

RPS Accreditation Services
Guidance for applicants
2017



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RPS Accreditation services-guidance for applicants

I. Overview

I.1 Our commitment

As the professional leadership body for pharmacists and pharmaceutical scientists, we are committed to representing and supporting our members to deliver excellence across all sectors and developing a workforce that is not only capable but are confident leaders in healthcare. One way we achieve this is through our support for and delivery of quality education via our accredited training resources and training providers.

I.2 Our accreditation services

Our accreditation services provide a route to recognition for organisations that develop high quality education and training. Having the RPS' accreditation quality mark demonstrates a commitment to supporting the future development of the pharmacy profession and the wider healthcare team.

The RPS accredits

- training and development materials and events
- training providers and Pharmacy Foundation Schools
- community pharmacy premises via the "Research Ready" self-assessment online tool

We also provide support and recognition through our endorsement service for valuable pieces of work from non-commercial healthcare organisations that raise awareness of the profession's role and wide remit in patient care. Organisations whose materials and events may be eligible for endorsement include; other Royal Colleges, specialist groups, NHS organisations, charities and patient organisations. There is no charge for endorsement and we do not endorse training and development resources from commercial or profit-making organisations.

I.3 Who can apply?

Accreditation with the RPS is for organisations that have developed training and development materials and events that support workforce development in pharmacy and/or the wider healthcare team.

Currently, we accredit training programmes, published materials, editorial content and training events. We also accredit training provider organisations that develop and deliver training and can demonstrate that the processes and infrastructure that support their training provision meet the RPS' training provider principles.

I.4 How to use this document

The purpose of this guidance document is to describe the accreditation services that the RPS provides and to explain what the application process involves.

For information on the **accreditation of training resources**, Accreditation of Training and Development Materials and Events, please see section 2

For information on **accreditation of training providers and Pharmacy Foundation Schools**, please see Section 3

2. Accreditation of Training and Development Materials and Events

The following are examples of educational resources that are eligible for accreditation:

- Training programmes e.g face to face courses, distance learning courses, blended learning courses, e-learning programmes
- Published materials e.g journal articles, education and training booklets and workbooks
- Training events e.g congresses, seminars, workshops

We have provided some examples of what type of training and development resources would not be suitable for accreditation with the RPS

- Regulated qualifications e.g. GPhC accredited courses and qualifications including MPharm courses, accredited courses for prescribers and GPhC accredited and recognised courses for Pharmacy Technicians and pharmacy support staff. Please note, this does not preclude all undergraduate or post graduate courses
- Training on the use and management of products where the evidence base is lacking

This list is not exhaustive. Please contact the Accreditation team if you have further questions about the suitability of a resource for accreditation with the RPS; accreditation@rpharms.com

2.1 Types of accreditation

Depending on the scope of the training and the target audience, there are three types of accreditation that organisations may be eligible to submit for

- **RPS Accreditation** – for training that supports the professional development of pharmacists, the pharmacy team and/or the wider healthcare profession
- **Foundation Accreditation** – for training that supports all pharmacists but in particular the development of those in their first 1000 days of practice, returning to work after a career break or changing their scope of practice. These training resources must align to the RPS' Foundation Pharmacy Framework (FPF)
- **Faculty Accreditation** – for training that supports pharmacists working towards Faculty membership or building their Faculty portfolio. These training resources must align to the RPS Faculty's Advanced Pharmacy Framework (APF).

2.2 Cost

Accreditation with the RPS is subject to a fee detailed below. Additional fees will be incurred for modified submissions and remediation. If there has been a significant change made to the training, please inform the RPS as soon as possible.

Extensive training resources eg training comprising multiple modules, may incur additional costs and in these cases the RPS are happy to provide a quote. Please contact accreditation@rphams.com for further information on this

A minimum fee of £150 will be charged to applicants which covers associated administration costs. This fee will be deducted from the accreditation fee listed below if the application for accreditation is deemed unsuitable for accreditation by the accreditation team or is declined following review.

Accreditation of	Fee	Detail
Training Programmes	£3000 ex VAT	Accreditation valid for 3 years subject to annual update reports to the RPS
Published Material and Editorial Content	£3000 ex VAT	Accreditation valid for 3 years subject to annual update reports to the RPS
Training Events	£1500 ex VAT	Accreditation valid for one year. Training events can be repeated.

Annual Update Reports

Organisations are responsible for providing annual update reports to maintain their accreditation. This will involve submitting an annual update report (see Appendix 2). If substantial changes are made to the training, please inform the RPS as soon as possible as it may need to be resubmitted for RPS accreditation. At the end of the accreditation year, if the annual update is not completed then the RPS reserves the right to revoke the accreditation

2.3 How to apply

We advise applicants to self-assess their training resources against a set of accreditation principles (see Appendix 1) and to provide examples of evidence to demonstrate how their training and development materials and events meet these principles. Application documents can be requested from:

