Getting Started with RPS Career Development Programmes

How does the RPS support your continuing professional development?

The RPS represents and supports members across all sectors of practice. The RPS has a role as your professional body to develop a workforce that is capable, adaptable and confident to lead. Professional development and in turn progression through the different stages of RPS Foundation and Faculty will depend on your professional practice, the direction in which you would like to see your development going, your drive and commitment to the process and ability to gather together the information and evidence needed in order to demonstrate that you have achieved a defined level of advanced practice.

The RPS acknowledges that the undergraduate degree and pre-registration training are regulated as sufficient to allow safe and legal practice on your first day as a pharmacist but are not designed to reflect the potential of a pharmacist or the pharmacy profession to develop to be the best they can be.

The Foundations of Practice are gained through building a bank of transferable skills and growing and developing knowledge and expertise through the Foundation Programme. Now that we have the RPS Faculty and Foundation programmes, we have the first universal post-registration road map and supporting professional structure for career progression and development in pharmacy.

Progression from Foundation years to Fellowship across other professions is between ten and twelve years. Dr. Anders Ericsson's research on expertise places a new emphasis on behaviour and designing in deliberate practice to get to extraordinary performance. Ericsson (1990)[i] says that it takes 10,000 hours (20 hours for 50 weeks a year for ten years = 10,000) of deliberate practice to become an expert in almost anything. The entire focus of the RPS is around development rather than using stages or time as the goal, so whilst we can provide guidance on definitions for the stages, and guidance around how long it will take there are no hard and fast "rules". In fact, as the professional body (not the regulator) we stay away from rules and use principles to define our approach instead.

That said, it is unlikely that anyone who has been practising for less than 10 years or so will have had the opportunity to provide evidence of consistent impact at mastery across all *six clusters of the Advanced Pharmacy Framework* (see Portfolio development and support guidance under *How to build your portfolio*). Therefore, it would be highly unusual for someone of less than 10 years on the register to be awarded Faculty Fellowship.

The RPS Foundation and Faculty programmes have been set up to support, develop and recognise your current practice and provides developmental tools and resources to further your career by widening the scope and/or depth of practice. As a result, current Faculty members and Fellows have a wide range of experience (from those in their early year's post-registration to those returning to practice or retiring) and expertise (community, academic, industrial, clinical pharmacists as well as those working for secure environments, care homes).

Where you currently are in your career journey does not matter. What matters is that you want to engage with fellow pharmacists, pharmaceutical scientists and your Royal College and commit to furthering your skills and practice. Each member of the Faculty will benefit from RPS Faculty support tools, resources and network to be able to continue to develop within your existing role. What's important is that opportunities to develop are available to all.

Career development programmes

The RPS offers support for the professional development of members for all stages of their career, from day-one as a student to career end, across all sectors, areas of expert practice, both specialist and generalist, in order to improve the quality of patient care and public health.

The RPS describes the career of a pharmacist in 4 stages

1)   Master of Pharmacy Undergraduate degree
2)   Pre-registration training
3)   Foundation practice, return to practice
4)   Advanced Practice: generalist, specialist, expert (Faculty)

Professional journey for pharmacists from student to Advanced Practitioner

Support for Students and Pre-registration pharmacists (also known as Pre-Foundation)

Your student years can seem like really hard work, but trust us, it pays off in the end. We've put together a number of resources to tell you all about the support, guidance & resources we offer you as a student member, to help those 4 years go as smoothly as possible. See http://www.rpharms.com/you-and-your-career/student-resources.asp for further detail. As an RPS member you have access to essential advice and resources that will help you during every step of your pre-registration training. See http://www.rpharms.com/you-and-your-career/preregistration-trainees.asp for further detail.

Post-registration Support and Development: RPS Foundation Programme and Faculty

The RPS Professional Development and Support programmes for post-registration pharmacists are the RPS Foundation Programme and the RPS Faculty.

Professional standards and guidelines have been developed alongside the RPS Faculty and Foundation programmes, to support practitioners from day-1 as a student, through to advanced practice, so they are able to be the best that they can be when providing care to patients and the public.

