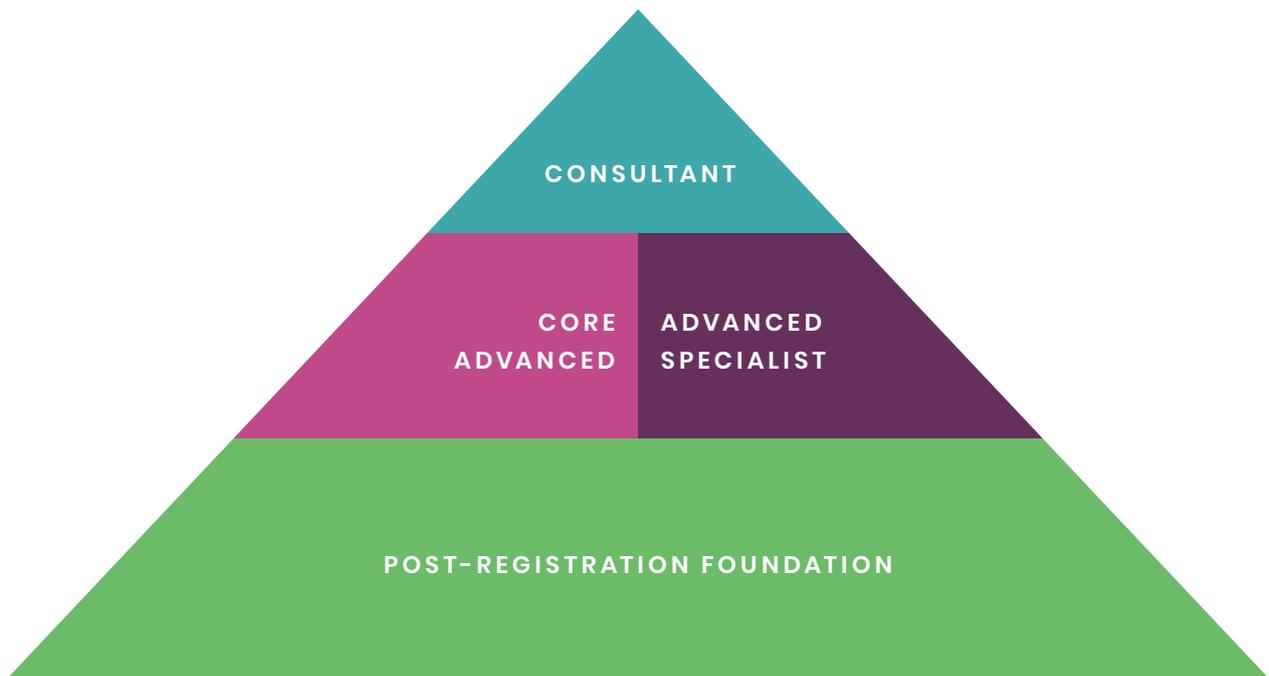


**Post-registration
Foundation
Pharmacist
Curriculum
Executive
Summary**



1

What is the Post-registration Foundation Pharmacist curriculum?



- Structured **continuum of practice** for post-registration pharmacists
- Sets out expected outcomes for the early post-registration period and can be used to develop training programmes
- Develops the capabilities to meet the current and future NHS needs and deliver improved patient care
- Develops portable workforce

The curriculum is underpinned by the [RPS Foundation Pharmacist Framework \(2019\)](#) which was produced from an evidence based role analysis of the current and future roles (until 2023) of post-registration foundation pharmacists practising in all sectors across the UK.

