

Interim Foundation Pharmacist Programme

Pharmacist's handbook

2020/21



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Foreword

Patients and other health professionals are becoming increasingly reliant on the clinical knowledge and skills of pharmacists. Clinical pharmacists are being deployed across Primary Care Networks, hospital pharmacists are now firmly part of multidisciplinary teams and practice in specialist areas including at consultant level, and community pharmacists are providing urgent care for low acuity conditions through the Community Pharmacist Consultation Service. Many more pharmacists are becoming prescribers.

These types of clinical services are largely replicated across the UK, and all require pharmacists to have additional training, in part because their initial education and training does not fully support these needs. This has been recognised by the pharmacy professional regulator, the General Pharmaceutical Council, who are shortly to finalise new regulatory standards for the five years of pharmacist initial education and training.

The objective for foundation training is to support pharmacists in the early stages of their careers through a structured work-based approach that embeds knowledge, skills, abilities, values, attitudes and beliefs in their practice. This in turn will lead to practitioners with the necessary skills to take on extended clinical roles and to work flexibly across sectors and in collaboration with other healthcare professionals. It will also be a sound base from which pharmacists can extend their skills and develop their careers into advanced and consultant level practice, including research.

The new IFPP education and training programme has been established to support the 2019/20 cohort of pre-registration pharmacists whose training and registration have been disrupted by the COVID-19 pandemic. We understand the unique challenges that you have encountered during the pandemic and the IFPP is designed to be a flexible programme to support provisionally pharmacists registered in England transition to full GPhC registration and beyond.

The IFPP will develop your ability to achieve high quality outcomes for patients and improve patient safety. It will also provide you with the opportunities and support to develop your proficiency as a pharmacist, setting you on the pathway to expertise as a practitioner.

We will be actively seeking your feedback to understand how we can best support you during the IFPP and also as you develop your career further. I hope the IFPP will benefit you during your first year as a pharmacist and will be a positive start to your career as a pharmacist.

Helen Porter
Pharmacy Dean
Health Education England London and Kent, Surrey and Sussex

Introduction

We have developed this Interim Foundation Pharmacist Programme (IFPP) handbook to guide and support your learning throughout the IFPP. We start by outlining the aims and ethos of the IFPP, and then move on to detail the tools and resources that are available, as well as information about the support you will receive, and how the IFPP will help you to develop as a pharmacist.

You will already have received a welcome email confirming your registration on the programme. Then, over the course of the programme, in partnership with your educational supervisor, you will develop a learning plan to meet the IFPP learning outcomes, based on your individual needs. You will be able to adapt the learning process outlined in the IFPP to your own learning and development needs. Then, as you progress through the IFPP, we will be sharing additional resources to support your learning to help you meet these outcomes.

Programme aims and overview

Programme aim

The Interim Foundation Pharmacist Programme (IFPP) is designed for provisionally registered pharmacists in England. It will provide you with the support you need when making the transition from pre-registration trainee, through provisional registration, to becoming a fully registered foundation pharmacist and beyond.

The IFPP aims to:

- support you through the challenges of provisional registration and on to full GPhC registration and beyond;
- help you achieve high-quality outcomes for patients and improve patient safety;
- inform the next stages of your education, development and career.

Programme overview

There are two aspects to the IFPP:

- Resources to support all provisionally registered pharmacists (irrespective of your employment status)
- Educational support and learning through work-based experiences, to help you develop your practice when you are employed

The IFPP is predominantly a vocational training programme, in which you will use your work-based experiences to identify areas of good practice, while also taking the time to reflect on potential further development opportunities. It will be up to you to manage your own personal learning objectives as time out of practice for training is not a mandatory requirement.

You will need to make the most of the online resources available within the programme, which are designed to offer flexible delivery and access to content, to help you balance your personal development with your work commitments.

All provisionally registered pharmacists (irrespective of employment status) will be able to access a library of resources. These resources are designed to help you maintain and develop your clinical knowledge, while at the same time, helping with the revision you will need to undertake ready for your GPhC registration assessment.

HEE will also be extending access to these resources to pre-registration pharmacists who have previously sat the GPhC registration assessment but who are not eligible to become provisionally registered pharmacists.