Both the Foundation programme and Faculty contain key elements for professional support, development and recognition:

- **Frameworks** to establish Foundation and Advanced practice for the pharmacy profession, the RPS Foundation Pharmacy Framework (FPF), RPS Advanced Pharmacy Framework (APF) and associated tools and web based portfolios.

- **Quality assurance (accreditation)** of education and training courses to support development in line with the FPF and APF.

- A system for awarding credentials following quality assured **assessments** for practice beyond day-1, including the journey through Foundation training, then consolidating this development in the next phase of advancement: the first 1,000 days following registration through the Foundation Programme, the next 1,000 days through building evidence of advancement as they start their Faculty journey.

- **Professional curricula**, knowledge guidance and support tools to enable members to identify opportunities to progress in line with their career development.

- **Alignment** of these stages of professional development with Agenda for Change pay bandings in the NHS, and community pharmacy roles, emergent roles in GP practice, urgent and emergency care and care homes (to name a few).

The RPS Foundation Programme

The RPS Foundation Programme is aimed at members who are in their first 1000 days of practice, members returning to work after a career break, changing their scope of practice or practice environment, and those who are simply working steadily in their practice setting.

The Programme enables you to gain knowledge, skills and behaviours essential across all sectors and settings, so that you are better equipped to adapt and deliver safe and effective pharmaceutical care.

We acknowledge that the undergraduate degree and pre-registration training are regulated as sufficient to allow safe and legal practice on your first day as a pharmacist but in no way reflect the potential of a pharmacist or the pharmacy profession to develop to be the best they can be.

How do I get started on my Foundation Journey?

If you are new to the RPS Foundation Programme, a useful way to get started is to:

1. Take a look at our *Foundation Programme Quick Reference Guide* for a brief overview of the programme: http://www.rpharms.com/support-pdfs/foundation-programme-qrg-2015.pdf

2. Familiarise yourself with the Foundation Pharmacy Framework here as well as our 'getting started' with the *Foundation Pharmacy Framework guide*:http://www.rpharms.com/development-files/getting-started-with-the-foundation-pharmacy-framework.pdf

3. Identify a Foundation Tutor. This is someone who can support you on your journey, by providing you with feedback on your progress. Ideally this would be someone from your workplace or organisation, however this is not essential. For top tips on finding a Foundation Tutor, see our *Tutor guide* here.

4. Join our *Foundation Programme Network* . This is an online network of pharmacists who are either working through the programme, or have just completed their own Foundation training, and are able to support Foundation pharmacists. Feel free to post any questions that you have, or share your experiences with others.

5. Check out our section on *'Assessments guide'*. This describes the different types of assessments that can be useful for gaining feedback on your progress throughout your Foundation training, including details of the final portfolio review and assessment that lead to you being awarded a Certificate of Completion of Foundation Training.