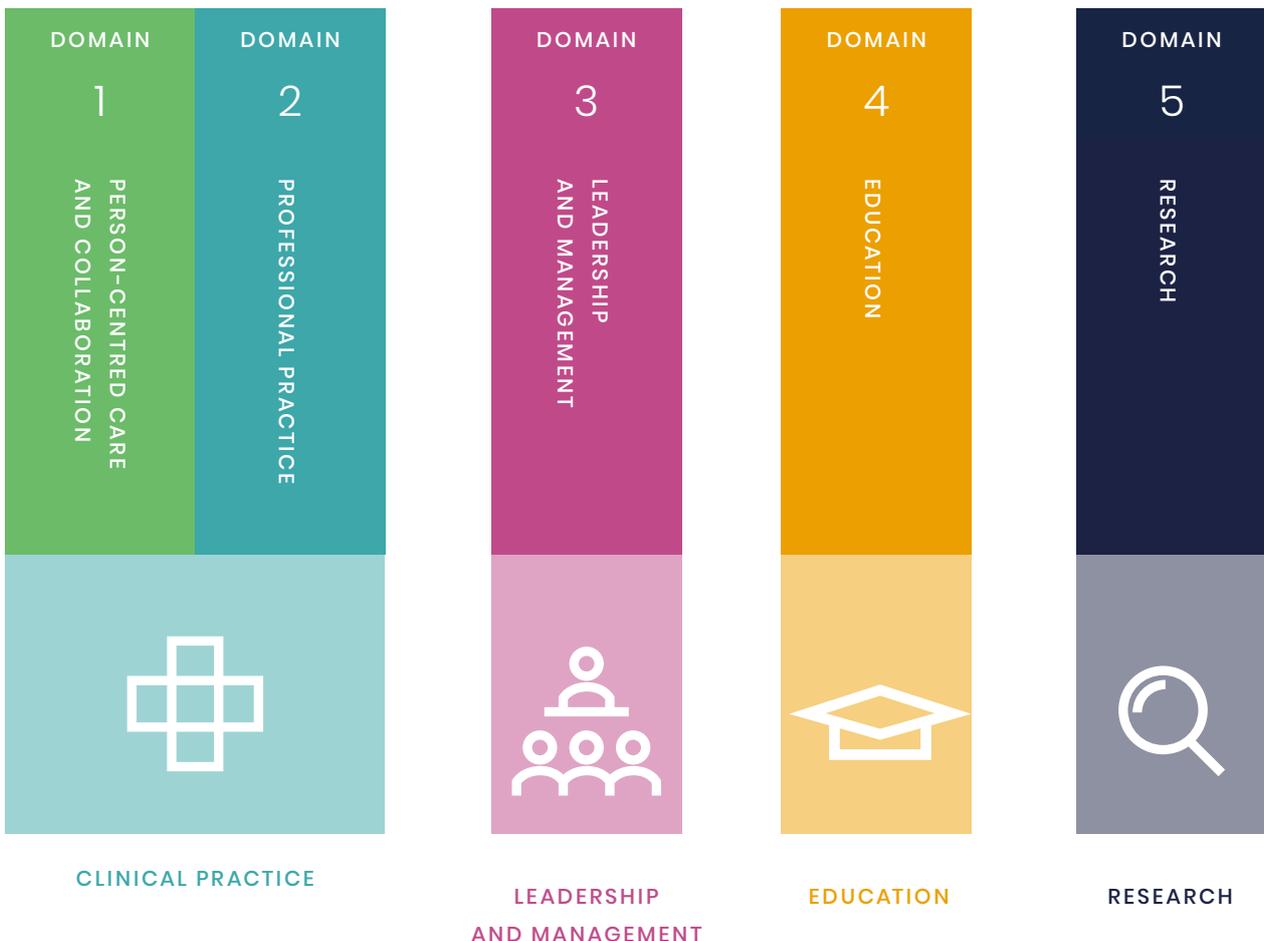
The curriculum includes independent prescribing to reflect the core changes in pharmacist practice which are included in the new GPhC initial education and training standards, and develops leadership, management, education and research capabilities. It bridges the period until the new initial education and training standards have been fully implemented, offering a structured pathway for newly qualified pharmacists. The content of the curriculum will be revised to keep pace with these changes. It will support pharmacists to develop the skillset to progress to RPS advanced practice credentialing pathways.