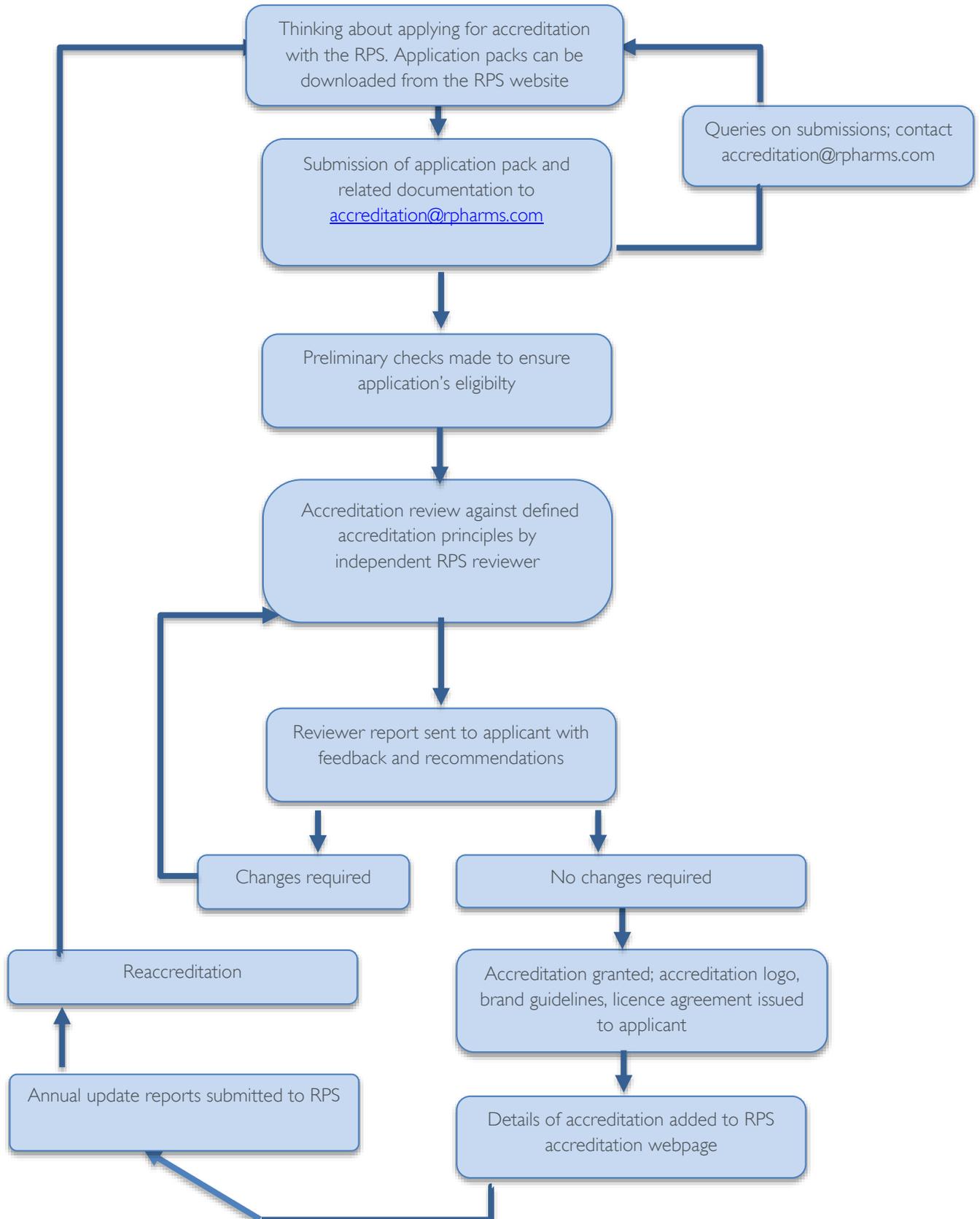
<https://www.rphams.com/about-us/our-services/accreditation-and-endorsement/request-information>

All training and development materials and events for accreditation review must meet our principles and where possible, all materials submitted should be in final draft. It is essential that materials submitted have undergone in-house quality checks.

Step-by-step guide to making an accreditation application

- Complete the application pack (comprising accreditation agreement, application and payment form) and send all documentation related to the submission for review to accreditation@rpharms.com
- Upon receipt of a submission for accreditation, the RPS accreditation team will make preliminary checks to ensure the application's eligibility for accreditation.. If the application is unsuitable for accreditation, the RPS accreditation team will inform the applicant within 5 working days
- Applications will then be reviewed by an independent RPS accreditation reviewer and this part of the process can take up to 4 weeks
- A written report will be produced based on the submission with a recommendation to either, accredit, to accredit with conditions or not to accredit
- Where a submission is returned to the applicant to accredit with conditions, amendments and re-submission should be made within 4 weeks
- Successful applications will be granted accreditation (RPS, Foundation, Faculty accreditation as appropriate) and will be sent:
 - copies of the relevant accreditation logo (RPS, Foundation, Faculty) and brand guidelines
 - a licence agreement for use of the accreditation logo to be signed and returned to the RPS within 4 weeks
- All accredited training and development materials and events will be signposted on our website
- The RPS accreditation process can take up to 6 weeks however urgent applications may be considered on a case by case basis
- Organisations are responsible for providing annual update reports to maintain their accreditation. This will involve submitting an annual update report (see Appendix 2). If substantial changes are made to the training, it may need to be resubmitted for RPS accreditation
- At the end of the accreditation year, if the annual update is not completed then the RPS reserves the right to revoke the accreditation
- At the end of the accreditation period, organisations will be required to apply for reaccreditation of their training to maintain accreditation and this will involve a new submission and review against the accreditation principles and will incur the full accreditation fee.

2.4 Process for the accreditation of Training and Development Materials and Events



3. Accreditation of Training Providers and Pharmacy Foundation Schools

Organisations that may be eligible for accreditation as a training provider include those that develop and deliver training for pharmacists and the wider healthcare team and can confirm that they have the established quality assurance processes and infrastructure in place to support the professional development of both learners and trainers.

3.1 Who can apply?

The list below provides examples of the types of organisations that could apply to become accredited training providers:

- Pharmacy education and training providers
- Postgraduate centres
- Pharmacy employers
- NHS employers
- Education providers
- Charity/voluntary organisations

3.2 Types of accreditation

Depending on the scope of the training and the target audience, there are four types of accreditation that training providers may be eligible to apply for

- I. **RPS accreditation** - RPS accreditation is open to training providers that can demonstrate that their quality assurance processes for learning and development and the infrastructure that supports this meets the RPS' training provider accreditation principles and provides a benchmark of quality for the pharmacists and healthcare teams that they support.
- II. **Foundation accreditation*** - Training providers that can demonstrate that their quality assurance processes for learning and development and the infrastructure that supports this meets the Foundation Training Provider accreditation principles are suitable candidates for Foundation accreditation. The training delivered will align to RPS Foundation Pharmacy Framework (FPF) and support in particular the development of Pharmacists in their first 1000 days of practice.
- III. **Faculty accreditation** - By seeking Faculty Training Provider accreditation training providers will demonstrate that their quality assurance processes for learning and development and the infrastructure that supports this meets the Faculty accreditation principles for training providers. Their training resources will align to the RPS Faculty's Advanced Pharmacy Framework (APF)
- IV. **Pharmacy Foundation School accreditation** - The RPS also grants Pharmacy Foundations School accreditation to providers of tertiary education who work in partnership with pharmacy employers providing workplace education and awards to Foundation Pharmacists. In collaboration with pharmacy employers, Pharmacy Foundation Schools provide workplace training to Pharmacists that meets the RPS Foundation Programme standards. To be accredited as a Pharmacy Foundation School, the training provider will deliver a Foundation programme and have the infrastructure to support Foundation practice against the Foundation accreditation principles. Pharmacy employers that have formalised partnerships with a Pharmacy Foundation School and who meet these

standards will be recognised as RPS Foundation Training Centres. Foundation accredited training providers may work in partnership with pharmacy employers and **Pharmacy Foundation Schools** to further benefit Foundation pharmacists.