What does a typical Foundation journey look like?
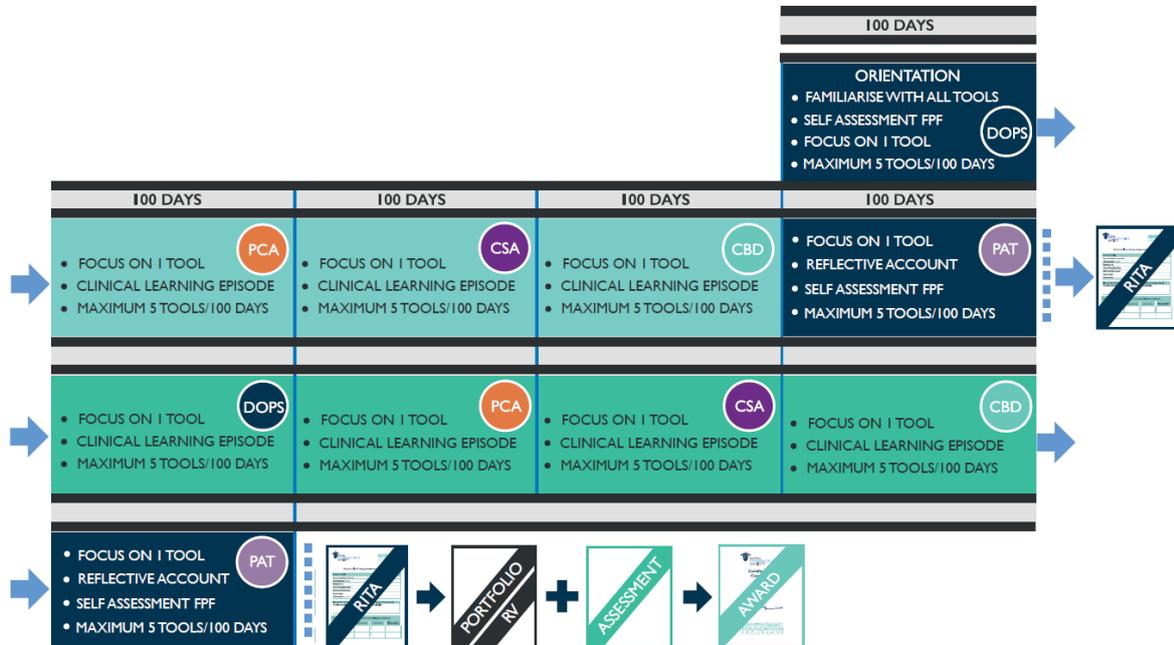
Direct Observation of Practical Skills
This assessment is useful for demonstrating competence in a range of practical activities.

Consultation Skills Assessment
This tool is also known as a Medication Related Consultation Framework (MRCF). This tool can be used to demonstrate your consultation behaviours and skills, and particularly helps to demonstrate competencies in cluster 1 of the FPF – Patient and Pharmaceutical Care. This assessment can take between 10-30 minutes (this will depend on the patient in question).

Foundation Peer Assessment
The Foundation Peer Assessment Tool (PAT) enables you to collate feedback on your practice from a number of peers, colleagues, managers, patients and your tutor. You will also be able to complete a self-assessment of your practice and compare your ratings to those from your peers.

Foundation Framework Assessment
The Foundation Framework Assessment allows you to reflect on your recent experiences, indicate how often you demonstrate each competency, and provide examples of how you have demonstrated each competency in line with the Foundation Pharmacy Framework (FPF); a review of the whole FPF.

Pharmaceutical Care Assessment

This tool is useful for assessing skills, attitudes and behaviours essential to the provision of high quality care in particular helping you to show competency in two clusters of the FPF: Patient and Pharmaceutical Care and Personal Practice.

Case Based Discussion Assessment

This tool is designed to assess clinical decision-making and the application or use of pharmaceutical knowledge in the care of your own patients. It is a retrospective evaluation of your input into patient care. This should take approximately 25-30 minutes to complete (this includes time to complete the form and give feedback).

Record of In-Training Assessment

A record of in-training assessment (RITA) is an appraisal process where you and your tutor review your portfolio of practice, and agree an action plan for your further development. You will undertake a RITA with your tutor at the end of Foundation.

Clinical Learning Episode

This is any episode of learning, such as an e-module, event or study day, that helps you to develop your clinical knowledge across a therapeutic area, as identified in the Foundation curriculum guide.

Reflective Account

This tool can be used to record reflections on your practice; where you consider the impact your training is having on your development.

Don't forget that you can always contact our *Professional Support Team* if you have any questions.

The RPS Faculty

The RPS Faculty is a professional development programme for three stages of advanced pharmacy practice. It is aimed at RPS members who have completed a minimum of two years post-registration experience, after early or foundation years have been completed. The three stages are:

- **Advanced Stage One** – members in their second 1000 days of practice, established members returning to work after a career break or changing their scope or sector of practice
- **Advanced Stage Two** – members who are established in their careers or aiming to achieve excellence in their roles
- **Mastery** – members who are practicing at an exceptional level, in highly complex environments and in very senior roles in the profession locally, regionally and nationally.

