

## RPS Assessments: Principles and outcomes

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In the previous guide, 'Portfolio Development and Support' we explained how to build a Foundation and a Faculty portfolio, the frameworks underpinning these, practical guidance on portfolio data entry and how to monitor your progress. This guide focuses on the Foundation and Faculty assessment processes, including detail around how the RPS ensures quality and consistency across all elements of assessment.

### What do assessments need to assure?

The final element of professional support, development and recognition is developing a robust, yet proportionate system to assess those demonstrating a defined stage of practice in a consistent, robust but proportionate manner. The assessment needs to provide assurance that the individual is appropriately equipped to manage the complexity of care they are delivering safely for patients and the public, or the audience with which they work (students, policymakers, industry, regulation).

The emergence and evolution of clinical pharmacy over the past 25 to 30 years provides a useful anchor point in our reflections and a learning point for workforce development in coming years. We see a move from traditional roles with supply focus ensuring safe and appropriate access to medicines, to the development of advanced clinical pharmacy provision, with some recognised specialties, aligned to patient need. The pharmacy workforce needs to adapt across all health care settings to deliver the medicines expertise and pharmaceutical care patients need and to ensure medicines are optimised at all points in their care journey.

When we look back at the evolution of professionals over the past 25 years, it is of interest to note the impact of the Kennedy report<sup>1</sup> on all health care practice. The requirement of pharmacists, doctors, and all other health professionals, to demonstrate an active engagement with professional development is normalised practice now.

It is salutary to note that "professional regulation" as a process usually results after a failure in patient care. Maintaining professional standards of workforce development and providing access to useful quality assured development processes are a key function for professional leadership bodies.

We need to acknowledge it is a professional privilege to practise as a pharmacist, rather than focus on the burden of responsibility. This is key when developing tools to support and empower the profession to play a key clinical leadership role in optimising medicines for the best care of patients.

Stepping up to the challenge of meeting changing patients' needs requires support and opportunities to develop and provide evidence of excellence. This is the role of the Royal College in partnership with the profession itself and the purpose of the Foundation and Faculty programmes.

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<sup>1</sup> The report of the public inquiry into children's heart surgery at the Bristol Royal Infirmary 1984-1995: learning from Bristol. DoH 2001

## The purpose and function of assessments

Assessments provide a consistent and proportionate recognition of your stage of advancement, by yourself and by your peers. This is of value and merit for the general public, other members of the profession, and professional colleagues.

The Foundation and Faculty assessments provide an in depth review of a practitioner's knowledge, skills, experiences and behaviours. For developing practitioners, right from attaining the foundations of their practice through their career, the assessment seeks to provide a snapshot of their practice at a point in time, in line with the developmental Foundation and Advanced Pharmacy Frameworks, the support of professional curricula guides and professional standards.

Assessments need to be:

- I. **Practical:** emulating the situation a pharmacist operates in; reflective of scope of practice
- II. **Proportionate:** a balance between robust, fair and appropriate to the complexity of the care and risk to patients and the public
- III. **Consistent:** ensuring experienced, excellent and exceptional practice is always recognised as such throughout all sectors of practice

## Components of the Foundation and Faculty Assessments

To provide a holistic overview of your achievements and performance over a period of time, we have developed the assessments to evaluate the breadth, the depth and the feedback around your practice.

The assessments form a recognition of practice by your peers which has value and merit for the general public and other members of the profession and your professional colleagues.

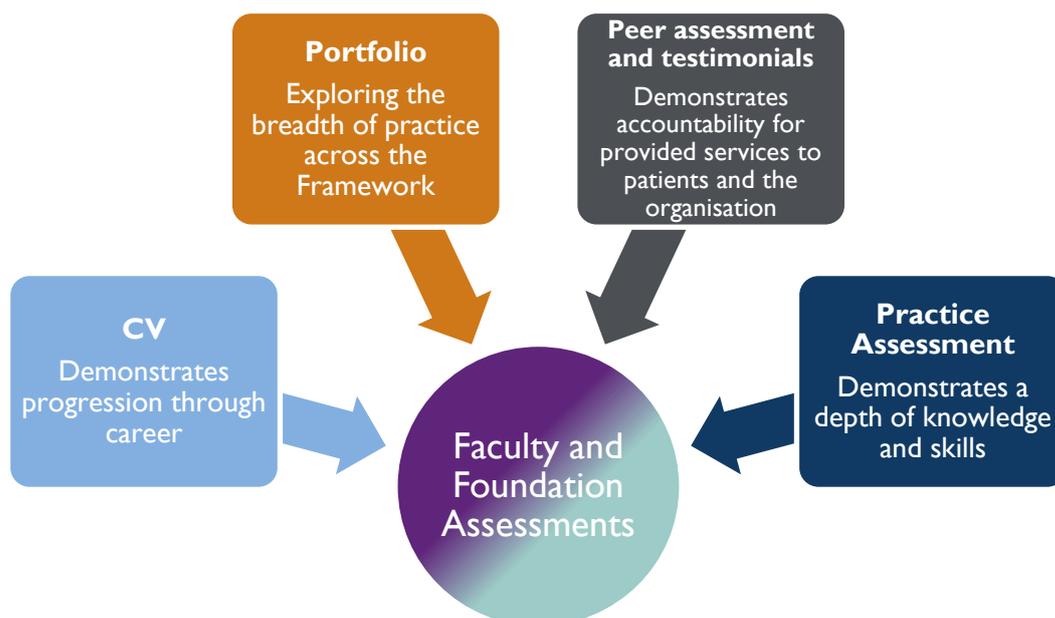


Figure 1: The Four Elements of Foundation and Faculty Assessments

## Peer Assessment Tool (PAT)

Peer Assessment is a process by which multiple individuals, representing discrete informant groups, provide feedback on your practice against the Foundation or Advanced Pharmacy Framework.