3.3 Cost

Accreditation with the RPS as a training provider or Pharmacy Foundation School is subject to a fee detailed below. Additional fees will be incurred for modified submissions and remediation. Please notify the RPS as soon as possible of any significant change to the programme(s) you deliver. For details on the process for reporting a significant change, please see Section 3.6

Accreditation as a Training Provider or Pharmacy Foundation School can be valid for a maximum of 5 years based on a sliding scale of charges as detailed below.

A minimum fee of £150 will be charged to applicants to cover associated administration costs.

This fee will be deducted from the accreditation fee listed below if the application for accreditation is deemed unsuitable for accreditation by the accreditation team or is declined following review.

Fee for accreditation as a Training Provider or Pharmacy Foundation School	Detail
£4500 ex VAT	Accreditation valid for 5 years subject to annual update reports to the RPS
£3000 ex VAT	Accreditation valid for 3 years subject to annual update reports to the RPS
£1500 ex VAT	Accreditation valid for 1 year

Annual Update Reports

If the applicant chooses accreditation for more than 1 year, they will be responsible for providing annual updates that report on progress, delivery and any changes that have affected the accredited provider to ensure that they and are meeting their bespoke training provider action plan. If the annual report is not completed and there has been no reporting against action plans by applicants, then the RPS reserves the right to withdraw the accreditation.

3.4 How to apply

We advise all training provider applicants to self-assess against a defined set of accreditation principles (see Appendix 1) and to provide examples of evidence to demonstrate how their training provision and supporting processes meet these principles.

Application documents can be found at: <https://www.rpharms.com/about-us/our-services/accreditation-and-endorsement/request-information>

All submissions for accreditation as a Training Provider or Pharmacy Foundation School must meet our accreditation principles and where possible, all materials submitted should have undergone in-house quality checks.

Step-by-step guide to making an accreditation application

- Submit completed accreditation application pack (comprising accreditation agreement, application and payment form) to accreditation@rpharms.com
- The RPS accreditation team will make preliminary checks to ensure the application's eligibility for accreditation. Should there be any inconsistencies with the application or the application is unsuitable for accreditation, the applicant will be contacted within 5 working days
- Applications will be reviewed by two independent reviewers with the relevant expertise. The review process takes about 4-6 weeks
The review process may take longer if
 - (i) additional evidence or further assurances are requested by the reviewer or
 - (ii) an accreditation visit to the applicant organisation is required. Details of accreditation visits can be found in Section 3.5
- Outcomes are formally communicated by the RPS accreditation team to the applicant organisation
 - On confirmation of accreditation the RPS will issue:
 - reviewers' feedback report and action plan
 - certificate of accreditation that can be displayed as evidence by the accredited Training Provider or Pharmacy Foundation School
 - relevant accreditation logo and brand guidelines
 - licence agreement to authorise use of the accreditation logo
 - Where accreditation is declined, the reviewers' feedback report will be forwarded to the applicant organisation, providing the applicant with an opportunity to consider the feedback and make a resubmission within an agreed time frame at the discretion of the RPS accreditation team
- All accredited Training Providers and Pharmacy Foundation Schools are signposted on the RPS website
- Training Provider and Pharmacy Foundation School accreditation can be valid for a period of up to five years. If the applicant chooses accreditation for more than 1 year, they will be responsible for providing annual updates that report on progress, delivery and any changes that have affected the accredited provider to ensure that they are meeting their bespoke training provider action plan
- At the end of the 1, 3 or 5 year accreditation period, the organisation is required to apply for reaccreditation to maintain the accreditation
- If the annual report is not completed and there has been no reporting against action plans by applicants, then the RPS reserves the right to withdraw the accreditation

3.5 The Accreditation visit

The purpose of an accreditation visit to an accredited Training Provider or Pharmacy Foundation School is to:

- provide the RPS accreditation team with assurances that the Training Provider or Pharmacy Foundation School can meet the agreed accreditations principles
- to clarify details submitted as part of an application
- to ensure progress, delivery and content is current and in line with the Training Provider or Pharmacy Foundation School's action plan

Visits may also be recommended as part of the final Foundation accreditation report for a number of reasons, including:

- to meet and obtain feedback from Foundation Pharmacists and staff involved in Foundation Training (at a Foundation Training Centre)
- to support organisations to meet recommendations made in their final accreditation report
- to clarify details submitted as part of an application

Occasions where an accreditation visit may be warranted:

- where an accredited Training Provider or Pharmacy Foundation School is unable to submit key evidence pertaining to their submission e.g. not in electronic format, not permissible to be shared externally
- where an accredited Training Provider or Pharmacy Foundation School is in the first instance denied accreditation but has been given the opportunity to resubmit within an agreed time frame
- where there has been a change in training provision or training delivery or where the accredited Training Provider or Pharmacy Foundation School's infrastructure has changed significantly that their commitment to training provision has been affected since accreditation was granted
- where the Training Provider or Pharmacy Foundation School has not successfully delivered on their action plan

This list is not exhaustive. Accreditation visits are undertaken at the discretion of the RPS accreditation team

Accreditation visits will be considered on a case-by-case basis and can be scheduled before or after the accreditation decision has been reached, dependent on the circumstances and specific purpose of the visit. The accreditation visit can be conducted face-to-face, by teleconference or webinar.

Accreditation reviewers will attend the accreditation visit and be accompanied by a member of the RPS accreditation team to ensure that the review process is being followed. A reviewer feedback report will be forwarded to the Training Provider or Pharmacy Foundation School following the accreditation visit.

