**Pharmacy Foundation School Application Form**

To apply for accreditation by the Royal Pharmaceutical Society of Great Britain as a Pharmacy Foundation School please complete this form and submit it to our Accreditation Team together with the relevant accreditation fee at:

Royal Pharmaceutical Society,

66-68 East Smithfield,

London,

E1W 1AW

Please see payment form for payment methods

**By submitting this Application Form you agree to the attached terms and conditions.**

If your application is unsuccessful then we will refund the Fee to you less our administrative fee of £150 (plus VAT if applicable).

|  |  |
| --- | --- |
| **Applicant name:** |  |
| **Applicant details:** | **Contact name:****Address:****Phone:****Email:** |
| **Accreditation Period:**  |  |
| **Fee:**Affiliated Partners will not be charged a fee for accreditation | £ |
| **Applicant signature:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for and on behalf of the ApplicantName of signatory:Position: |

**Terms and Conditions**

These terms and conditions and the Application Form to which they are attached (which together shall form the “**Agreement**”) set out the terms on which the Royal Pharmaceutical Society of Great Britain (“**RPS**” / “**we**”) may accredit the Applicant (“**you**”) as a Pharmacy Foundation School and the responsibilities you shall have if you are successfully accredited as a Pharmacy Foundation School.

By submitting your Application you agree to the terms of this Agreement.

1. **Definitions and interpretation**

Words shall have the following meanings given to them in this Agreement:

|  |  |
| --- | --- |
| “**Accreditation Date**” | 1. means the date on which we inform you in writing that your Application has been successful;
 |
| “**Accreditation Period**” | 1. means the period commencing on the Accreditation Date and continuing thereafter for the accreditation period specified in the Application Form;
 |
| “**Accreditation Reviewer**” | 1. means the relevant reviewer engaged by us to assess whether or not you meet the Principles;
 |
| “**Application**” | 1. means your application for accreditation as a Pharmacy Foundation School under this Agreement;
 |
| “**Application Form**” | 1. means your application form to which these terms and conditions are attached;
 |
| “**Fee**” | 1. means the fee specified in the Application Form (if any);
 |
| “**Pharmacy Foundation School**” | 1. means an education facility that meets the Principles and has received accreditation as a recognised Pharmacy Foundation School by us;
 |
| “**Principles**” | 1. means the accreditation principles annexed to this Agreement, and which we may update from time to time. The Principles encompass the quality standards which you must meet in order to be and remain accredited as a Pharmacy Foundation School;
 |
| “**Term**” | 1. means the continuance of this Agreement from commencement until termination in accordance with clause 12;
 |
| “**Trade Mark**” | 1. means the trade marks set out in the Schedule;
 |
| “**Trade Mark Licence**” | 1. means the trade mark licence agreement which we will provide to you for your signature if your Application is successful, for your use of the Trade Mark;
 |
| “**Training Centre**” / “**RPS Foundation Training Centre**” | has the meaning given to it in the Principles. |

In the event of a conflict between these terms and conditions and the Application Form, these terms and conditions shall prevail.

1. **Fee**

This clause 2 applies if a fee is specified in the Application Form.

You agree to pay to us the Fee upon submitting your Application to us.

For the avoidance of doubt, we shall not be required to consider your Application until we have received the Fee in full.

1. **Application process**

Your Application shall be created and submitted by you in the utmost good faith and shall contain sufficient evidence to enable our Accreditation Reviewer to properly assess whether you meet the Principles and are suitable for accreditation as a Pharmacy Foundation School.

Our Accreditation Reviewer will consider:

* 1. if he/she requires further evidence from you to evaluate whether you meet the Principles and are suitable for RPS accreditation; if so, you shall endeavour to provide such further evidence to the Accreditation Reviewer as soon as practicable upon our or the Accreditation Reviewer’s request; and
	2. whether you meet the Principles and are suitable for RPS accreditation

and report back to us with his/her assessment.