The impact of any professional is multifactorial, based on the premise that working well in multidisciplinary teams is fundamental and central to the provision of good patient care or service delivery across all sectors: patient facing, education, research, regulatory, policy making. We have found that, alongside a structured Peer assessment, there is value in providing a free text testimonial as a further evidence of working with others. These aren't mandated but we know colleagues value the feedback and insight they offer.

Providing evidence from peers is a way of demonstrating accountability for service provision to patients and/or your organisation.

The Foundation and Faculty Peer Assessment Tools are online questionnaires which gather feedback from a range of nominated peers such as supervising pharmacists, senior medical and nursing colleagues, team members or support workforce, fellow academics, scientists, primary care colleagues, researchers, managers, directors or peers. We have also developed a system of peer testimonials which allows colleagues to provide a more qualitative account of their experience working with you.

## Assessment of Foundation Support, Development and Training

### The vision for Foundation assessments

Our vision is that an RPS Certificate of Completion of Foundation Training will be recognised as a 'passport' of practice, making the transition across employers, sectors and even countries seamless.

The RPS is working with the NHS and employers across sectors to highlight the benefits to them of supporting and employing pharmacists who are undertaking or have completed Foundation Training.

There will always be certain aspects of a job role that vary from one employer and sector to another, but by being able to show you have completed your foundation training, your progress and achievements will be recognised. In addition we have produced a number of *RPS Essential and Ultimate Guides* that will support you when starting out in a new sector or job role.

In addition, the RPS is working closely with the GPhC as they develop their plans for assessing CFtP<sup>2</sup>. We want to ensure that those pharmacists in their Foundation practice stage can use between 6 and 12 entries to their portfolio in their foundation years to demonstrated CPD and CFtP.

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<sup>2</sup> CFtP = continuing fitness to practise  
the pharmacy model for revalidation- Continuous improvement / continuous quality improvement

Our vision is that pharmacists actively building a Foundation portfolio of practice, can use the evidence from their workplace based assessments and peer review processes, to meet the needs of the GPhC with respect to CFtP. See *Essential Guide 6: CPD* for further detail.

## Overview of your Foundation Journey: where do assessments fit?

The RPS Foundation Programme is a workplace-based programme designed to support your continuous learning and development, consolidating what you have learnt during your undergraduate and pre-registration training whilst practising, as opposed to sitting in a class room or lecture theatre. In this section we describe what a typical Foundation journey may look like, however please do remember that as a registered professional, you are in charge of your own development. The goal of the RPS is to empower you to direct your own learning, through the provision of a framework, tools, support and guidance every step of the way. If you have any questions at all, please contact our [Professional Support team](#) or post questions to your peers on our [Foundation Pharmacists Network](#)

We understand the length of everyone's Foundation training may vary slightly, however we feel it would be difficult for you to experience the competencies of the Foundation Pharmacy Framework in less than 2 years, so recommend 2-3 years for full training – your first 1000 days of practice.

We find it's useful to think of these first 1000 days 10 blocks of 100 days each. Of course, some colleagues prefer thinking in months but this method allows you to consider 100 days as a good period of time to do some formative development.

So, at the end of every 100 days or so (say, between 2 and 3 months), we recommend you undertake an assessment of your practise with your tutor, or workplace facilitator using one of our **Foundation assessment tools** and a **clinical learning episode**.

Of course you can complete more than this if you would like to!

The order in which you use the assessment tools is up to you and your tutor, and will depend on the experience you gain in your place of work; the sector you work in; and the role you undertake in your first 1,000 days.

For example, if you start practising as a registered pharmacist in September, we suggest you spend the first few months familiarising yourself with the RPS Foundation Programme tools and resources, including the Foundation Pharmacy Framework (FPF) and Foundation Assessments.