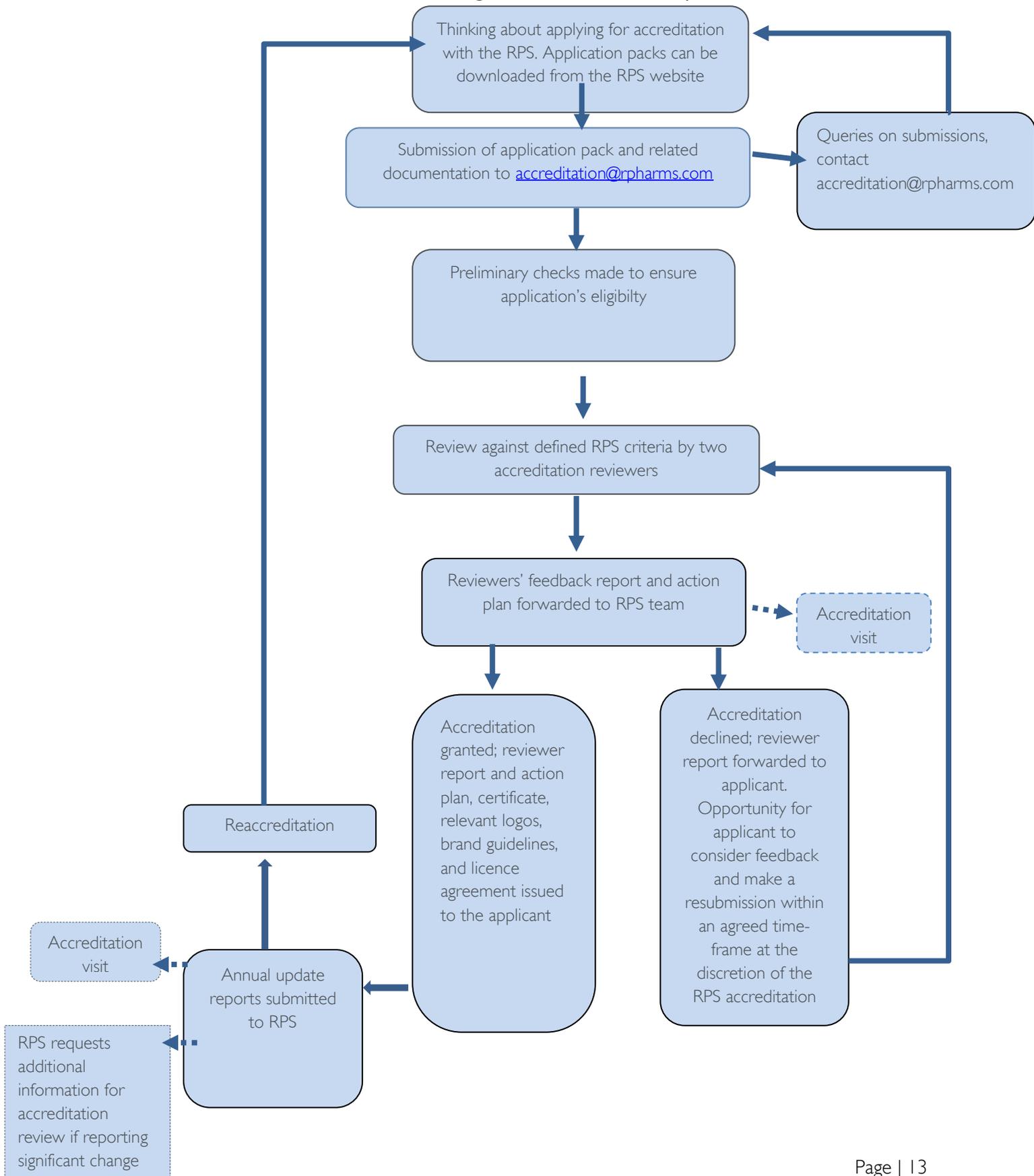
3.6 Reporting on Significant Change(s) to a Training Provider or Pharmacy Foundation School application

All accredited Training Providers and Pharmacy Foundation Schools with accreditation terms of more than 1 year are required to submit an annual report, updating the RPS on progress against their action plan, and notifying the RPS of any changes to their programme(s). If there has been a significant change to the programme(s) being offered by the accredited organisation, the RPS will request that the accredited party formally submits the following additional detail, to ensure that it aligns to the related accreditation principles and criteria

- Details of the new programme against the Training Provider or Pharmacy Foundation School accreditation principles. Where detail has already been submitted with the accredited organisation's original application, a note to 'see previous application' is acceptable
- The programme will be formally submitted and reviewed as part of RPS Training Provider or Pharmacy Foundation School accreditation due process
- Any actions identified will be added to the accredited party's current action plan for the remainder of the accreditation period

The cost of this process is £1500 (ex VAT), as a one-off payment

3.7 Process for the accreditation of Training Providers and Pharmacy Foundation Schools



Appendices

Appendix I

The Accreditation Principles

In this section you will find accreditation principles for:

- Accreditation of Training and Development Materials and Events
- Accreditation of Training Providers
 - RPS Training Providers
 - Foundation Training Providers
 - Faculty Training Providers
- Accreditation of Pharmacy Foundation Schools

The following sets of principles encompass the key areas that we expect applicant organisations to consider and provide assurances of quality against when applying for accreditation. The purpose of the quality assurances that accompany each principle is to support applicants identify the most relevant evidence to satisfy the principle. The examples of evidence provided are meant as a guide and should not restrict you in how you present your evidence to show that your resource meets the defined accreditation principles. You may find that this is duplication of requirements through the principles. We recommend that you cross reference to evidence that you have provided in previous principles where appropriate.