After considering the Accreditation Reviewer’s assessment, RPS will determine in its sole and absolute discretion as to whether or not to grant accreditation status to you and shall inform you of its decision.

If your Application is unsuccessful then we shall refund the Fee to you less our administrative fee of £150 (plus VAT if applicable).

1. **Accreditation as a Pharmacy Foundation School**

If your Application is successful, we shall inform you of this and, on condition that you comply with your written assurances and the terms of this Agreement, you shall be accredited as a Pharmacy Foundation School for the Term.

From time to time we may request, and you will promptly provide to us on our request, written assurances to confirm that you are continuing to comply with the Principles and that you have acted and continue to act in the utmost good faith to us and in accordance with this Agreement. If we consider that either:

* 1. you are no longer compliant with the Principles or have not acted in accordance with this Agreement; or
	2. you have within a reasonable time frame failed to provide sufficient information to enable us to evaluate your compliance with the Principles or with any undertaking in this Agreement

then we may withdraw and cancel your accreditation as a Pharmacy Foundation School by notice to you with immediate effect and without liability. In this event no refund of the Fee shall be given.

1. **Accreditation reports**

During the Term, you may submit reports (“**Reports**”) to us about training centres which you consider would qualify for accreditation as a Training Centre (“**Recommended** **Training Centres**”). Such Reports shall be created and submitted in the utmost good faith and shall contain sufficient written assurances of quality to enable us or one of our reviewers to properly evaluate whether the Recommended Training Centre is suitable for accreditation as a Training Centre.

Upon receiving a Report from you, we shall consider:

* 1. whether we require further written assurances from you to evaluate whether the Recommended Training Centre is suitable for accreditation as a Training Centre (in which case you shall endeavour to provide such further assurances to us within a reasonable time frame); and
	2. whether the Recommended Training Centre is suitable for accreditation as a Training Centre.

We shall have the sole and absolute discretion to determine whether a Recommended Training Centre should be accredited as a Training Centre, whereupon we shall inform you of our decision and (if it is an approval) you shall grant such accreditation to the Recommended Training Centre.

1. **Monitoring of Training Centres**

From the date on which we approve a Recommended Training Centre for accreditation, you shall be responsible for monitoring that Recommended Training Centre (“**Approved Training Centre**”) to ensure that it continues to be suitable for accreditation.

In addition, you shall from time to time, and no less than once each calendar year (excluding the calendar year in which the Approved Training Centre was accredited), request updated information from the Approved Training Centre to demonstrate its continued suitability for accreditation as a Training Centre. You shall review such written assurances and carefully consider in the utmost good faith whether the Approved Training Centre continues to be suitable for accreditation as a Training Centre.

You shall keep organised copies of all such updated information which you receive from Approved Training Centres, and provide copies of these to us upon request.

1. **Withdrawal of Training Centre accreditation**

If, in monitoring an Approved Training Centre in accordance with clause 6 above, you consider that either:

* 1. the Approved Training Centre is no longer suitable for accreditation as a Training Centre; or
	2. the Approved Training Centre is failing to provide sufficient information to enable you to evaluate its suitability for accreditation as a Training Centre

then you shall notify us of this as soon as it is reasonably practicable to do so and in any event within 5 working days.

We may withdraw our approval of an Approved Training Centre at any time where we consider in our sole and absolute discretion that the Approved Training Centre is no longer suitable for accreditation as a Training Centre. Upon us informing you of such withdrawal, you shall immediately withdraw and cancel your accreditation of that Approved Training Centre as a Training Centre.

The accreditation of all Approved Training Centres shall (unless cancelled earlier) expire at the latest upon termination of this Agreement in accordance with clause 12.

1. **Use of the Pharmacy Foundation School Trade Mark**

You are not permitted to use the Trade Mark until you have entered into the Trade Mark Licence; we shall provide you with a copy of this for your signature if and when we inform you that your Application has been successful.

You agree that you shall only use the Trade Mark during the Term and in accordance with the terms of the Trade Mark Licence.