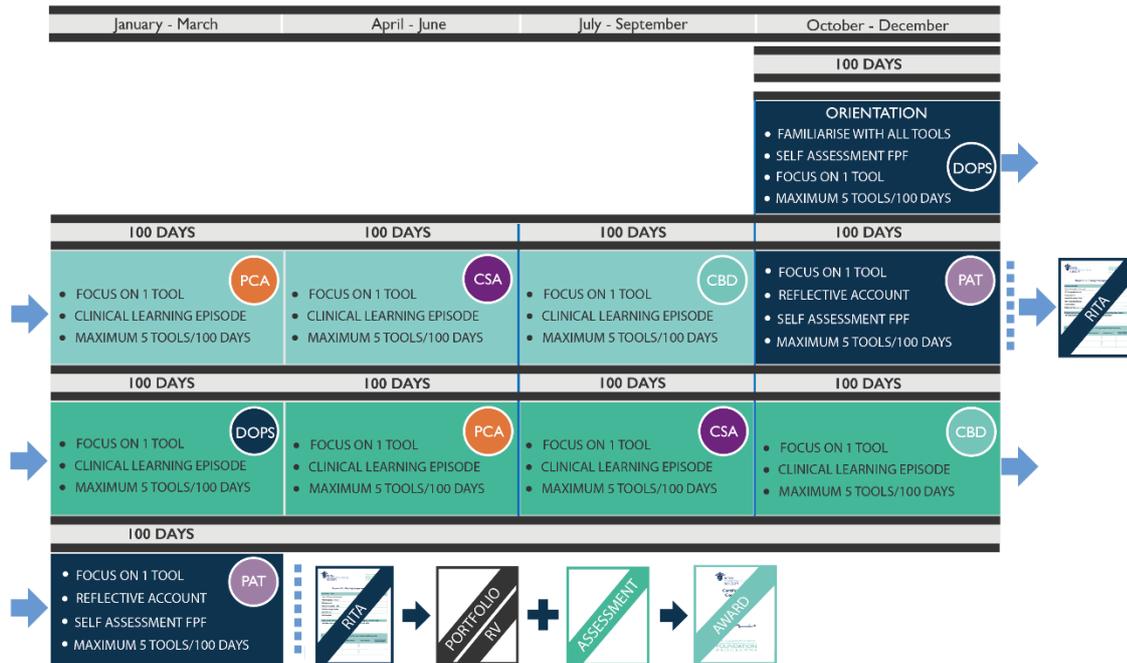
We suggest that you aim to complete one assessment tool with your Tutor, and record one piece of clinical learning – based on a need identified through your day-to-day practise.

We also recommend that you complete a self-assessment of the FPF, as it will be useful to complete further self-assessments over time and see how you have progressed.

Keep in mind that the FPF is a tool that supports your development over your first few years of practise – we would expect that there will be a large number of 'gaps' on your first assessment of the framework competencies!

For each block of 100 days after this, we recommend you focus on a different Foundation assessment tool, in addition to recording a piece of clinical learning.

The infographic below provides a suggestion for what tools and assessments to use at different points in time.



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| <p><b>DOPS</b></p> <p><b>Direct Observation of Practical Skills Assessment</b></p> <p>The Direct Observation of Practical Skills (DOPS) assessment is useful for demonstrating competence in a range of practical activities.</p>  | <p><b>PCA</b></p> <p><b>Pharmaceutical Care Assessment</b></p> <p>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.</p>   |
| <p><b>CSA</b></p> <p><b>Consultation Skills Assessment</b></p> <p>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).</p> | <p><b>CBD</b></p> <p><b>Case Based Discussion Assessment</b></p> <p>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).</p>                      |
| <p><b>PAT</b></p> <p><b>Foundation Peer Assessment</b></p> <p>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.</p>  | <p></p> <p><b>Record of In-Training Assessment</b></p> <p>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.</p>                              |
| <p></p> <p><b>Foundation Framework Assessment</b></p> <p>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.</p>    | <p><b>Clinical Learning Episode</b></p> <p>This is any episode of learning such as a 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.</p> <p><b>Reflective Account</b></p> <p>This tool can be used to record reflections on your practice; where you consider the impact your training is having on your development.</p> |

To help our Foundation pharmacists further, we describe Foundation Training as 2 stages – Foundation stage I (FSI) – the first 500 or so days, and Foundation stage II (FSII) – the second 500 or so days.

At the end of each stage, you should review your portfolio with your Tutor to check that you are on track, and agree a plan for your further development. This review with your Tutor is called a Record of In-Training Assessment (see below for further detail).

This is also a great time to use our **Peer Assessment Tool**, to obtain feedback on your progress from healthcare professionals, peers and staff that you work with, or even one of your regular patients. It is also useful to complete another self-assessment of the FPF, and view your progress since you started – you often will be surprised at how much you have developed in a relatively short period of time.

You can also ask your tutor to complete an assessment of the framework on your behalf (through the **Tutor Area** of the Foundation Portfolio), to compare how they have observed your progression, to your own self-assessment.

These are in no way mandatory but could help you with monitoring your own progress, help you to identify any areas for further development and could well help with your CFtP submission to GPhC. It's our aim that the RPS helps you with all these elements.

At the end of Foundation Stage II, we recommend that you complete another portfolio review with your Tutor, through the **RITA process** as described above. When you and your tutor agree that you've covered all four clusters of the FPF, you can submit your portfolio to the RPS for review by our independent quality assured assessors, and undertake the **Final Foundation Assessment**. This gives you the opportunity to showcase your work to your assessor.

Once that's completed we will award you with a certificate to show you have completed your Foundation Training! You will then be able to start your Faculty journey as you advance and progress in your career or you can continue to consolidate at Foundation stage, knowing that you have completed the initial stage of your career.

## What assessments are involved in the Foundation Programme?

It is important to understand that there are 2 different types of assessment used in Foundation Training: **formative** and **summative**. You may already be familiar with these terms, as they are commonly used in relation to education and training in many professions.

**Formative assessments** provide you with ongoing feedback and can help you to develop your practice, in order to learn and improve. This feedback should come from your Tutor, peers or workplace facilitators. They cannot be 'passed' or 'failed'. They also encourage reflection, in particular through the use of self-assessment.

