

APPENDIX 4: Practice Outcomes for Foundation and Advanced Practitioners

Foundation Stage

Practice Outcomes for Foundation stage of practice have been developed by the RPS Foundation Programme working group that was set up in 2014, and evidenced from experiences of Universities and Training Providers who have been delivering training and assessment of early career pharmacists in England, Scotland and Wales for over 10 years.

A Foundation pharmacist who has successfully completed Foundation Training has:

- The ability to discuss critically the organisation and structure of their employing organisation, and to offer critical insight into the complexities associated with the delivery of person centred care across care settings in order to improve patient outcomes (2,3)
- The ability to access and gather information from a variety of sources and use it to identify, prioritise and resolve as an autonomous practitioner the complex pharmaceutical care needs of patients, carers and other social and health care professionals (includes use of relevant IT systems) (1,2,4,5)
- The ability to consult effectively with patients, carers and the multi-disciplinary health care team, respecting equality, diversity and confidentiality, and taking into account diverse health beliefs and local working practices (1,2,3,4,5,7,9)
- A systematic understanding of the principles of clinical governance and how to relate them effectively to the decisions required during the practice of pharmacy in order to achieve improved quality outcomes (1,4,5,8)
- The ability to apply clinical knowledge and skills independently in order to identify, prioritise and resolve complex pharmaceutical problems in a range of common conditions (1,3,4,5)
- The ability to systematically apply an evidence-based approach to the review, monitoring and management of a range of common conditions and use this to individualise patient care (1,4,5)
- Demonstrate the application of pharmacokinetic and pharmacodynamic principles to appropriate drug regimens to inform decision making (1,4,5)
- Demonstrate a proactive and critical approach to professional development and life-long learning through self-reflection (4)
- Demonstrate effective management of self, resources and time (6)

GPhC Draft Standards of Conduct

- 1 provide person-centred care
- 2 work in partnership with others
- 3 communicate effectively
- 4 maintain, develop and use their professional knowledge and skills
- 5 exercise professional judgement
- 6 behave in a professional manner
- 7 respect and maintain the person's privacy and confidentiality
- 8 speak up when they have concerns or when things go wrong
- 9 demonstrate effective leadership

The number in brackets behind each outcome shows how they align to the currently proposed GPhC Standards of Conduct. This will be reviewed formally upon final publication of the Standards.

Advanced Stages of Practice (Faculty)

Faculty membership and fellowship provides assurance that a practitioner meets the outcomes summarised in the text boxes below. These outcomes have been developed in partnership with representatives from across the profession and across GB

Pharmacist who has successfully achieved Faculty Advanced Stage I has:

- Completed all elements of Foundation described in text box –
- The ability to plan, manage, monitor, advise and review general pharmaceutical care programmes for patients in core areas (1,2,4,5,7).
- Accountability for delivering professional expertise and direct service provision as an individual (1,2,4,5,7).
- Demonstrated reasoning and judgement including analytical skills, judgmental skills, interpretational skills and option appraisal in a range of routine situations. Recognises priorities when problem-solving and identifies deviations from the normal pattern (5,9).
- The ability to follow legal, ethical, professional and organisational policies/procedures and codes of conduct (6,9).
- Appropriate communication where the content of the discussion is explicitly defined to gain the co-operation of relevant stakeholders (including patients, senior and peer colleagues, and other professionals where possible) such as ability to persuade, motivate, negotiate, empathise, provide reassurance, listen and influence, networking and presentation skills (2,3,6,9).
- The ability to work as a member of a team, recognizing personal limitations and referring to more appropriate colleague(s) when necessary (2,3,6,9).
- An understanding of the pharmacy role in governance and implements this appropriately within the workplace (4,5,8).
- An understanding of, and contributes to, the workplace vision (2,3,9).
- The ability to improve quality within limitations of service and through understanding of national priorities and ability to extend boundaries of service delivery within the team (2,3,5,9).
- Reviewed previous year's progress with service development and develops clear plans to achieve results within priorities set by others (4,5,9).
- The ability to motivate self to achieve goals and self-development through continuous professional development activity (3,4)
- An understanding of the process for effective resource utilisation (5,9)
- An understanding of, and conforms to, relevant standards of practice (4,6).
- The ability to identify and resolve risk management issues according to policy/protocol (4,5).
- Followed professional and organisational policies/procedures relating to performance management. Refers appropriately to colleagues for guidance (2,3,5,6,8)
- An understanding of the principles of project and change management (1,2,4,9).
- The ability to think 4-12 months ahead within a defined area. Plans the work programme to align with strategy (4,5,9).
- An understanding of formal structures.
- An understanding and demonstrates the characteristics of a role model to members in the team and understanding of the mentorship process (3,6).
- The ability to conduct teaching and assessment effectively according to a learning plan with supervision from a more experienced colleague (3,4,6).
- Participated in the delivery of formal education programmes and an understanding of current educational policies relevant to working areas of practice (3,4,6).
- The ability to critically evaluate and review literature and to identify where there is a gap in the evidence base to support practice (4,9).
- The ability to describe the core features of research protocols, to generate evidence suitable for presentation at local level and to apply the research evidence base into working practice (4,9).
- An understanding of the principles of research governance and to work as a member of the research team (2,4,9)