1. **Use of the Training Centre Trade Mark**

Upon receiving accreditation as a Training Centre, an Approved Training Centre must enter into a separate licence agreement with us if it wishes to use our trade mark for Training Centres (“**Training Centre Trade Mark**”). Approved Training Centres may only use the Training Centre Trade Mark for the duration of that separate licence agreement and for the limited purposes set out therein.

You shall clearly inform each Approved Training Centre of this requirement at the time when you accredit them as a Training Centre in accordance with clause 5 above.

1. **Confidentiality**

Each party to this Agreement shall, and shall procure that its employees and representatives shall, keep confidential the terms of this Agreement and any other information disclosed to it and identified by the other party as being confidential.

The provisions of this clause 10 shall not apply to information which:

* 1. is or comes into the public domain through no fault of the recipient or its employees or representatives;
	2. can be shown, to the discloser’s reasonable satisfaction, to have been already in the possession of the recipient, free from any obligation of confidentiality;
	3. is lawfully received by the recipient from a third party free of any obligation of confidence at the time of its disclosure;
	4. is independently developed by the recipient, without access to or benefit of such information; or
	5. is required by law, by court or governmental or regulatory order to be disclosed provided that the relevant party, where it may do so lawfully and without breaching any of its duties under any regulations or to any third party, notifies the other party at the earliest opportunity before making any disclosure.
1. **Intellectual property**

You warrant that:

* 1. all materials which you submit to us and our Accreditation Reviewer as part of your Application (“**Application Materials**”) shall fully comply with all applicable copyright and other laws; and
	2. neither your submission of the Application Materials to us, nor our review of them, for the purposes set out in this Agreement shall infringe the intellectual property rights of any third party

and you shall indemnify us against all losses, damages, liability, costs (including legal fees) and expenses suffered or incurred by us arising out of or in connection with your breach of this clause 11.

1. **Term and termination**

This Agreement shall begin on the date on which we receive your Application and shall, unless terminated earlier in accordance with its terms, continue until the expiry of the Accreditation Period or any Renewal Period (as defined below).

Before the end of the Accreditation Period or any Renewal Period we may, in our discretion, agree with you in writing to renew the Agreement for a further period (“**Renewal Period**”) in return for your payment of our applicable renewal fee. If such a renewal is agreed in writing, and you pay the applicable renewal fee, then the Agreement shall continue until the expiry of the Renewal Period.

Notwithstanding anything stated above in this clause 12:

* 1. this Agreement will immediately terminate where we either (i) withdraw and cancel your accreditation as a Pharmacy Foundation School in accordance with clause 4, or (ii) inform you that your Application has been unsuccessful in accordance with clause 3.
	2. we may terminate this Agreement at any time and with immediate effect if you commit a material breach of this Agreement or if in our reasonable opinion the continuing your accreditation as a Pharmacy Foundation School will likely damage RPS or bring RPS into disrepute.

No part of the Fee is refundable except to the extent expressly provided under clause 3.

Upon termination of this Agreement in accordance with this clause 12, you shall promptly inform any (then accredited) Approved Training Centres that their accreditation expires as of that termination date.

The provisions of clauses 10 and 13 to 17 inclusive of this Agreement shall survive its termination.

1. **Liability limitation**

Nothing in this Agreement shall limit or exclude any liability of a party which may not be limited or excluded by law, including without limitation liability for death or personal injury caused by its negligence or for fraud or fraudulent misrepresentation.

In no event shall we have any liability for removing your accreditation as a Pharmacy Foundation School.

1. **No assignment**

This Agreement is personal to us and you and neither party may assign or transfer the benefit or burden of this Agreement without the prior written consent of the other party.

1. **Rights of third parties**

A person who is not a party to this Agreement shall not have any rights under the Contracts (Rights of Third Parties) Act 1999 to enforce any of the provisions of this Agreement.

1. **Entire agreement**

This Agreement and any documents entered into pursuant to it (including the Trade Mark Licence) constitute the entire agreement between us and supersedes all previous agreements, understandings and arrangements between us, whether in writing or oral, in respect of its subject matter.