Examples of these include the Foundation assessment tools such as:

- Pharmaceutical Care Assessment
- Consultation Skills Assessment

- Direct Observation of Practical Skills
- Case based Discussion
- Reflective account tool
- Framework assessment tool
- Peer Assessment tool
- Record of In-Training Assessment

Don't be daunted by the large number of different tools available – this is intentional, as certain tools are more useful for capturing different aspects of your practice than others. You do not need to use all of the tools in order to demonstrate your competence against the FPF. We want you to have access to all the tools available.

The most important thing is to be discussing your practise with a Tutor, or workplace facilitator, to ensure that you are on the right track, and progressing. Some tools may be more useful to you than others, depending on your sector or work, or scope of practice.

More information about the formative [Foundation assessment tools](#), including descriptions of the tools and suggestions for when these could be completed, can be found in the *Portfolio Development and Support* guide. Help guides for completing these tools with your Tutor can be found under the ['Assessment Tool Forms' icon](#).

**Summative assessments** formally acknowledge your development – in the context of the RPS Foundation Programme, it is process of Portfolio Review by the RPS and Foundation Practice Assessment and result in the provision of a Certificate of Completion of Foundation Training. By undertaking this final assessment process, we aim to ensure consistency across the profession for pharmacists at Foundation stage of practice.

Examples of Foundation summative assessments are:

- RPS Portfolio Review
- Final Foundation Assessment

## Record of In-Training Assessment (RITA)

What is a RITA?

A RITA is a term widely used workplace training and development to record a practitioner's progress through their training programme, usually annually.

In the context of the RPS Foundation Programme, we use the term RITA to describe a formal appraisal process that will allow you and your Tutor to gain an overview of your progress against the competencies described in the Foundation Pharmacy Framework.

We recommend that a review is conducted at the end of Foundation Stage-I (FS-I) and Foundation Stage-II (FS-II). This is to provide you with points in time during your first 1000 days, where you can be assured that a Tutor will review your portfolio as a whole, confirm that you are progressing in line with what is 'expected' for a pharmacist with your amount of post-registration experience.

The RITA provides you with an opportunity to showcase your work, discuss any gaps in your development that you have highlighted when completing an FPF self-assessment, discuss any difficulties in your workplace, as well as opportunities for further development.

At the end of FS-II, when you and your Tutor feel that you evidence that covers all 4 clusters of the FPF, you and your Tutor will need to sign a declaration stating that you are ready to submit your portfolio to the RPS for final review, and undertake a Foundation Practice Assessment.

*This declaration confirms that you:*

- Have reviewed your portfolio of practice with a Tutor and that you have evidence of the competencies described in the 4 clusters of the Foundation Pharmacy Framework (as expected FS-II)
- Have discussed the results of your Peer Assessment with a Tutor
- Have discussed areas of good practice with a Tutor
- Have developed clinical knowledge in line with the RPS Foundation Curriculum (as expected by the end of FS-II)
  
- Are eligible to submit your portfolio to the RPS for final review, through the Completion of Foundation Training process

## Foundation Summative Assessments: Final Foundation Assessment (FFA)

In order to be awarded a Certificate of Completion of Foundation Training, you will need to complete a Foundation Portfolio Review (FPR) and a Final Foundation Assessment (FFA).

### What do I need to submit for assessment?

Within 6 months of completing your RITA at the end of FSII and signing the declaration, you will need to submit:

- an electronic copy of your portfolio, including your:
  - full copies of all Foundation assessment tools
  - Peer Assessment tools
  - Reflective accounts
  - RITA documents
  - Records of your clinical learning episodes (see Building Your Portfolio for more detail)
- Your CV, showing progression through your career to date

Hard copies of portfolios are unable to be assessed.

### Who conducts the FPR assessment?

Your portfolio will be reviewed by a RPS Foundation Assessor - a pharmacist who meets the **RPS Foundation Assessor criteria**, and has been formally trained in the portfolio review process. The assessor must not be employed by the same employer as yourself, and preferably not known to you, in order to reduce bias.

Your assessor acts to verify that you have compiled sufficient evidence to show competence as described in the FPF, and reviews your portfolio according to the RPS Foundation Principles of Assessment detailed below.

For further details about the credentials of *Foundation Assessors*, please see *Guide 7 'Assessor Guidance'*

## How is my portfolio assessed?

All Foundation portfolios will be reviewed and outcomes determined using the following principles, which apply across both the Foundation and Faculty processes.

### The "Mandatory" Principle for clusters

We expect you to submit evidence across all 4 clusters of the Foundation Pharmacy Framework

### The "Majority" Principle for Competencies

We expect you to achieve a clear majority of competencies to be awarded a Certificate of Completion of your Foundation training.

### The "Majority" Principle for workplace-based assessments:

We expect you to achieve 'meets expectations' or above in the majority of your workplace-based Foundation assessments to complete your Foundation training.

### The 'No Empty Competencies' Principle:

We expect that you provide evidence for all competencies in the FPF. We understand you may not have evidence across all descriptors *within* each competency. We also understand that if you are being assessed for 'Maintenance of Foundation Practice', you may have empty competencies for areas that are outside of your regular scope of practice. 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.

### The "Borderline" Principle:

Where no clear award of completion can be made, the borderline principle may be used. In this instance, your Tutor will always be contacted to discuss your progress over FS1 and FSII.