I've been practicing for a number of years now - which programme is for me?

If you have been practising for more than a few years, and are uncertain as to which programme will best support you and your development we recommend that you start by undertaking a Foundation Framework Self-Assessment. The Foundation Framework describes the knowledge, skills, behaviours and experiences that constitute the foundations of practice for *all* pharmacists across *all* areas of the profession, and therefore can be used by pharmacists at any stage of their career.

Undertaking a self-assessment of the Foundation Pharmacy Framework can also be helpful if you are trying to familiarise yourself with developmental frameworks in the first instance.

You can use the *Foundation Framework self-assessment tool* by reflecting on your experiences over your career, and thinking of examples of how you are demonstrating the competencies in the framework on a day-to-day basis. The rating scale is 'rarely', 'sometimes', 'usually' and 'consistently', to take into account the fact that over time, you will have gained more experience and have had the opportunity to experience and demonstrate the competencies in the framework repeatedly ('consistently').

This is why there is a 'previous' column on the self-assessment web tool, so pharmacists can touch base with the Foundation framework at any point in their career, and compare results over time.

It is also important to remember however, that if you have been practising for a number of years, you may have a number of competencies that you assess as 'rarely' for areas that are outside of your regular scope of practice. If you are thinking of utilising the Foundation Programme as a way of demonstrating continual development, you would need to identify these at the start of your programme so that it does not seem you have omitted to undertake the development at the point of portfolio assessment and review.

If you have reviewed the Foundation Pharmacy Framework, and feel that you are able to demonstrate competency across the 4 clusters of this framework, then we would recommend that you take a look at the Advanced Pharmacy Framework.

You can find out more about the Faculty Member Journey in our 10 step video guide. There's more about the Faculty assessment process in the infographic below.

Don't forget, you can always contact the Professional Support Team who are able to support you in building a portfolio of your practice, regardless of your stage of practice.

Faculty Member Journey
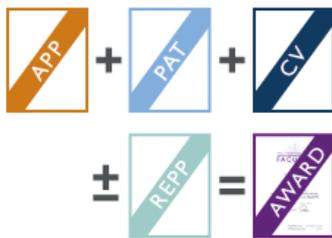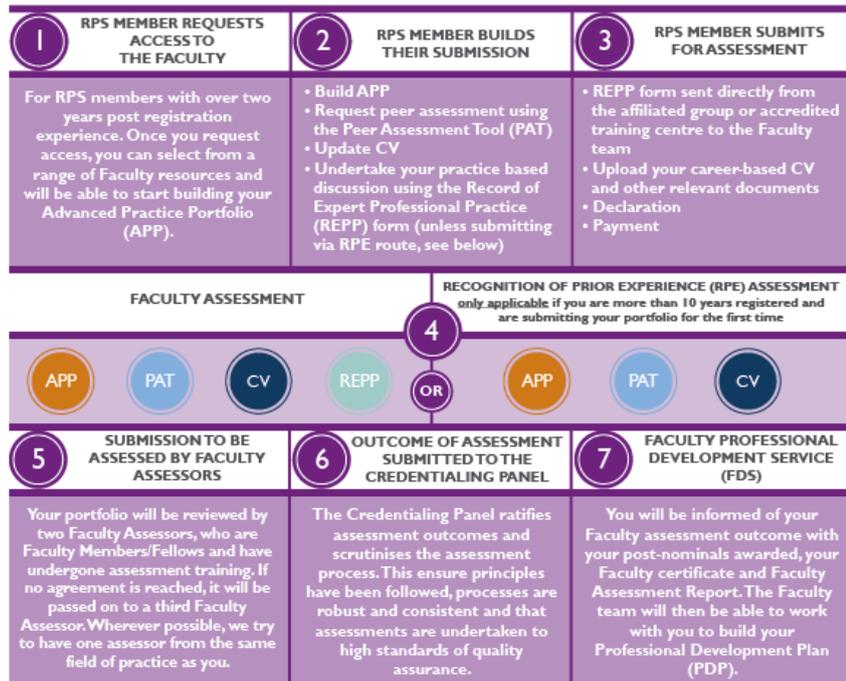
Professional curricula

The RPS aims to actively and continuously contribute to the development of quality assured tools and resources to support the development, education and training of the pharmacy workforce; for members throughout their professional journey, from Foundation through Faculty stages, across all areas of practice.