1. **Choice of law and jurisdiction**

This Agreement and any dispute or claim arising out of or in connection with it shall be governed by and construed in accordance with English law and the courts of England and Wales shall have exclusive jurisdiction to settle any dispute or claim arising out of this Agreement.

**SCHEDULE**

**Trade Mark**

1. ROYAL PHARMACEUTICAL SOCIETY FOUNDATION SCHOOL (in plain words)

2.

**

3. ROYAL PHARMACEUTICAL SOCIETY FOUNDATION PROGRAMME (in plain words)

4. 

**ANNEX**

**Principles and Submission Form**

**SECTION ONE – INTRODUCTION AND OVERVIEW**

1.1 The RPS Foundation Programme Introduction

The RPS Foundation Programme describes and provides professional support, networks, development frameworks, assessments and quality assured development opportunities for newly qualified pharmacists in their first 1000 days of practice. The programme also extends to those changing sector or returning to practice after a career break. It ensures those foundation pharmacists are supported to be capable and competent in their roles to ensure quality improvement of pharmaceutical care and the safety of patients and the public.

The RPS Foundation Programme provides access to:

* The RPS Foundation Practice Framework (FPF) and portfolio development support
* The Foundation Programme curriculum guides (which support pharmacist development aligned with the framework)
* Support tools and mentoring for pharmacists’ development
* Formal Assessment and self-assessment of development and performance

The RPS will ensure the quality of education, training delivery and development to deliver competent and capable pharmacist as described in the scope of the FPF, through:

* Quality assured assessments, assessment design and methods
* Guidance for Tutors and Trainers
* Quality assured feedback and support
* Quality assured education and training delivery opportunities through partnership driven, workplace education models.

## Accreditation of Foundation Training

RPS Foundation Programme accreditation will encompass the provision of a quality assurance marker for:

1. **RPS Foundation Training providers**. An accredited RPS Foundation Training provider delivers education and training mapped to the RPS Foundation Programme.

Where applicable, RPS Foundation Training Providers are recommended to work in partnership with employers and RPS Pharmacy Foundation Schools to benefit Foundation pharmacists and ensure standards are met. An employer can be accredited as a Foundation Training Provider by meeting RPS Foundation Training Provider standards and, where further support is required to meet the requirements for assessment, are encouraged to work in partnership with other accredited providers or RPS Pharmacy Foundation Schools.

Conversely, employers (who are not in a formal partnership with a RPS Pharmacy Foundation School) may work with other accredited RPS Foundation Training Providers, to deliver development experiences mapped to the RPS standards for the Foundation Programme.

1. **RPS Pharmacy Foundation Schools**. Pharmacy Foundation Schools are Foundation Training Providers with reach and responsibility for workplace-based learning, assessments and tutors. Accredited RPS Pharmacy Foundation Schools will work in partnership with employers to provide quality assured workplace education and training infrastructures, provide tutor training, provide assessments based on competency and performance, and provide a quality assured award demonstrating it is meeting RPS standards for the Foundation Programme. Employers who are part of formalised partnerships with education providers, and who meet these standards, will be included in the recognition of a RPS Pharmacy Foundation School, as RPS Foundation Training Centres.

The RPS Accreditation Panel will set the standards and methods for Foundation Training provided by RPS accredited providers (whether RPS Pharmacy Foundation Schools or RPS Foundation Training Providers) and ratify the award of accreditation.

1.3 About the Principles

The following principles encompass the areas that the RPS expects any submission to consider and provide assurances of quality when applying for accreditation of resources or initiatives for RPS Pharmacy Foundation Schools and provision of Foundation Training.

Alongside each principle there are examples of evidence required to demonstrate their assurance of quality. There may be some duplication of requirements, where cross referencing is appropriate.