Your RPS Foundation Assessor may also contact the Tutor who has performed your RITA at the end of FSII, to discuss your portfolio. If, for any reason, you are required to submit further evidence to the Foundation assessor prior to being eligible to undertake a Foundation Practice Assessment, you and your Tutor will be contacted by the RPS with details of what evidence you require.

Your RPS Foundation Assessor will make recommendations to your Foundation Practice Assessors around suggested areas for discussion in your Foundation Practice Assessment.

## Final Foundation Assessment

Once your portfolio has been successfully reviewed, you will be advised that you are eligible to attend an oral assessment known as a Final Foundation Assessment. This assessment will be a discussion around

selected aspects of your portfolio. Examples of discussion topics include previously completed Foundation assessment tools such as:

- Case-Based Discussion (CbD)
- Directly Observation of Practical Skills (DOPS)
- Pharmaceutical Care Assessment (PCA)
- Consultation Skills Assessment (CSA)

The assessors will probe you on areas in your portfolio to confirm you have a breadth of experience across the 4 clusters of the FPF.

## What is the purpose of a Final Foundation Assessment?

The purpose of this assessment is to:

- I. Allow probing into the depth of your knowledge – this gives you an opportunity to showcase your work
- II. Improve learning and allow development from the process itself
- III. Allow for the meaning of questions to be clarified where patient interactions or situations are described in your Foundation portfolio

### Who conducts the assessment?

Final Foundation assessments will be carried out on behalf of the RPS through a number of possible means, specifically:

- An RPS affiliated group
- An RPS accredited Pharmacy Foundation School or Training Provider
- An RPS accredited assessment centre

The assessment will be carried out by two RPS Assessors, one of which will be from the same or similar sector of practice as you; the other will act as moderator, and where possible, will be from a different scope of practice, to provide a balanced assessment.

### When will I be awarded my RPS Certificate of Completion of Foundation Training?

Upon successful completion of your Final Foundation Assessment, your assessor will notify the RPS of your result. The RPS will then award you a Certificate of Completion of Foundation Training. You are now ready to start your Faculty journey as you advance and progress in your career.

### When will assessments be held?

Final Foundation Assessments will be held throughout the year – a calendar of assessments will be available to you on the RPS website, with details of dates, times and locations. The assessment may be conducted via Skype (video conferencing), remote conferencing or face to face and should be mutually agreed between you, and the affiliated group or accredited training centre.

## What counts at the point of completion of Foundation training?

### What are RPS Pharmacy Foundation Schools and RPS Foundation Training Providers?

RPS Pharmacy Foundation Schools and RPS Foundation Training Providers are organisations that will support you throughout your Foundation Training period. These organisations have assured that RPS that they will support you through the provision of a tutor, mentoring support and access to resources that will allow you to develop your clinical knowledge over time. The RPS has rigorously reviewed their entire Foundation Programme, including how they develop content and provision of support.

Some Pharmacy Foundation Schools and RPS Foundation Training Providers may use assessment tools instead of or in addition to the RPS tools you will find through our website. These have been reviewed by our independent accreditation reviewers to ensure they are of a high standard. Please see our [accreditation pages](#) for further details of our RPS Foundation Accreditation Programme.

### Can I complete Foundation Training if I am not enrolled with an RPS Pharmacy Foundation School or Foundation Training Provider?

Yes! All RPS members are able to complete their Foundation Training regardless of if they are associated with an RPS Pharmacy Foundation School or Foundation Training Provider. The support from these accredited organisations may make your journey simpler as they will ensure you have access to support in the workplace, a Tutor, a mentor, as well as access to clinical learning episodes, however the RPS will endeavour to help you acquire the support that you need during your Foundation years wherever you work. If you have any questions, do not hesitate to contact the *RPS Professional Support Team*.

### How do I get recognised by the RPS if I am doing my Foundation training with an RPS Pharmacy Foundation School?

Through our RPS Foundation accreditation programme, an RPS Pharmacy Foundation School is required to provide evidence that they have robust systems in place with regards to workplace based support, assessments as well as robust, quality assured final summative assessment processes. As a result, RPS members will automatically be recognised as having completed their Foundation training, once you have successfully completed training through the Pharmacy Foundation School. Essentially, you don't need to do anything! Your School will notify the RPS when you have successfully completed their Foundation Programme, and you will then be awarded your Certificate of Completion of Foundation Training, in addition to any academic award earned.

## Assessment of your Faculty submission

### Vision for Faculty Assessments

The RPS Faculty acknowledges that the undergraduate degree and pre-registration training are regulated as sufficient to allow safe and legal practise 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. The Foundations of Practice are gained through building a bank of transferable skills and growing and developing knowledge and expertise. Until now there has not been a post registration road map to support pharmacy careers and development.

Pharmacist and scientist practitioners possess a complex body of post-registration, career-based knowledge, clinical skills, procedural skills and professional attitudes, which are directed to effective patient-centred care and development of medicines expertise. Through the assessment process, the RPS Faculty seeks to assess the depth of knowledge and breadth of skills and experiences gained by its members in line with the Advanced Pharmacy Framework.

By growing a pool of Faculty Members and Fellows, the RPS demonstrates that it supports the profession as a body of stronger, credible and valued healthcare professionals, positioned and trusted by society as the experts in medicines. Alongside this recognition, we have the opportunity to use this knowledge and expertise to develop the knowledge base and skills of the profession, training future pharmacists to the highest standards and ensuring consistency of those standards independently of geographical location and sector of practice.