Since 2008, the RPS has worked with experts and specialist interest groups to better understand the needs of pharmacy professionals. From these collaborative links, the RPS Curricula Panel was established in 2013 with the intent to lead on the development of professional curricula that describes and underpins advanced and expert practice.

To date, 16 *Expert Professional Practice Curricula* have been produced to provide an overview of the recommended knowledge, skills, experiences and behaviours required to practice at foundation and advanced and specialist stages in each particular area of practice and in line with the professional scope set out in the Foundation Practice Framework (FPF) and *Advanced Pharmacy Framework* (APF).

List *Expert Professional Practice Curricula* developed by RPS affiliated partners.

Specialist interest group	Expert professional practice curricula
British Oncology Pharmacy Association (BOPA)	Cancer care
HIV Pharmacy Association (HIVPA)	HIV
UK Medicines Information (UKMi)	Medicines Information
Neonatal and Paediatric Pharmacists Group (NPPG)	Paediatric and Neonatal
Palliative Care Pharmacists Network (PCPN)	Palliative Care
UK Renal Pharmacy Group (UKRPG)	Renal Medicine
Pharmacy Substance Misuse Advisory Group (PharMAG)	Substance Misuse
UK Clinical Pharmacy Association (UKCPA)	Care of Older People
Higher Education Provider networks	Critical Care
	Diabetes and Endocrine
	Gastroenterology/Hepatology
	Infection and Antimicrobial Stewardship
	Medication Safety
	Ophthalmic
	Procurement
	Surgery
	Foundation practice

Each separate *Expert Professional Practice Curriculum* inevitably has areas of association between practice specialities, known as **critical adjacencies**, and which collectively determine a common core knowledge set of advanced practice. This comparison and revision of the sixteen specialist curricula enabled the construction of a single *Core Advance Practice Curriculum* which initially listed these critical adjacencies in BNF order with additional categories.

A new Knowledge Interface Tool (*KIT*)

The Core Advanced Practice Curricula were reviewed by RPS affiliated partners during the spring of 2014 and comments were collated, analysed and processed. The initial development and subsequent revision of the *Core Advanced Practice Curricula* resulted a collection of over 1400 knowledge items in a document format which was difficult to manage in a practical manner. The categorisation of the knowledge items was not easily cross-referenced nor was it clearly hierarchical and there was extensive category/topic overlap between knowledge items making any re-organisation and presentation of the information difficult. There was also a clear need for the information set to be more easily accessible for revision, editing, collation and categorisation of the knowledge items.

To facilitate the further development of the *Core Advanced Practice Curricula,* as well as stratification and integration of knowledge from foundation through to faculty stages for generalist and specialist areas of practice, the RPS (with lead partners) has designed, created and developed a *Knowledge Interface Tool*

(KIT). The *KIT* is a purpose-built compendium of professional development curricula with an intention to provide support for advancement of careers and the pharmacy profession across all sectors of practice. It provides a robust collaborative online platform that readily and efficiently links the various parties involved in the ratification and stewardship of the RPS library of knowledge as well as all its members or users.

RPS Mentoring Programme

A mentoring relationship provides an opportunity for both mentor and mentee to learn from each other. Mentoring is not restricted to a more experienced colleague using their knowledge and skills to support the development of less experienced colleague. In some situations, one peer may mentor another peer, although to enable developmental mentoring, the mentor is often an expert with specific skills in the facilitation of learning and providing guidance.