The number in brackets behind each outcome shows how they align to the proposed GPhC Standards of Conduct. This will be reviewed formally upon final publication of the Standards.

A pharmacist who has successfully achieved Faculty Advanced Stage II has:

- Demonstrated in-depth pharmaceutical skills and knowledge in defined area(s). In addition for patient focussed roles: Ability to plan, manage, monitor, advise and review in-depth/complex pharmaceutical care programmes for patients in defined area(s). (1,2,4,5,7).
- Accountability for the delivery of professional services and expertise via a team or directly to groups of patients/clients/users. (1,2,4,5,7).
- Demonstrated reasoning and judgement including analytical skills, judgemental skills, interpretational skills and option appraisal to make decisions in complex situations where there are several factors that require analysis, interpretation and comparison. Demonstrates an ability to see situations holistically. (5,9).
- The ability to take action based on own interpretation of broad professional policies/procedures where necessary (5,6,9).
- Appropriately selected communication to gain co-operation of small groups of relevant stakeholders within the organisation where the content of the discussion is based on professional opinion including ability to persuade, motivate, negotiate, empathise, provide reassurance, listen and influence, networking and presentation skills (2,3,6,9).
- The ability to work as an acknowledged member of a multidisciplinary team. Is consulted within the organisation for advice which requires in-depth professional expertise (2,3,6,9).
- The ability to incorporate relevant national policy to influence local strategy and recognises and implements innovation from the external environment and shapes the response of the team and/or service to national priorities (2,3,5,9).
- Influenced the governance agenda for the team and/or service and creates vision of future and translates this into clear directions for others (4,5,8,9).
- Developed a clear understanding of priorities and formulates practical short-term plans in line with workplace strategy (4,5,9).
- The ability to motivate individuals and/or the team (2,3,6,9).
- The ability to effectively manage resources (5,9)
- The ability to set and monitor standards of practice at team and/or service level (1,2,3,4,5,9).
- Developed risk management policies/protocols for the team and/or service, including identifying and resolving new risk management issues (1,2,3,4,5,8,9).
- Accountability for performance management and learning needs for a team or group of personnel (2,3,5,6,9).
- The ability to successfully manage projects and change processes at team and/or service level (1,2,3,4,5,9).
- The ability to think over a year ahead within a defined area. Understanding of culture and climate and ability to plan with the whole of the organisation in mind (2,3,4,5,9).
- The ability to extend the boundaries of the service across more than one team (1,2,3,4,5,9).
- Demonstrated the characteristics of an effective role model at a higher level and to effectively mentor others within the team and/or service (2,3,6,9).
- The ability to plan a series of effective learning experiences for others and facilitates the professional development of others (2,3,6,9).
- Participated in education and training in an external environment and interprets national policy in order to design strategic approaches for local workforce education planning and development (2,3,6,9).
- Demonstrated application of critical evaluation skills in the context of working practice and to formulate appropriate and rigorous research questions (1,4,5,9).
- The ability to design a rigorous protocol to address previously formulated research questions (1,4,5,9).
- The ability to generate new evidence suitable for presentation at research symposia (3,4,5,9).
- The ability to apply research and evidence-based practice within the team and/or service (2,3,4,5,9).
- Contributed to research supervision in collaboration with research experts and to establish new multidisciplinary links to conduct research projects (2,3,6,9).

