

Guidance for Assessors

In previous sections we have described how to build a portfolio of practice, and what the assessment process looks like at both Foundation and Faculty stages of practice. This section provides information about Foundation and Faculty assessors. Further detail on the Credentialing Panel and quality assurance/quality control will be available soon.

Who performs the final Foundation assessment process?

As discussed in Essential Guide 5 '**Assessments**', the final Foundation assessment process involves a portfolio review – Foundation Portfolio Review (FPR), and a Final Foundation Assessment (FFA).

The FPR portfolio review is conducted by one Foundation assessor. The role of this assessor is to moderate the review undertaken by the Foundation Tutor in the workplace – i.e. to verify that sufficient evidence has been compiled to show competence as described in the FPF.

The Foundation assessor may contact the Foundation Tutor who has conducted the initial portfolio review to discuss a Foundation pharmacist's progress over Foundation Stages I and II.

The FPR process is overseen by the RPS, however for pharmacists enrolled on Foundation Training Programmes with accredited RPS Pharmacy Foundation Schools, the review may be carried out on behalf of the RPS by these Schools. Through the accreditation process, RPS Pharmacy Foundation Schools are required to provide assurance to the RPS that their portfolio review process meet the RPS principles and standards for Foundation assessments.

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

The FFA process may 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

Once again, through RPS accreditation, these organisations are required to provide assurance to the RPS that their assessment processes meet the RPS principles and standards for Foundation assessments.

Assessors of both FPR and FFA are selected based on the criteria described below, and all Assessor Training is conducted by the RPS to ensure consistency across assessors.

Criteria for being a Foundation and Faculty Assessor

The table below lists essential and desirable criteria for Foundation and Faculty Assessors.

All Assessors must ensure that each component of the assessment process is conducted in an open, transparent and equitable way. Meeting these criteria provides evidence for Faculty and Foundation Assessors for their Advanced Practice portfolio, e.g. Cluster 5; Education, Training and Development of the Advanced Pharmacy Framework (APF).

Foundation and Faculty Assessors are selected based on the following criteria and are approved by the RPS Credentialing Panel.

Foundation Assessors	Faculty Assessors
<i>Experience and Stage of practice</i>	
<p><i>Essential:</i></p> <ul style="list-style-type: none"> • Must have achieved Post Foundation stage of practice • Minimum three years post registration experience • Foundation tutor experience • RPS recognised Foundation assessor training completed and updated as required • IT literate and have access to the internet as most documents will be sent via email. RPS Foundation assessors may be asked to provide electronic responses • Annual RPS Foundation assessor training completed to keep up to date with assessments and developments across the Foundation Programme <p><i>Desirable:</i></p> <ul style="list-style-type: none"> • Statement of Teaching Proficiency • RPS Faculty member 	<p><i>Essential:</i></p> <ul style="list-style-type: none"> • Must be RPS Faculty members, i.e. have successfully undertaken a Faculty assessment • Minimum ten years post registration experience • Experience in teaching/training others; attending/delivering lectures, seminars, conferences, participating in local/national networks, as demonstrated by credentialing at Stage II for ETD cluster and competency 4.5, Managing Performance • Undertaken any relevant post-graduate qualifications, e.g. Clinical Diploma; MSc, etc. • IT literate and have access to the internet as most documents will be sent via email. RPS Faculty assessors may be asked to provide electronic responses • Annual RPS Faculty assessor training completed to keep up to date with assessments and developments across the Faculty <p><i>Desirable:</i> Not applicable</p>
<i>Expert Skills and Knowledge</i>	
<p><i>Essential:</i></p> <ul style="list-style-type: none"> • Member of affiliated group / expert group or panel / employed by RPS Pharmacy 	<p><i>Essential:</i></p>