**It is the responsibility of the Pharmacy Foundation School to provide assurances against the following principles for the award of RPS accredited Pharmacy Foundation School.**

1.4 Glossary of Terms

| Term | Description |
| --- | --- |
| The RPS Foundation Programme | * The RPS Foundation Programme supports pharmacists to be the best they can be in any sector of practice or geographical location, in the early stages of career development, usually immediately post-registration.
* In particular it supports the post-registration development of novice practitioners, pharmacists who are changing employment sector, and those returning to practice after a career break.
* The programme describes a curriculum for Foundation experiences, monitoring of progress, the quality assurance of tutors and mentors, and the workplace education delivery model for Foundation pharmacists.
* The RPS Foundation Programme requires a workplace environment that allows judgements to be made about a practitioner’s competence and performance using quality assured workplace-based assessment tools and support.
 |
| RPS Foundation Pharmacist (or Practitioner) | * A pharmacist who is using the RPS FPF and support tools to guide early career development; a pharmacist who may be returning work after an extended career break or who may be changing sectors of practice.
* Practitioners with more than 2 years post registration experience may want to access both Foundation and Faculty resources simultaneously
 |
| RPS Foundation Training | * Describes an extended structured learning and training experience designed to meet the requirements of the RPS Foundation Programme, thereby demonstrating fitness to practice at this career staging.
* Provides a supported developmental route to the RPS Faculty.
* Requires tutoring, support and facilitation of workplace-based learning and workplace-based assessment.
* Aligns to local HR policies and procedures and directly supports struggling practitioners. Foundation training should help to identify and support practitioners in difficulty.
 |
| RPS Pharmacy Foundation School | * An RPS accredited training provider that delivers the RPS Foundation Programme infrastructure for their local geography or sector of practice, using the RPS principles of quality assurance of learning and training experiences.
* Accredits other partnership-based Foundation training providers (Foundation Training Centres) to deliver work-based learning and workplace-based assessments for the Pharmacy Foundation School.
* Provides a mechanism for accreditation and recognition of Foundation tutors.
* Provides a quality assured award of completion of Foundation training.
 |
| RPS Foundation Training Provider | * A training provider that meets the Foundation accreditation principles outlined by the RPS.
* Delivers courses of training that contribute to the development of Foundation Pharmacists
 |
| RPS Foundation Training Centre | * The workplace where Foundation pharmacists are trained
* Provides support for Foundation training, including workplace-based learning and assessments.
* Recruits Foundation Pharmacists.
* Recruits Foundation tutors who meet the RPS Foundation Tutor standards.
* Provides appropriate support and management to practitioners in difficulty – this aligns with local HR policies.
* Has local infrastructure to meet the requirements of a RPS Pharmacy Foundation School, and communicates effectively with the Pharmacy Foundation School.
* Provides a range of learning environments that allow Foundation pharmacists to meet the learning requirements of the RPS FPF.
* Is usually in a formalised partnership with an accredited RPS Pharmacy Foundation School.
 |
| RPS Foundation Curriculum | * Describes how the knowledge, skills and behaviours required to meet the RPS FPF can be achieved in the workplace. A guide to the knowledge-base for Foundation training experiential development.
 |
| RPS Foundation Tutor | * A pharmacist who has completed Foundation training (or equivalent) who actively supports pharmacists working through the Foundation Programme.
* Must meet RPS principles for tutors set out by the RPS and RPS Pharmacy Foundation Schools.
 |
| Certificate of Completion of Foundation Training | * Confirms for an individual the quality assured completion of RPS Foundation Training.
* Provides eligibility for entry to the RPS Faculty and Faculty development.
* Provides quality assured evidence of continuing professional development at the stage of the award.
 |
| Competency  | * The ability to do something successfully or efficiently
 |
| Competency Framework | * A collection of behaviourally defined competencies arranged in clusters which collectively define a scope of practice.
* Helps to identify gaps in knowledge and skills, as well as development needs.
 |
| RPS Work place facilitator | * Senior member of staff responsible for providing workplace-based training and undertaking workplace-based assessments. Workplace facilitators may additionally provide feedback to Foundation Tutors about individual Foundation practitioners
 |
| Education Programme Director | * Senior staff member with specific responsibility for delivery of the Foundation Programme within the local Foundation Training Centre.
 |