A pharmacist who has successfully achieved Faculty Mastery has:

- Advanced the knowledge base in defined area(s). In addition for patient focused roles: Advanced in-depth/complex pharmaceutical care programmes for patients (1,2,4,5,7).
- Accountability for the delivery of professional expertise at a defined higher level. May include providing expertise and service delivery nationally or at a strategic level (1,2,4,5,7,9).
- Demonstrated reasoning and judgement including analytical skills, judgemental skills, interpretational skills and option appraisal skills to manage difficult and dynamic situations to make decisions in the absence of evidence or data or when there is conflicting evidence or data (5,9).
- Interpreted relevant policy and strategy, in order to establish goals and standards for others within the defined area(s) (5,6,9).
- Appropriately selected communication to present complex, sensitive or contentious information to large groups of relevant stakeholders in a hostile, antagonistic or highly emotive atmosphere including ability to persuade, motivate, negotiate, empathise, provide reassurance, listen and influence, networking and presentation skills (2,3,6,9).
- Worked across boundaries to build relationships and share information, plans and resources (2,3,6,9).
- Been sought as an opinion leader both within the organisation and in the external environment (3,6,9).
- Demonstrated active participation in creating relevant national policies (1,4,5,9).
- Shaped and contributed to the governance agenda at a higher level (4,5,9).
- Convinced others to share the vision at a higher level (2,3,9).
- Taken the lead to ensure innovation produces demonstrable improvement (1,2,3,6,9).
- Related goals and actions to strategic aims of organisation and profession (3,4,5,9).
- Demonstrated ability to motivate individuals and/or teams at a higher level. May include more strategic motivational activities at local, institutional and national levels (2,3,6,9).
- Accountability for the direct delivery of national priorities at a higher level (1,4,5,9).
- Demonstrated ability to reconfigure the use of available resources (4,5,9).
- Accountability for the setting and monitoring of standards at a higher level (1,5,9).
- Accountability for developing risk management policies/procedures at a higher level, including identifying and resolving new risk management issues (2,4,5,8,9).
- Accountability for performance management at a higher and/or institutional level (3,4,5,6,7,9).
- Demonstrated ability to successfully manage projects and processes of change at a higher level (1,2,3,4,5,9).
- Thought long term and sector wide. Takes the long- term perspective. Demonstrates understanding of organisational politics and changes in the external environment (2,3,4,5,9).
- Demonstrated the value of extending service delivery across boundaries in the external environment (1,2,3,4,5,9).
- The ability to develop effective role model behaviour in others and effectively mentors outside the team and/or service (2,3,6,9).
- Demonstrated ability to design and manage a course of study, with appropriate use of teaching, assessment and study methods (2,3,5,6,9).
- Shaped and contributed to the professional development strategy (2,3,5,6,9).
- Shaped, contributed to or is accountable for the creation or development of higher education qualification(s) and contributes to national education and workforce planning and development policy (2,3,5,6,9).
- Been recognised as undertaking peer review activities within working practice (2,3,5,6,9).
- Demonstrated ability to design a successful strategy to address research questions and is actively involved in the critical review of research protocols (1,4,5,9).
- Authored primary evidence and outcomes in peer reviewed media (1,4,5,9).
- The ability to use research evidence to shape policy/procedure at an organisational and/or national level. (1,4,5,9)
- Supervised research projects for postgraduate students (1,2,3,4,5,9).
- Demonstrated ability to show leadership within research teams concerning the conduct of specialist research (1,2,3,4,5,9).