It is our vision that by 2020 every member in the RPS will be engaged in mentoring others.
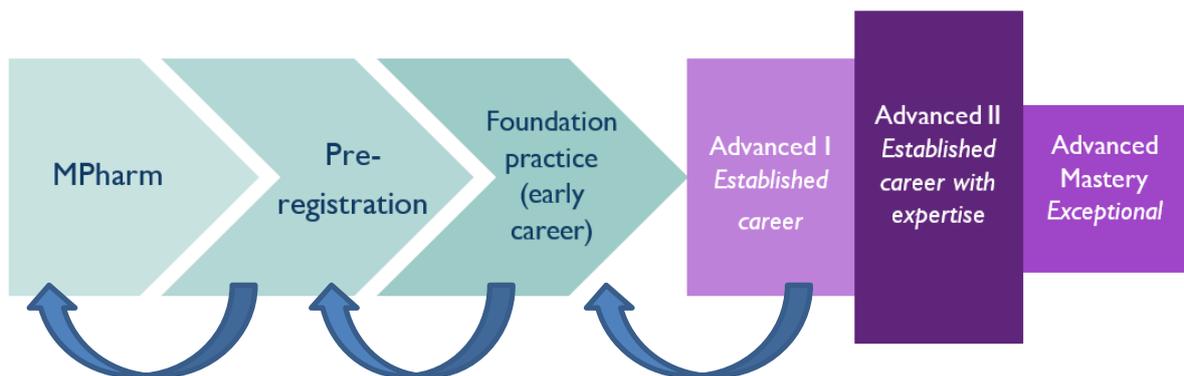
Mentors may be practicing at an advanced stage of practice and may have, or be working towards a Faculty post-nominal. Mentoring is one of the key competencies within the Advanced Pharmacy Framework (APF) and the ability to mentor runs through several of the behaviours within the Faculty clusters. As a mentor, pharmacists contribute to their own professional development, but also to that of colleagues in the profession. Initially, if you are starting your Faculty journey you may seek a mentor, but as you develop professionally you will develop increasingly effective mentoring skills, mentoring others both within and outside your team or service.

The following table provides a summary of some of the APF developmental descriptors for the leadership cluster (cluster 3) and education, training (ET&D) and development cluster (cluster 5) that are particularly relevant to mentors.

APF Developmental Descriptor	Summary for Developmental Descriptor
3.3 Vision	You can demonstrate that you contribute to the local service vision, translate vision into actions for your colleagues or convince others outside of your local team to share a vision.
3.6 Motivational	You can demonstrate that you motivate yourself or individuals within or beyond your team to achieve goals.
5.1 Role model	You can demonstrate that you understand the benefits of role modelling, and progressively develop effective role model behaviour. Initially people within your team or service may see you as a role model, but as you develop professionally the sphere in which you become a role model to others will expand. Ultimately your insight may enable you to develop effective role model behaviour in others.
5.2 Mentorship	You can demonstrate that you understand the benefits of mentorship and progressively develop effective mentorship skills. Initially you may seek a mentor, but as you develop professionally you will develop increasingly effective mentoring skills, mentoring others both within and outside your team or service.
5.3 Conducting Education and Training	You can demonstrate that you effectively contribute to the education, training and assessment of others. Initially this may involve delivering teaching, training or assessment under supervision. As you develop professionally you will increasingly be able to assess the learning needs and performance of others, and plan effective learning experiences. You may ultimately be able to design and manage programmes of learning.
5.4 Professional Development	You can demonstrate that you have an active role in professional development of yourself and others. You may ultimately contribute to the professional development strategy for the pharmacy.
5.5 Links practice and education	You can demonstrate that you use your expertise and experience as a pharmacy professional effectively in the education, training and development of others; and, equally that you apply the approaches and theories of education, training and development where appropriate in your workplace.
5.6 Educational policy	You can demonstrate that you understand, interpret and apply educational policy to optimise local, and perhaps ultimately national, workforce education and development strategies.

For more information on mentoring including resources and mentoring case based studies can be found on RPS Mentoring webpage: http://www.rpharms.com/development/mentoring.asp