<p>Foundation School (or Training Centre) or an RPS Foundation Training Provider</p>	<ul style="list-style-type: none"> • Be able to demonstrate expertise in the relevant field i.e. currently working in the required field for ten years • Have some broader experience e.g. community pharmacy experience; general ward experience, where applicable, so as to have some insight into general pharmacy practice and relevant issues – experience should not limit assessor to an area of practice
<p>Undertaking Assessor Role</p>	
<p><i>Essential:</i></p> <ul style="list-style-type: none"> • Be able to undertake Foundation assessments within agreed timeframes and provide developmental feedback to foundation trainees • Deliver high standards: <ul style="list-style-type: none"> ○ Be consistent and comprehensive throughout the assessment process ○ Ensure that the principles and criteria for assessment are met ○ Ensure appropriate documentation of assessments 	<p><i>Essential:</i></p> <ul style="list-style-type: none"> • Be able to deliver a full assessment report within agreed time frames, as required, following assessment and be accessible for any questions/comments from Faculty • Deliver high standards: <ul style="list-style-type: none"> ○ Be consistent and comprehensive throughout the assessment process ○ Ensure that the principles and criteria for assessment are met ○ Ensure final assessment and feedback report is accurate and has been quality controlled for spelling, grammar and typographic errors prior to assessment completion and sign off

N.B. Retired members must be able to demonstrate previous expertise and experience in their field and an ongoing commitment to the development of pharmacists and pharmacy as a profession to be an assessor.

Declaration of Interests

- All assessors may have professional/business interests that may conflict with their ability to be a RPS assessor*.
- All conflicts of interest should be declared at the time of expressing an interest in the role of an RPS assessor.
- Should there be any changes following this, the assessor is responsible for disclosing any conflicts of interests to the relevant RPS Foundation or Faculty staff as soon as possible
- The RPS reserves the right to decline services subject to declarations

****Not an exclusion from being an assessor***

Faculty and Foundation Assessor Fee

An honorarium fee is payable to all Faculty Assessors who meet the essential criteria listed in the table above and complete a specified minimum number of assessments per year. This honorarium is equivalent to the RPS Faculty assessment fee of £300 for 10 assessments.

Similarly, an honorarium fee is payable to Foundation assessors who meet the essential criteria listed in the table above. This is again equivalent to the Faculty Assessment fee, however the minimum number of assessments that a Foundation Assessor is required to complete per year is greater. This takes into consideration the difference in Foundation and Faculty portfolio review processes, and the role of the assessor in each.

Application forms for RPS Faculty and Foundation Assessors

Application forms to apply for a role as a *RPS Assessor* can be [downloaded from our website](#).

Credentials of REPP Reviewers *(More details to come)*

- Faculty member (or within 12 months of application)
- RPS recognised reviewer training

Role of the RPS Credentialing Panel

The RPS Credentialing Panel is responsible for ensuring assessments are appropriate, fair, equitable and proportionate across Faculty and Foundation programmes. The Credentialing Panel reviews, ratifies and awards Faculty credentials, oversees any appeals relating to the award of credentials and assessments for both programmes. The RPS Credentialing Panel awards the appropriate post-nominals after ratifying the outcome of the assessment. Post-nominals are valid for five years. After this time a re-assessment is required for continuing use of post-nominals. More detail around quality assurance and quality control can be found [here](#). An overview of the three Faculty stages including a description of the stages of practice and their associated post-nominals is outlined in the section on *RPS Assessments*.

Quality Assurance

It is essential that all RPS Faculty and Foundation assessments are fair, consistent and reflect the governance of the RPS Faculty and Foundation. Quality assurance mechanisms have been designed to promote quality, consistency and fairness throughout the assessments for all RPS members and are maintained over time.

Quality Control

In order to ensure equality, reliability and consistency across the assessments, all assessors participating in the assessment process must have:

- undergone training
- participated in a standardisation exercise prior to the assessment cycle.
- committed to undertake a minimum number of assessments each year to assure reliability of judgements
- undergone quality control of assessment outcomes depending on level of experience of the assessor

More information coming soon on Quality Assurance and Control.