Principles for Accreditation of Training and Development Materials and Events

Principle I

Organisational commitment to education and development

Quality Assurances

- Organisational infrastructure
- Description of facilities and resources
- A brief overview of staff involved in developing or delivering the materials or events to demonstrate credibility in the pharmacy profession or a profession relevant to the subject matter
- Evidence of links to other educational institutions

Principle 2

Delivers and achieves learning outcomes

Quality Assurances

- Learning aims are clearly stated and how they contribute to pharmacy, medicines management, patient care and/or professional development
- The target audience is defined
- Evidence such as peer review to confirm materials are developed at a level suitable for the target audience
- If applicable, examples of assessments used and details around the processes (such as the methodology used - MCQs, case studies - and what stage they are undertaken)
- Pass or fail criteria
- Support for learner if unsuccessful
- Learner support such as physical or IT resources, contact with tutors

Principle 3

Assurance that patient and public safety is addressed in all areas of training and development

Quality Assurances

- Evidence that materials reflect current clinical guidelines, pharmacy practice, medicines optimisation, pharmaceutical care, etc.
- Evidence that materials align with RPS policies
- Training and development is grounded in evidence

Principle 4

Assurance of the management and quality assurance systems

Quality Assurances

- A brief overview of staff involved in developing or delivering the materials or events to demonstrate credibility in the pharmacy profession or a profession relevant to the subject matter
- Details of the process for reviewing materials to ensure they are up to date and current
- Evidence of sign off by a regulatory team or medical affairs or evidence of internal QA review
- Monitoring of students' progress
- Sampling strategy
- Outcomes of any feedback or evaluation of the materials and action taken

Principle 5

Alignment with RPS Professional Development Frameworks and Curricula

Quality Assurances

- Evidence that materials or events align with RPS professional development frameworks such as the Advanced Pharmacy Framework (APF), the Foundation Pharmacy Framework (FPF), and the Leadership Development Framework
For example:
 - evidence that material content or event learning outcomes align with specific FPF or APF clusters or competencies
 - evidence that material content or event learning outcomes align with specific Leadership Development Framework domains or elements
- Evidence that materials or events clearly support the RPS Foundation or Faculty programme.*
For example:
 - evidence of peer review which demonstrates that material or event content is targeted to Foundation or Faculty level practitioners
 - evidence of user feedback that materials or events were deemed appropriately targeted for audience level of practice
- Evidence of reference of material or event content to the Faculty Core and Professional Curricula*
- Evidence that the materials or events support practitioners' CPD
- Signposting to RPS resources

*In cases where the materials support the RPS Faculty or Foundation programme then these materials may be awarded the Faculty Accreditation logo and/or Foundation Accreditation logo as well as or instead of the RPS Accreditation logo.

Principle 6

Adherence to principles of good governance

Quality Assurances

- Materials are referenced where appropriate
- A statement declaring whether accreditation is sought from other organisations and what this constitutes
- Declarations of any conflicts of interest
- List all sponsors and their level of involvement

Principles for RPS Accreditation as a Training Provider

Principle 1

Commitment to education and training

Quality Assurances

- Education strategy and delivery plans
- Involvement in training provision
- Training aligns to a business plan

Principle 2

Demonstration of a range of learning experiences for learners

Quality Assurance

- Examples of training materials including face to face, distance learning materials, online training

Principle 3

Adequate infrastructure and resources to deliver the training

Quality Assurances

- Organisational chart
- List of facilities and resources
- List and CVs of staff delivering the training
- Recording data and tracking progress
- Security of students records and data
- Examples of teaching plans

Principle 4

Definition of performance criteria

Quality Assurances

- Learning outcomes
- Assessment or marking criteria
- Assessment or marking decisions
- Evaluation of assessments or marking
- Student feedback

Principle 5

Provision of evidence of monitoring and managing 'Learners in difficulty'

Quality Assurances

- Method of flagging 'Learners in difficulty' (or outcomes)
- A range of support systems and mechanisms
- Information on retakes or repeat attendance etc.

Principle 6

Assurance of learning support for all learners

Quality Assurances

- Clear learning outcomes
- Easily accessible range of resources
- Sufficient numbers of tutors/supervisors to students
- Regular contact and feedback with tutors

Principle 7

Assurance of the management and quality assurance systems

Quality Assurances

- Sampling strategy/spot checks
- Tutor/Assessor support and monitoring
- Documentation of QA processes throughout and end of training
- Documented QA processes
- Complaints / Appeals process
- Policies such as Equal Opportunities and Special Learning Needs

Principle 8

Assurance of support, development and monitoring of tutors/teaching staff

Quality Assurances

- Commitment to developing staff
- Reviewing staff performances
- Monitoring and records of staff development
- Communication with staff
- Evidence of Mentoring
- Staff are RPS and Faculty members

Principle 9

Review and evaluation of procedures

Quality Assurances

- Trainer/assessor feedback
- Regular Student feedback of the course
- Action plans
- Feedback on updating course materials

Principle 10

Assurance of patient and public safety is being addressed in all areas of training and development

Quality Assurances

- Materials reflect current clinical, pharmacy practice, medicines management and national guidelines
- Aligns with RPS policies
- Evidence based

Principle 11

Provision of professional development

Quality Assurances

- Map training or learning to the Foundation Pharmacy Framework and Advanced Pharmacy Framework
- Maps to other frameworks
- Signposts to CPD

Principles for Foundation Accreditation as a Training Provider

Principle 1

Commitment of the Foundation Training Provider to promote and deliver education and training and learning outcomes based on the Foundation Pharmacy Framework

Quality Assurances

- Evidence of an education strategy and delivery plans
- Involvement in training provision
- Evidence to demonstrate that training aligns to a business plan
- Evidence of Governance documents
- Evidence of trainer/tutor job descriptions
- Methods of obtaining Stakeholder Feedback

Principle 2

Demonstrates an ability to deliver a range of learning experiences for the Foundation Pharmacist to demonstrate competence and development mapped to the Foundation Pharmacy Framework (FPF)

Quality Assurances

- Examples of a range of training materials including face to face, distance learning materials, online training
- Evidence of learning sets / small group learning
- Delivery of training events (including flexible and blended learning, study days, etc.)

