-the-initial-education-and-training-of-pharmacists-january-2021.pdf)?

 Yes [ ]  No [ ]

If no, please describe your reasons and suggestions for how this could be improved

If yes, move to question 32.

1. Do you think there will be any practical difficulties in delivering the curriculum from an operational / logistical perspective?

 Yes [ ]  No [ ]

If yes, please describe your reasons and suggestions for how this could be improved.

If no, move to question 33.

1. Please use the space below to provide any comments you would like to make on the curriculum that have not been covered elsewhere.

Thank you for taking the time to submit your feedback, it is greatly appreciated. All comments will be considered and any necessary changes implemented. Please send the completed form to education@rpharms.com.