It is known from Dr Anders Ericsson's<sup>3</sup> research on expertise that there is an emphasis on behaviour and designing deliberate practice to get to extraordinary performance. Ericsson et al. state that it takes 10,000 hours. 10,000 hours is equivalent to 20 hours for 50 weeks for ten years of deliberate practise to become an expert in almost anything. However, it cannot be hours or years of practise that makes the difference as the entire focus of the RPS is around development rather than using states or time as a goal. 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. In common with this research, other professions and the work we undertook in 2015 around FPA, progression from Foundation to Fellowship across other professions is a minimum of ten to twelve years.

It is therefore 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 over a period of time across at least four of the six clusters. Therefore, it would be highly unusual for someone of less than 10 years on the register to be awarded Faculty Fellowship. We would recommend that Consultant Pharmacists use the evidence from their practice to work towards Faculty Fellowship if they have been appointed at an early stage in their career.

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<sup>3</sup> Ericsson, K.A., Krampe, R.Th. and Tesch-Romer, C. (1993). *The role of deliberate practice in the acquisition of expert performance*. Psychological Review, 100, pp393-394.

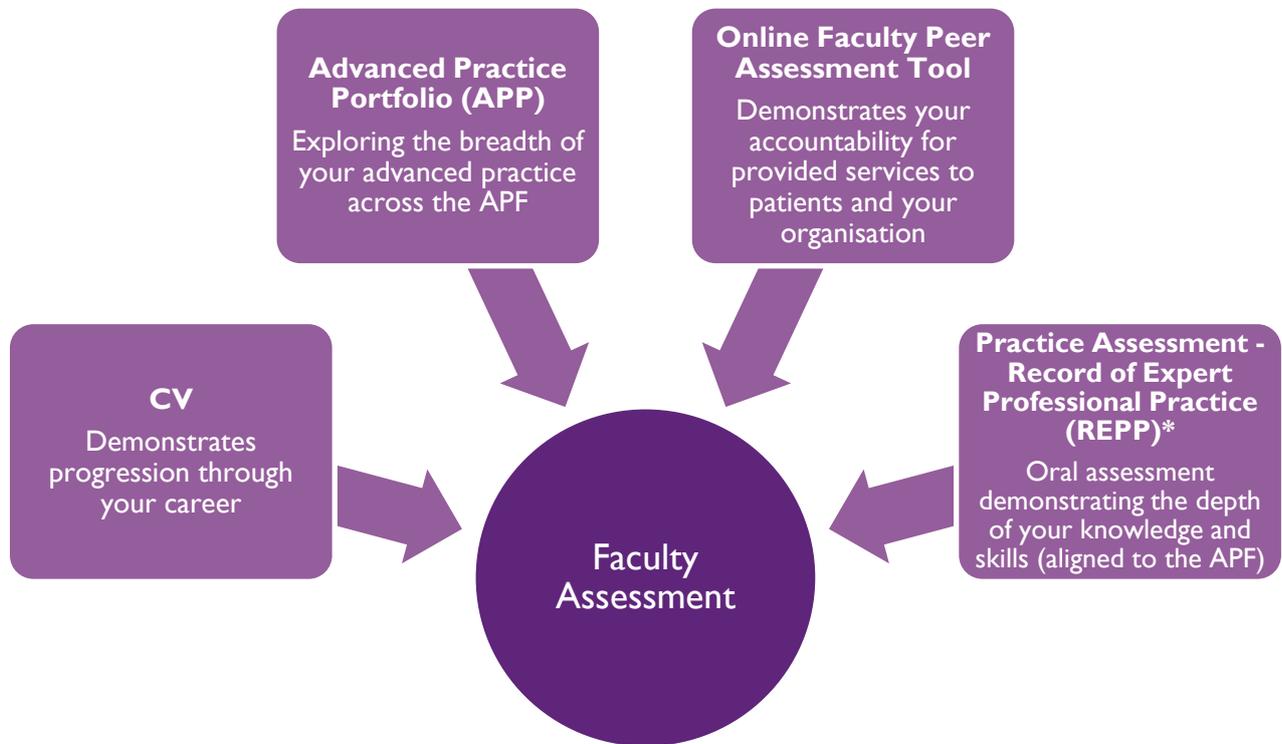


Figure 2: The Four Elements of the Faculty Assessment.

\*If you are more than 10 years registered and are submitting your portfolio for the first time you can submit via Recognition of Prior Experience (RPE)

## Practice assessment – Record of Expert Professional Practice (REPP)

Applicants who have been on the register for more than ten years and are making their first submission can submit via the Recognition of Prior Experience (RPE) route and submit a CV, PAT and portfolio.

Those members submitting for the second time, after 5 years or for the first time who have been registered for less than 10 years, submit a Record of Expert Professional Practice (REPP).

The REPP is a retrospective review and discussion between the pharmacist and the REPP Assessor of between 5 and 15 practice based assessments that the pharmacist has completed in the workplace over a period of time (approximately over 5 years to show maintenance of practice; approximately over 12-18 months during a period of focussed development). These practice based assessments may be undertaken by pharmacists at UKCPA masterclasses, at their affiliated group / UKCPA conferences, in the workplace etc. as part of their continuing professional development. At least 2 of these practice based assessments must be Case Based Discussions (CbD). Examples of the range of practice based assessments that can be reviewed within a REPP can be found in Top 10 Guidance No. 5 – [Portfolio Development and Support](#).