Principle 3

Demonstrates adequate infrastructure and resources to deliver specified aspects of Foundation training and / or workplace-based assessment

Quality Assurances

- Tutors of Foundation Pharmacists are accredited (or working towards accreditation)
- Support for tutors
- Guidance for workplace-based assessment
- List and CVs of staff delivering the training
- List of qualifications of tutors
- Recognition and development: adequate time allocated to allow tutor to support Foundation Pharmacist
- Examples of teaching plans
- Evidence of integration of Foundation training with local management structures, including appraisal, managing conduct and performance
- Organisational chart
- List of facilities and resources
- Recording data and tracking progress
- Security of Foundation pharmacists records and data
- Online platform / virtual learning environment
- Access to online and web-based tools
- Data protection governance
- Staff records
- Course administration team
- Requirements for partnership agreements with workplace environments

Principle 4

Appropriate definition of aspects of performance and assessment criteria for Foundation Training

Quality Assurances

- Workplace-based assessment methods
- Use of multisource feedback (MSF) techniques
- Use of the RPS Foundation Pharmacy Framework
- Use of competency and performance-based assessments such as Pharmaceutical Care Assessment tool, Case Based Discussion tool, consultation framework tool, significant event/optimisation logbooks, direct observation of practical skills tool, etc. (these being examples).
- Use of Pharmacist 'portfolio of practice'
- Provision of feedback and review
- Knowledge-based assessments
- Defined learning outcomes
- Assessment or marking criteria
- Assessment or marking decisions

- Evaluation of assessments or marking
- Foundation pharmacist feedback
- Written assessments
- Assessment quality assurance processes

Principle 5

Work (with Pharmacy Foundation Schools, employers or other Foundation Training Providers – where applicable) to monitor and manage 'practitioners in difficulty'

Quality Assurances

- Evidence of support and clear mechanisms for referral back to Training Provider, Pharmacy Foundation School or Employer for:
 - Work places
 - Tutors
 - Workplace facilitators
 - Foundation pharmacists
- Method of flagging pharmacists in difficulty' (or outcomes)
- Information on retakes or repeat attendance, etc.
- Support for workplace learning environments
- Foundation pharmacist appraisal
- Learning attendance monitoring where appropriate

Principle 6

Assurance of learning support for all learners

Quality Assurances

- Must show evidence of roles and responsibilities for:
 - Workplace tutor or similar
 - Workplace facilitator or similar
- Evidence of quality assurance processes and review of providers of workplace training
- Must have a designated Senior staff member or recognised expert with specific responsibility for workplace education and training (Educational Programme Director or equivalent)

- Sufficient numbers of educational tutors/supervisors to Foundation pharmacists
- Accessible range of resource
- Regular contact and feedback with tutors
- Library resources
- Paper / online resources
- Recognition of role of tutor

Principle 7

Assurance of the management and quality assurance systems

Quality Assurances

- Sampling strategy/spot checks
- Tutor/Assessor support and monitoring
- Documentation of quality assurance processes throughout and end of training

Principle 8

Assurance of support, development and monitoring of tutors, trainers and facilitators who provide training and assessment for Foundation Training

Quality Assurances

- Tutors and Trainers are expected to be RPS members if eligible
- Foundation pharmacists are RPS members
- Tutors and trainers are / working towards becoming Faculty members

Principle 9

Review and evaluation of procedures relating to the provision of Foundation Training

Quality Assurances

- Provide feedback to Foundation pharmacists
- Clearly defined process for reviewing and acting on feedback
- Action plans
- Feedback on updating programme materials

Principle 10

Assurance of patient and public safety is being addressed in all areas of training and development

Quality Assurances

- The RPS Foundation Pharmacy Framework must be the 'backbone' of the training and workplace-based assessment in use
- Clear processes and support allowing workplace educators to raise awareness of struggling practitioners to training centres and Pharmacy Foundation Schools in the context of ensuring patient safety
- Workplace-based assessment designs
- Materials reflect current clinical, pharmacy practice, medicines optimisation, pharmaceutical care and national guidelines
- Aligns with policies related to workforce development (RPS, NHS)

Principle 11

Provision of professional development opportunities and outcomes

Quality Assurances

- Learning outcomes align to the RPS Foundation Pharmacy Framework
- Method of ensuring quality of tutors and trainers
- Mapping to NHS Education Scotland Vocational Training scheme (Scotland only)
- Mapping to QAA Qualifications Framework (if applicable)
- Tutor training introductory documentation encourages using the training for CPD and signposts to the Advanced Pharmacy Framework
- Aspects of course signpost to the Advanced Pharmacy Framework
- Map training or learning to the Foundation Pharmacy Framework and Advanced Pharmacy Framework
- Maps to other frameworks
- Signposts to CPD support

Principle 12

Assessment of professional development and progression

Quality Assurances

- Assessments align to RPS Foundation Pharmacy Framework and RPS standards (across sectors)
- At key developmental points, assessments align to the Advanced Pharmacy Framework
- Peer testimonials and peer assessments align to the RPS Foundation Pharmacy Framework and Advanced Pharmacy Framework
- Tutor assessments and training / support in place
- Self-assessment and training / support in place
- Signposts to CPD support

Principles for Faculty Accreditation as a Training Provider

Principle 1

Commitment of the Faculty Training Provider to promote and deliver education, development and training aligned to the Advanced Pharmacy Framework (APF) and associated Faculty guidance

Quality Assurances

- Evidence of an education strategy and delivery plans
- Evidence of involvement in training provision
- Evidence that training aligns to a business plan
- Job descriptions or biographical notes of trainers, tutor and mentors
- Evidence that the training provider proactively encourages delegates / employees to join the Faculty
- Evidence that the training provider promotes the use of associated Faculty guidance, such as links with Faculty Core and Professional Curricula, signposting to RPS accredited education and training resources.

Principle 2

Delivery of a range of learning and development experiences for pharmacists seeking to demonstrate competence and professional development that maps to the APF and associated Faculty guidance

Quality Assurances

- Examples of training materials including training programmes (e.g. face to face, distance learning materials, online training), training events (e.g. study days, symposia, conferences)
- Reference to the Faculty core and advanced curricula
- Evidence that the training provider contributes and demonstrates learning against the Faculty curricula
- Evidence that the training provider maps to other RPS frameworks, such as the Foundation Pharmacy Framework (FPF) and Leadership Development Framework.