SECTION TWO – PRINCIPLES AND QUALITY ASSURANCE

| PRINCIPLE | SUPPORTING EVIDENCE |
| --- | --- |
| Principle 1Commitment of the Pharmacy Foundation School to promote and deliver workplace education and training and workplace-based learning outcomesQuality Assurances1. Evidence of partnership working with pharmacy service providers and methods of accreditation of those providers
2. Evidence of an education strategy and delivery plans
3. Involvement in training provision
4. Evidence to demonstrate that Training aligns to a business plan
5. Evidence of Governance documents
6. Evidence of trainer/tutor job descriptions
7. Methods of obtaining Stakeholder Feedback
 |  |
| Principle 2Demonstrates the ability to deliver workplace learning experiences for the Foundation Pharmacist to demonstrate competence and development mapped to the Foundation Pharmacy Framework (FPF)Quality Assurances1. Develops accreditation criteria for Foundation Training providers to meet the requirements of a work-based Foundation programme
2. The workplace is the principal learning environment and allows Foundation pharmacists to meet the learning requirements of the RPS FPF
3. Tutors are RPS accredited, or working towards RPS accreditation
4. Established Educational Programme Director (or equivalent) role
5. Examples of a range of training materials including face-to-face, distance learning materials, online training
6. Evidence of learning sets and small group learning
7. Delivery of training events (including flexible and blended learning, study days)
8. Provision of Handbooks
 |  |
| Principle 3Guides and supports employers and/or Foundation Training providers to ensure a local infrastructure that delivers Foundation training and workplace-based assessmentQuality Assurances1. Tutor training, recognition, accreditation (or working towards) and support
2. Guidance for workplace-based assessment
3. Evidence of integration of Foundation training with local management structures, including appraisal, managing conduct and performance
4. Recognition of tutors – adequate time allocated to allow tutor to support Foundation Pharmacists
5. Organisational chart
6. List of facilities and resources
7. List and CVs of staff delivering the training
8. Recording data and tracking progress
9. Security of Foundation Pharmacist records and data
10. Examples of teaching / lesson plans
11. Online platform / virtual learning environment
12. NHS accreditation
13. Access to online and web-based tools
14. Data protection governance
15. Staff records
16. Course administration team
17. Requirements for partnership agreements with workplace environments
18. List of qualifications of tutors
 |  |
| Principle 4Appropriate definition of performance and assessment criteria for Foundation TrainingQuality Assurances1. Work place based assessment methods
2. Use of multisource feedback (MSF) techniques
3. The FPF should underpin foundation training and development and all learning outcomes and WBPA should relate to it
4. Use of competency and performance-based assessments such as Pharmaceutical Care Assessments(PCA), Case-based Discussion tools (CbD), consultation framework, significant event / optimisation logbooks, directly-observed practice *(these being examples).*
5. Use of Pharmacist ‘portfolio of practice’
6. Provision of feedback and review
7. Knowledge-based assessments
8. Defined learning outcomes
9. Assessment or marking criteria
10. Assessment or marking decisions
11. Evaluation of assessments or marking
12. Foundation pharmacist feedback
13. Written assessments
14. Assessment QA processes
 |  |
| Principle 5Working with Foundation Training providers and/or employers to monitor and manage ‘practitioners in difficulty’Quality Assurances1. Evidence of support and clear mechanisms for referral back to Pharmacy Foundation School for:
	* Work places
	* Tutors
	* Workplace facilitators
	* Foundation pharmacists
2. Method of flagging learners / pharmacists in difficulty’ (or outcomes)
3. Information on retakes or repeat attendance
4. Foundation pharmacist appraisal
5. Learning attendance
 |  |
| Principle 6Assurance of learning support for all learnersQuality Assurances1. Must show evidence of roles and responsibilities for:
* Educational programme director or similar
* Work place facilitator\* or similar
* Foundation tutor\* or similar
1. Evidence of QA processes and review of providers of work place training
2. Must have Senior staff member with specific responsibility for work place education and training (Educational Programme Director\* or equivalent)
3. Accessible range of resources
4. Sufficient numbers of educational tutors/supervisors to Foundation pharmacists
5. Regular contact and feedback with tutors
6. Library resources
7. Paper / online resources
8. Tutor job descriptions (all environments)
9. Workplace facilitator job description
10. Recognition of role of tutor
 |  |
| Principle 7Assurance of the management and quality assurance systemsQuality Assurances1. Tutor / Assessor support and monitoring
2. Documentation of QA processes throughout and end of training
3. Complaints / Appeals process
4. Adherence to statutory Policies including Equal Opportunities and Special Educational Needs
5. Regulatory documents
6. Standard Operating Procedures for assessment processes
 |  |
| Principle 8Assurance of support, development and monitoring of tutors, trainers and facilitators who provide training and assessment for Foundation trainingQuality Assurances1. Tutors and Facilitators are expected to be RPS members if eligible
2. Foundation pharmacists are RPS members
3. Tutors and trainers are / working towards becoming Faculty members
4. Facilitator Training days are provided by a contactable person by all workplace tutors for advice and support
5. ‘QA of Teaching Quality’ to accredit / recognise workplace tutors
6. Commitment to developing staff
7. Reviewing staff performances
8. Monitoring and records of staff development
9. Communication with staff
10. Evidence of Mentoring
* Staff mentoring scheme
* Practitioner mentoring scheme
1. Records of training attendance
2. Commitment to developing tutors and Foundation pharmacists
3. Staff appraisal to identify problems / successes / training needs
 |  |
| Principle 9Review and evaluation of procedures relating to the provision of Foundation trainingQuality Assurances1. Regular feedback to Foundation pharmacists