The REPP allows members to fully demonstrate the depth of their knowledge, skills and values in relation to the area they are practising in for the Expert Professional Practice (EPP) and Collaborative Working Relationships (CWR) clusters. It provides a retrospective evaluation of the member's input into complex

cases or interventions they have dealt with, allowing them to showcase consistency at an advanced stage of practice.

Affiliated partners, accredited providers, centres and employers will provide guidance on the specific combination of type and number of practice based assessments required to demonstrate Advanced Practice for EPP and CWR in their area of practice. However, a maximum of 15 practice based assessments will be reviewed during the REPP by the REPP Assessors. Affiliated partners will be accredited to conduct these assessments in addition to accredited training providers/centres and employers in line with the agreed REPP process. The areas of practice can be clinical, managerial, educational, policy oriented, science related, regulatory or service related and therefore the **REPP is relevant across all sectors and applicable to both generalist and specialist advanced practice.**

### REPP Review Process

The REPP will be carried out on behalf of the RPS through the affiliated partner or accredited training provider, centre or employer by a trained RPS REPP Assessor. Where possible, the REPP Assessor will be from the same or similar field or scope of practice as the member.

Completed REPPs will be forwarded to the RPS Faculty by the Assessors upon completion. The REPP will provide an additional piece of evidence alongside the C.V. peer testimonials and the APP to facilitate a holistic review of the member's submission for RPS Faculty Assessment.

The REPP may be conducted via Skype, remote conferencing or face to face and should be mutually agreed between the member and the affiliated partner group or accredited training provider, centre or employer.

### Self-assessment of evidence

When building your APP you are asked to map your evidence to competencies of the APF and indicate which of the stages you think you are practicing at.

This is an important step as it demonstrates to the Assessors whether you are aware of your capabilities and are confident practicing at a certain stage. Some applicants who work in isolation may find it hard to match their development to others; if you are unsure of your staging when mapping your evidence there are several support tools that can help you to assess your development (see xxx).

### Submitting for your Faculty assessment

When you have entered all your evidence into your APP, completed your CV and have at least two peers complete your online PAT, you are ready to submit for assessment.

Your submission will not be assessed until your REPP form has been received by the Faculty team. We recommend that you complete your REPP within six months of submitting for assessment, so this is as current a record of your practise as possible.

The steps to submitting your portfolio are as follows:

1. Click on "Assessment Submission" on "Your Dashboard" and follow the instructions
2. Upload any documentation as instructed such as your CV

3. Once you have completed uploading all your documents you will have to make a self-declaration that you allow the Faculty Assessors to view your portfolio and it is your own work
4. You will then move onto the payment page (*Worldpay*) to pay the assessment fee
5. Once you have completed the payment stage you will receive a confirmation of completion
6. We will send you an email will be sent to confirm all documents have been received within 3 working days
7. A member of Faculty will contact you by email if there are any queries over your submission. Please note, you are responsible for ensuring there are no empty competencies.

## Faculty assessment process

Your submission will then be assessed by two trained and quality assured RPS Assessors (randomly selected from the Faculty members and Fellows) who will judge your evidence and award the relevant advanced practice stage of Advanced Stage I, II or Mastery for each competency.

The Assessment Principles will then be used to determine the overall staging and post-nominals you are awarded (see Section 16). There are two circumstances when a third assessor will be asked to review your submission:

1. Where the two Assessors cannot agree on an award
2. If your submission is picked randomly to be reviewed for quality control of the assessment process

## Assessment principles

Your overall award will be determined using the following seven principles. For further information on how these principles are applied and how they have been developed can be found in guidance coming soon.

1. **The “Majority” principle for clusters**  
You must achieve a majority of clusters (four out of six clusters) at a specific stage to be awarded the post-nominals for that stage.
2. **The “Majority” Principle for Competencies**  
You must achieve a clear majority of competencies (22 out of 34) at the stage awarded for the post-nominals. This is in addition to achieving at least twenty-two competencies (of the thirty-four) at that stage.
3. **The “Mandatory” Principle**  
The Expert Professional Practice and Collaborative Working Relationships clusters **MUST** be achieved at the same or a higher level as the overall final staging award.
4. **The “No Empty Competencies” Principle**  
In order to achieve Advanced Stage II or Mastery, every competency needs to have some evidence mapped against them.

If evidence is mapped to a competency but is assessed as not having met the APF descriptor for Advanced Stage I it will be deemed to be “unmet”.

Normally, if there are any competencies where no evidence is mapped (empty competencies), or any competencies that are assessed as unmet, then an overall award of Advanced Stage I will be made.

5. **The “One Stage Below” Principle**

Where an applicant has achieved at least four out of six clusters at a specific stage, the majority of the remaining competencies should be at the immediate stage below.

6. **The “Borderline” Principle**

A borderline case is where no clear result is evident and the recommended result has been derived using the Principles for assessment. Where borderline principles are met and the assessors are not in agreement about the outcome a third assessor will review your submission.