Principle 3

Provision of infrastructure and resources to deliver the training that leads to the advancement of practice and fulfilment of assessment criteria for Faculty membership

Quality Assurances

- Credentials of the learning and development team and team delivering training
- Details of trainers, tutors, mentors (including Faculty membership where appropriate)
- Evidence of support resources for learning and development team
- Descriptions of facilities and resources, such as administration / personnel team
- Evidence of data protection and governance which ensures data security
- Examples of learning plans and/or learning outcomes

Principle 4

Assurance of support and development for all learners

Quality Assurances

- Evidence that the training has clear learning outcomes
- Evidence that there are quality assurance processes in place
- Evidence that support and development align with the APF clusters
- Evidence that benefits to learners are clearly described
- Evidence that learning is delivered by experts

Principle 5

Demonstrates assurance of the management and quality assurance systems of the learning provision

Quality Assurances

- Evidence for the involvement of experts in education, training and development to ensure the provision is of quality

- Evidence that education and training resources are regularly updated
- Evidence that there are documented quality assurance processes throughout

Principle 6

Review and evaluation of procedures relating to the provision of the education and training that supports the APF and associated Faculty guidance

Quality Assurances

- Evidence that processes are in place which ensures that resources are kept up to date
- Evidence of regular feedback of learning and development performance
- Evidence for the assimilation of regular feedback on resources to inform resource updates

-

Principle 7

Assurance that patient and public safety is being addressed in all areas of training and development

Quality Assurances

- Evidence that materials reflect current clinical practice, medicines management and national guidelines
- Evidence that standards are being set and advanced
- Evidence that training aligns with RPS policies
- Training and development is grounded in evidence

-

Principles for Accreditation as a Pharmacy Foundation School

Principle 1

Commitment of the Pharmacy Foundation School to promote and deliver work place education and training and workplace-based learning outcomes

Quality Assurances

- Evidence of partnership working with pharmacy service providers and methods of accreditation of those providers
- Evidence of an education strategy and delivery plans
- Involvement in training provision
- Evidence to demonstrate that Training aligns to a business plan
- Evidence of Governance documents
- Evidence of trainer/tutor job descriptions
- Methods of obtaining Stakeholder Feedback

Principle 2

Demonstrates the ability to deliver workplace learning experiences for the Foundation Pharmacist to demonstrate competence and development mapped to the Foundation Pharmacy Framework (FPF)

Quality Assurances

- Develops accreditation criteria for Foundation Training providers or employers to meet the requirements of a work-based Foundation programme
- The workplace is the principal learning environment and allows Foundation pharmacists to meet the learning requirements of the RPS FPF
- Tutors are RPS accredited, or working towards RPS accreditation
- Established Educational Programme Director (or equivalent) role
- Examples of a range of training materials including face-to-face, distance learning materials, online training
- Evidence of learning sets and small group learning
- Delivery of training events (including flexible and blended learning, study days)
- Provision of Handbooks

Principle 3

Guides and supports Foundation Training providers to ensure a local infrastructure that delivers Foundation training and workplace-based assessment

Quality Assurances

- Tutor training, recognition, accreditation (or working towards) and support
- Guidance for workplace-based assessment
- Evidence of integration of Foundation training with local management structures, including appraisal, managing conduct and performance
- Recognition of tutors – adequate time allocated to allow tutor to support Foundation Pharmacists
- Organisational chart
- List of facilities and resources
- List and CVs of staff delivering the training
- Recording data and tracking progress
- Security of Foundation Pharmacist records and data
- Examples of teaching / lesson plans
- Online platform / virtual learning environment
- NHS accreditation
- Access to online and web-based tools
- Data protection governance
- Staff records
- Course administration team
- Requirements for partnership agreements with workplace environments
- List of qualifications of tutors

Principle 4

Appropriate definition of performance and assessment criteria for Foundation Training

Quality Assurances

- Work place based assessment methods
- Use of multisource feedback (MSF) techniques
- The FPF should underpin foundation training and development and all learning outcomes and WBPA should relate to it

- Use of competency and performance-based assessments such as Clinical Examination tools (CEX), Pharmaceutical Care Assessment tools, Case-based Discussion tools (CbD), consultation framework, significant event / optimisation logbooks, directly-observed practice (these being examples).
- Use of Pharmacist 'portfolio of practice'
- Provision of feedback and review
- Knowledge-based assessments
- Defined learning outcomes
- Assessment or marking criteria
- Assessment or marking decisions
- Evaluation of assessments or marking
- Foundation pharmacist feedback
- Written assessments
- Assessment QA processes

Principle 5

Working with Foundation Training providers and employers to monitor and manage 'pharmacists in difficulty'

Quality Assurances

- Evidence of support and clear mechanisms for referral back to Pharmacy Foundation School for:
 - Work places
 - Tutors
- Workplace facilitators
- Foundation pharmacists
- Method of flagging learners / pharmacists in difficulty' (or outcomes)
- Information on retakes or repeat attendance
- Foundation pharmacist appraisal
- Learning attendance

Principle 6

Assurance of learning support for all learners

Quality Assurances

- Must show evidence of roles and responsibilities for:
 - Educational programme director or similar
 - Work place facilitator or similar
- Foundation tutor or similar
- Evidence of QA processes and review of providers of work place training
- Must have Senior staff member with specific responsibility for work place education and training (Educational Programme Director or equivalent)
- Accessible range of resources
- Sufficient numbers of educational tutors/supervisors to Foundation pharmacists
- Regular contact and feedback with tutors
- Library resources
- Paper / online resources
- Tutor job descriptions (all environments)
- Workplace facilitator job description
- Recognition of role of tutor

Principle 7

Assurance of the management and quality assurance systems

Quality Assurances

- Tutor / Assessor support and monitoring
- Documentation of QA processes throughout and end of training
- Complaints / Appeals process
- Adherence to statutory Policies including Equal Opportunities and Special Educational Needs
- Regulatory documents
- Standard Operating Procedures for assessment processes

Principle 8

Assurance of support, development and monitoring of tutors, trainers and facilitators who provide training and assessment for foundation training