2 How is the curriculum learning structured?

The curriculum **outcomes** are based on the [RPS Foundation Pharmacist Framework](#) and have been structured into five common domains, mirroring the domain structure of the new GPhC initial education and training standards and the RPS advanced and consultant level curricula. These also align closely to multiprofessional frameworks.

The outcomes are accompanied by **descriptors** which articulate the level and breadth of performance required, making the development pathway in each domain explicit from post-registration foundation to advanced and consultant level practice.

The curriculum also defines the **core clinical assessment skills** in which post-registration foundation pharmacists must become competent by the end of their training. The skills included are those used most frequently in clinical practice and support identifying an acutely unwell or deteriorating person.



3

How can training against the curriculum be delivered?

The curriculum has been designed to offer significant flexibility to employers, educational commissioners, higher education institutions and other training providers in how learning and training is delivered. Importantly, training programmes will always need to include a GPhC-accredited higher education institution to deliver the independent prescribing training elements. Examples of how the curriculum could be delivered include, but are not limited to:

- Nationally, regionally or locally commissioned training programmes
- Employer led training programmes
- Training providers design and market their own programmes to meet the curriculum requirements
- Individuals using the curriculum to create their own development pathway

The two overarching models for education and training provision relating to the prescribing and non-prescribing related outcomes are described below. The RPS will not deliver formal education and training programmes against the curriculum outcomes for either model; this will be delivered by training providers, including GPhC-accredited independent prescribing providers, and/or vocationally.

- An **integrated** training programme: independent prescribing and non- independent prescribing content is integrated into a single programme aligned to the curriculum outcomes. The higher education institution delivering the independent prescribing (+/- non independent prescribing) content and RPS work collaboratively and undertake a joint end-of-programme portfolio assessment (subject to GPhC approval), simultaneously awarding independent prescribing certification and an end-of-programme credential.
- A **modular** training programme: independent prescribing content is delivered through a discrete independent prescribing course offered by an accredited higher education institution provider, leading to independent prescribing certification by the higher education institution. Non-independent prescribing content is delivered through other formal and/or vocational learning experiences. RPS undertake an end-of-programme portfolio assessment and award end-of-programme credential; separate independent prescribing certification recognised through accreditation of prior certified learning.

	INTEGRATED	MODULAR
Curriculum	RPS post-registration foundation outcomes	RPS post-registration foundation outcomes
Education and training provision	Prescribing and non-prescribing elements integrated throughout the training programme Delivered by higher education institution/ other training providers/vocational	Independent prescribing standalone course + non-prescribing education and training provision Delivered by higher education institution / other training providers / vocational
Assessment	Joint RPS/higher education institution assessment	Prescribing: higher education institution assessment Non-prescribing: RPS assessment
Award	Higher education institution awards independent prescribing practice certificate RPS awards Post-registration Foundation credential	Higher education institution awards independent prescribing practice certificate RPS awards Post-registration Foundation credential
GPhC independent prescribing accreditation	Post-registration foundation pharmacist training programme	Standalone independent prescribing course

4

What are the key infrastructure recommendations for training programmes?