Examples of borderline cases are:

- Majority of Competencies: 20 or 21 of the competencies assessed at a higher stage
- Mandatory Clusters: EPP or CWR at stage below when all other clusters at stage above (not both)
- One Stage Below: when the majority of competencies principle is met but <50% or the remaining competencies are in the stage below
- No Empty Competencies: if the overall stage awarded following the majority of competencies principle suggests Advanced Stage II or Mastery but empty or unmet competencies would prevent an appropriate award being made

7. **The “Fellowship” Principle**

Following the 2014 testing of the additional element of assessment for those between 2 and 10 years in practice, it was agreed that to be awarded Mastery overall, and therefore to achieve the post-nominals of Faculty Fellow, applicants should normally have been qualified for more than ten years.

This is in line with research (see section 5.4.1 above) which shows it takes 10,000 hours of deliberate practice to become an expert in almost anything. This is also common to other professions where progression from Foundation to Fellowship takes at least ten to twelve years. However, it cannot be *hours* or *years* of practice that makes the difference and, whilst the entire focus of the RPS is around development rather than using stages or time as the goal, this principle avoids the system awarding fellowship for meeting the descriptor rather than demonstrating consistent performance within a descriptor.

**Whilst not impossible for exceptional individuals**, it is *highly 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 over a period of time across at least four of the six clusters.

## Assessment outcome and staging

Following the assessment process The Credentialing Panel will award the appropriate post-nominals after ratifying the outcome of your assessment from the Assessors. Post-nominals are valid for five years, after which a re-assessment is required for continuing use of post-nominals. An overview of the stages including a description of the stages of practice and their associated post-nominals, is outlined in the table below.

RPS Foundation and Faculty Stages, Descriptions and Post-Nominals

| RPS staging                  | Description  | RPS post-nominals |
|------------------------------|--|-------------------|
| Foundation Stage             | Upon successful completion of your Foundation Practice assessment, your assessor will notify the RPS of your result. The RPS will then award you a Certificate of Completion of Foundation Training.   |                   |
| Advanced Stage I             | <p><b>Established, experienced practice</b></p> <p>Advanced Stage I is awarded to applicants who demonstrate they are established in a role, performing extremely well and advanced beyond their foundation years. Members in their second 1,000 days of practice, those returning after a career break or if you're changing your scope/sector of practice will demonstrate Advanced Stage I practice. You might also be at an early stage of specialisation and advancement beyond your foundation years to be awarded Advanced Stage I.</p> <p>Your evidence will have demonstrated you are performing well within your team, you are dealing with routine issues and you are maintaining accountability for your practice.</p>                   | MFRPSI            |
| Advanced Stage II            | <p><b>Excellent practice</b></p> <p>Advanced Stage II is awarded to applicants who are established in their careers or aiming to achieve excellence in their practice. Your evidence will have demonstrated you are regularly managing complex situations, you are sought as an opinion leader locally/regionally and you are accountable for other's practice.</p> <p>For members who are demonstrating Mastery in several clusters but have been practicing for less than 10 years the overall award will usually be Advanced Stage II. If you continue to demonstrate this level of practice when you resubmit at over 10 years registered you will then have shown the consistency of the impact of your practice at this exceptional level.</p> | MFRPSII           |
| Mastery (RPS Faculty Fellow) | <p><b>Exceptional practice</b></p> <p>Faculty Fellowship is awarded to applicants who demonstrate a breadth of sustained and consistent exceptional practice. Your evidence will have demonstrated you are advancing the profession, you are sought as an opinion leader nationally/internationally and you are accountable at a national/strategic level. You will be working in very senior roles across boundaries and sectors in highly complex, difficult and dynamic situations.</p> <p>You will have been practicing for more than 10 years and will provide evidence of consistent impact at Mastery across the clusters, in line with the assessment principles in Section 5.4.5 above.</p>   | FFRPS             |

## The Faculty Assessment Report and Faculty Professional Development Plan (PDP)

Following ratification of your results by The Credentialing Panel a **Faculty Assessment Report** will be produced based on the gradings from both Assessors and their agreed award. This is a critical component of the assessment process as it provides you with feedback on your next step of development from your peers; something that many pharmacists working in isolation have not previously had access to.

The Faculty Assessment Report serves as a starting point from which you can access the Faculty Professional Development Service to work with the Faculty Team on your Professional Development Plan (PDP).

## The CPD Service and Faculty Professional Development Service (FDS)

Once you have received your Faculty Assessment Report and your Faculty award, the Faculty team are ready to start working with you to build your PDP. The PDP serves as a guide to help you identify areas that you want to target and signposts you to how you could develop these over the next five years in a manner that aligns with your professional aspirations and continuous professional development.

We will ensure that your PDP aligns with your **5-year plans**, the role you are employed in and that we work up an **in-year plan** to help focus your 6-12 entries to your portfolio. Each year, we will review the PDP with you to ensure that any opportunities we have for development at the RPS or with our external partners, organisations or funding opportunities are available to you and that you are supported to develop across your entire portfolio as you wish. This is your *Faculty Professional Development Service* and is starting in 2016.

Every member of RPS will have access to their portfolio to submit 6-12 entries which, alongside a peer assessment will form the submission for CFtP for the GPhC. This **CPD service** will be available on an annual basis. We are piloting this in 2016. Faculty members have the additional benefit of the *Faculty Professional Development Service* above.