Quality Assurances

- Tutors and Facilitators are expected to be RPS members if eligible
- Foundation pharmacists are RPS members
- Tutors and trainers are / working towards becoming Faculty members
- Facilitator Training days are provided by a contactable person by all workplace tutors for advice and support
- 'QA of Teaching Quality' to accredit / recognise workplace tutors
- Commitment to developing staff
- Reviewing staff performances
- Monitoring and records of staff development
- Communication with staff
- Evidence of Mentoring
 - Staff mentoring scheme
 - Practitioner mentoring scheme
- Records of training attendance
- Commitment to developing tutors and Foundation pharmacists
- Staff appraisal to identify problems / successes / training needs

Principle 9

Review and evaluation of procedures relating to the provision of Foundation Training

Quality Assurances

- Regular feedback to Foundation pharmacists
- Clearly defined process for reviewing and acting on feedback
- Action plans
- Feedback on updating programme materials
- Annual programme appraisal
- End of programme survey
- Specification for development of new materials and support tools
- Feedback:

- Tutors
- Foundation pharmacists
- Workplace facilitators

Principle 10

Assurance of patient and public safety is being addressed in all areas of training and development

Quality Assurances

- The RPS Foundation Pharmacy Framework must be the 'backbone' of the foundation programme and work-based learning and workplace-based assessment in use
- Clear processes and support allowing work place educators to raise awareness of struggling Foundation pharmacists to training centres and Pharmacy Foundation Schools in the context of ensuring patient safety
- Learning environment and materials reflect current clinical, pharmacy practice, medicines optimisation, pharmaceutical care and national guidelines
- Aligns with policies related to workforce development (RPS, NHS Education).
- Workplace-based assessment designs (can identify struggling Foundation pharmacists)
- Identification of Foundation pharmacists struggling to develop and progress
- Annual review of learning outcomes and curriculum – clear focus on evidence based practice and patient safety
- Teaching provided by experts from primary, community and secondary care
- Evidence based approaches to learning and experiences
- Tutors are RPS accredited, or working towards RPS accreditation

Principle 11

Provision of professional development opportunities to demonstrate outcomes

Quality Assurances

- Learning outcomes align to FPF
- Method of ensuring quality of tutors and trainers
- Mapping to NHS Education Scotland Vocational Training scheme (Scotland only)
- Mapping to QAA Framework

- Tutor training documentation encourages using the training for CPD and signposts to the Advanced Pharmacy Framework (APF)
- Aspects of course signpost to the APF where appropriate (to prepare Foundation pharmacists for advanced practice)
- Programme embeds a continuing professional development ethos
- Maps to other frameworks
- Signposts to CPD support

Principle 12

Assessment of professional development and progression

- 1 RPS Foundation pharmacists will receive a 'Certificate of Completion' from the RPS upon completion of their initial Foundation Training
- 2 Does the assessment journey align to that of the RPS Foundation Programme, please see Infographic below*
- 3 Are all areas of the FPF assessed?
- 4 What mechanism is in place for portfolio assessment and support for further development if necessary?
- 5 How can you determine that a Foundation pharmacist is continually developing and advancing?
- 6 Does your programme encourage reflection and self-assessment? How? Do pharmacists complete self-assessments of the FPF at various points throughout their training?
- 7 Do the Foundation Pharmacists demonstrate the outcomes described in the RPS Roadmap,

Quality Assurances

- Assessments align to FPF and RPS standards (across sectors)
- At key developmental points, assessments align to APF (preparation for advanced practice)
- Peer testimonials and peer assessments align to the FPF and APF
- Tutor assessments and training / support in place
- Self-assessment and training / support in place
- Signposts to CPD support

Appendix 2

Annual update report for accredited Training and Development Materials and Events

RPS Accreditation Annual Update Report

Please complete and return this form at least 2 weeks prior to annual report due date.

PART I	
Contact Details	
Organisation:	
Name of Key Contact:	
Job Title:	
Address:	
Telephone:	Mobile:
Email:	Fax
Accreditation of:	
Training Programme	Published Material
Title of Training Programme / Published Material	

PART 2

Use of the Accreditation Logo (RPS, Foundation, Faculty)

Please list all materials where the accreditation logo(s) are displayed.

Updates to your current RPS accredited Training Programme /Published Materials (as applicable)

First update due:

Second update due:

Renewal date:

Changes made to Training Programme /Published Materials since accreditation date/last update

Please list any changes to trainer(s) and provide a short biography to illustrate their credentials and expertise

Previous Trainer(s)

Name(s) of new Trainer(s)

Credentials of Trainer(s)

Feedback and Evaluation
How is the training evaluated e.g. learner/ user feedback?
What action has been taken following feedback/evaluation?
RPS Membership – Do you offer information about RPS membership to pharmacist practitioners/ learners? If yes, what type of information is made available to them?
Declaration
<p>On behalf of</p> <p>I confirm that the accredited training and development materials, (<i>resource title</i>) are up to date and reflect current practice and information. All changes to the training and development materials and delivery personnel have been declared in this annual report and relevant copies of all updated resources have been submitted to the RPS.</p> <p>I am aware that RPS may invoice me for any administration costs incurred through significant changes made to any original accreditation materials.</p> <p>Name:</p> <p>Position:</p> <p>Signature:</p> <p>Date:</p>

Please note that the RPS accreditation team may contact you to request further information.
Please email this annual report form with all relevant documents to: accreditation@rpharms.com

Guidance for completing the Annual Update Report

Part 1

Please check that your organisation's name, key contact and accreditation details are up to date and make any amendments as required.

Part 2

Please complete this section prior to submission.

1. Use of RPS' Accreditation Logo

Please state where you have used the RPS' accreditation logo.

2. Updates to your current RPS accredited Training Programme or Published Materials (as applicable)

In this section please state when your annual updates are due.

3. Changes made to Training Programme or Published Materials since accreditation date/last update

Please provide information regarding any changes that have been made to the accredited training and development materials during the year which has elapsed since your accreditation/last annual update report. These may include changes to training staff, updates to materials in line with legislative and protocol changes etc. If the RPS deems the changes to be significant, the RPS may wish to have the training resource reviewed.

4. Feedback and Evaluation

Please include details of how the training is evaluated and provide details on any actions taken as a consequence of the feedback received.

5. RPS Membership

We are happy to support you to provide RPS membership information to your pharmacist delegates/learners as required.