 1. Clearly defined process for reviewing and acting on feedback
2. Action plans
3. Feedback on updating programme materials
4. Annual programme appraisal
5. End of programme survey
6. Specification for development of new materials and support tools
7. Feedback:
* Tutors
* Foundation pharmacists
* Workplace facilitators
 |  |
| Principle 10Assurance of patient and public safety being addressed in all areas of training and developmentQuality Assurances1. The RPS Foundation Pharmacy Framework must be the ‘backbone’ of the Foundation programme and work-based learning and workplace-based assessment in use
2. 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
3. Learning environment and materials reflect current clinical, pharmacy practice, medicines optimisation, pharmaceutical care and national guidelines
4. Aligns with policies related to workforce development (RPS, NHS Education).
5. Workplace-based assessment designs (can identify struggling Foundation pharmacists)
6. Identification of Foundation pharmacists struggling to develop and progress
7. Annual review of learning outcomes and curriculum – clear focus on evidence based practice and patient safety
8. Teaching provided by experts from primary, community and secondary care
9. Evidence based approaches to learning and experiences
10. Tutors are RPS accredited, or working towards RPS accreditation
 |  |
| Principle 11Provision of professional development opportunities and outcomesQuality Assurances1. Learning outcomes align to FPF
2. Method of ensuring quality of tutors and trainers
3. Mapping to NHS Education Scotland Vocational Training scheme (Scotland only)
4. Mapping to QAA Framework
5. Tutor training documentation encourages using the training for CPD and signposts to the Advanced Pharmacy Framework (APF)
6. Aspects of course signpost to the APF where appropriate (to prepare Foundation pharmacists for advanced practice)
7. Programme embeds a continuing professional development ethos
8. Maps to other frameworks
9. Signposts to CPD support
 |  |
| Principle 12Assessment of professional development and progressionQuality Assurances1. Assessments align to FPF and RPS standards (across sectors)
2. At key developmental points, assessments align to APF (preparation for advanced practice)
3. Peer testimonials and peer assessments align to the FPF and APF
4. Tutor assessments and training / support in place
5. Self-assessment and training / support in place
6. Signposts to CPD support
 |  |