SUPERVISION

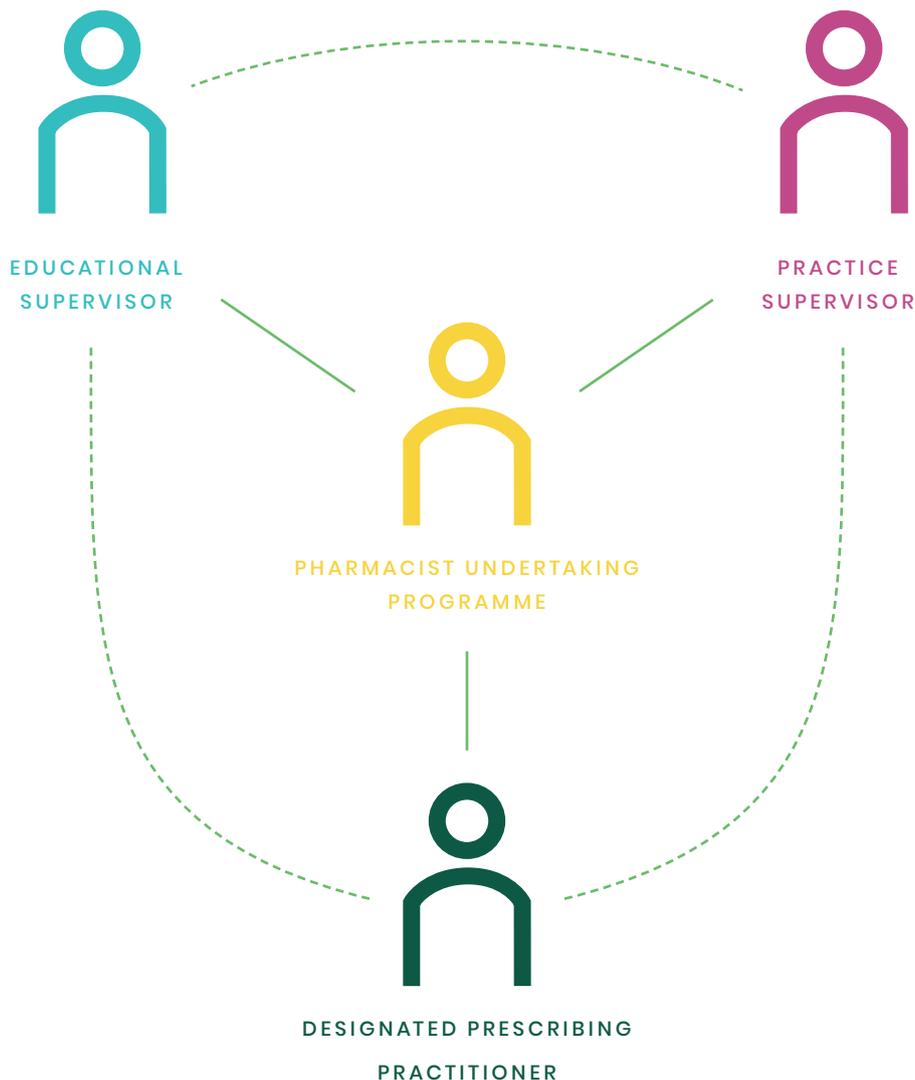
Learners should be supported by adequate educational and practice supervision including a designated prescribing practitioner for the independent prescribing component.

LEARNING EXPERIENCES

Learners will need exposure to a variety of formal and vocational learning experiences to demonstrate the curriculum outcomes. This includes the learning requirements for undertaking formal independent prescribing training and to support developing non-clinical capabilities.

E-PORTFOLIO

Evidence for the outcomes that will be assessed by the RPS must be in an e-portfolio (RPS e-portfolio or alternative e-portfolio)



4

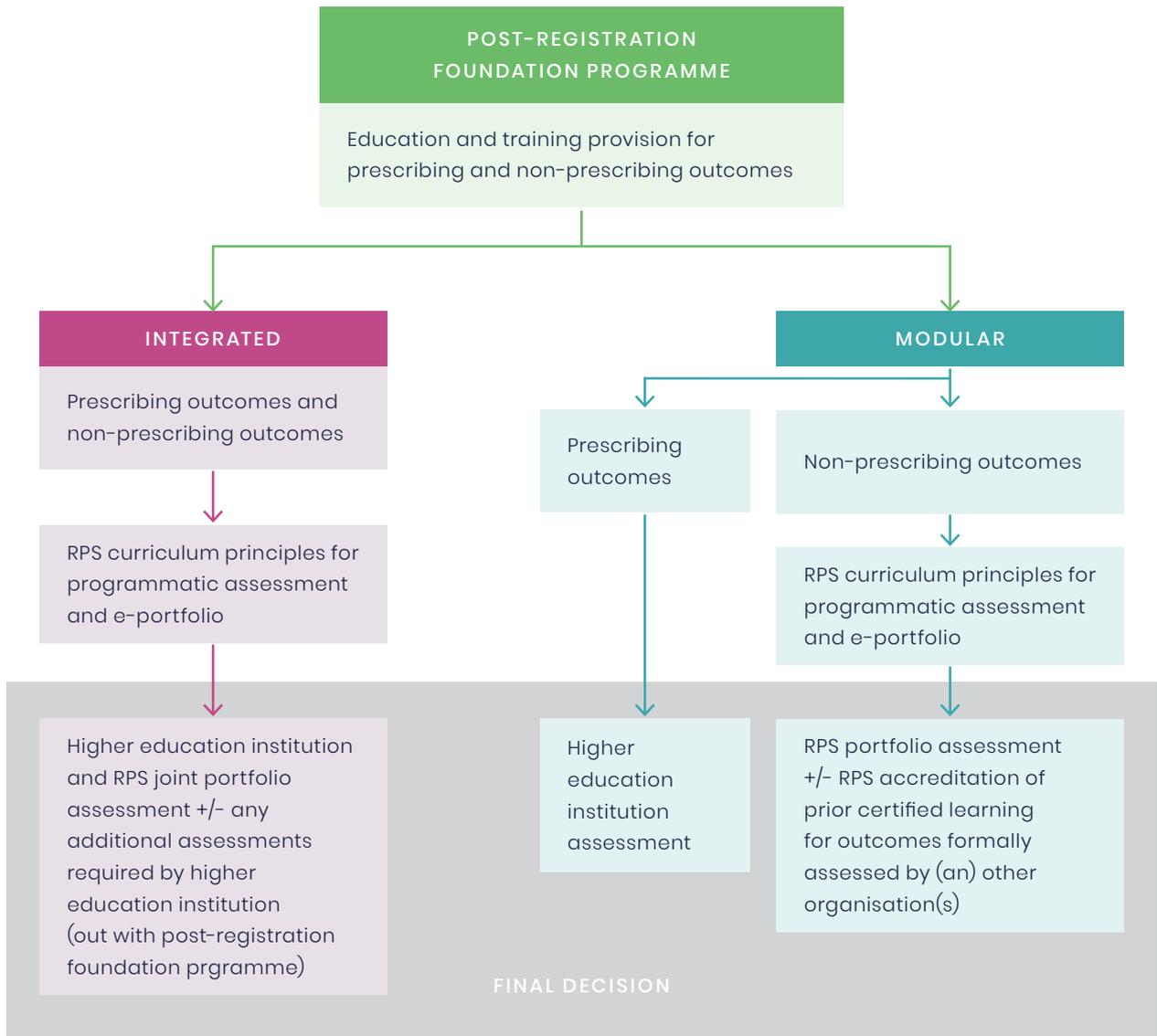
How will the curriculum be assessed?

The assessment strategy will vary depending on the training programme model and is summarised in the diagram below.

The following principles and recommendations apply to the areas of the curriculum that will be assessed by the RPS.

- Our recommended assessment strategy is an evidence based programmatic assessment which builds up an authentic picture of the learner's ability by undertaking multiple low stakes assessments throughout the duration of their training programme.
- Supervised learning events can be used to demonstrate learning and may be undertaken remotely using digital technologies to ensure all learners have sufficient opportunities to undertake assessments.
- The final credentialing decision will be made by a clinical competency committee. Individuals must have demonstrated all of the curriculum outcomes and been awarded (either previously or simultaneously) the Practice Certificate in Independent Prescribing by their higher education institution, before the RPS awards the credential for the wider post-registration foundation pharmacist programme.
- Accreditation of prior certified learning will be awarded for individuals who have completed a standalone independent prescribing course and will be considered for other areas of the curriculum as appropriate.

Assessment strategy



**ROYAL
PHARMACEUTICAL
SOCIETY**