Programme ethos

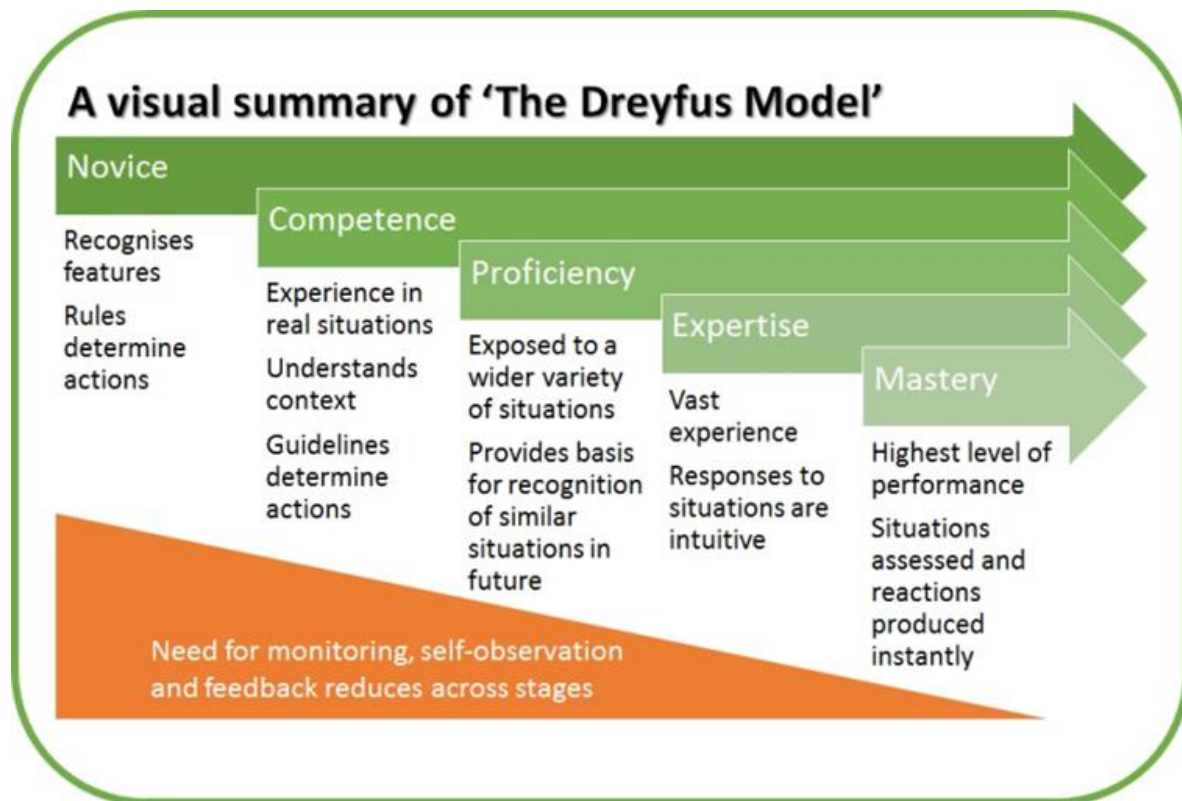
The IFPP is designed to be a trainee-led, vocational training programme, where the learning is predominantly based in the workplace, with learning opportunities that arise from lived experiences in day-to-day practice.

This means that for you to gain the most from the programme it is essential that you:

- embrace new ways of learning;
- manage and organise your personal development plan and learning;
- identify work-based experiences that provide learning opportunities;
- seek opportunities outside of traditional learning methods, for example, peer review;
- take part in supervised learning events, for example, case-based discussions;
- reflect on your practice, identifying the positive elements, as well as areas for improvement;
- seek feedback from others on your performance and act on that feedback;
- work with your educational supervisor to maximise your development.

As you develop within the programme you should be seeking to achieve not only competence against the learning outcomes, but also proficiency. Figure 1 below summarises the steps involved in acquiring new skills, as someone moves from 'novice' to 'proficiency' and beyond.

Figure 1: The Dreyfus *Five-stage model of the mental activities involved in direct skill acquisition.*



1

Source: richrtesting.com

Your IFPP educational supervisor will support you through your developmental journey by:

- orientating you to the programme;
- helping you set tailored, realistic expectations and goals;
- signposting learning and development opportunities;
- supporting development through the use of supervised learning events (in some circumstances this may be delegated to your practice supervisor);
- providing constructive feedback on the evidence you present;
- challenging and encouraging you to strive for excellence.

Remember that **you** are accountable for your learning and development within the IFPP. It is not the responsibility of your educational supervisor to make sure you are keeping on track with your development plans or progress towards the GPhC registration assessment.

¹ Magola, E, Willis, S, Schafheutle, E. (2018). Community pharmacists at transition to independent practice: Isolated, unsupported, and stressed. *Health and Social Care in the Community*. 26. 10.1111/hsc.12596.

IFPP learning outcomes

The IFPP learning outcomes are designed to guide your learning and developmental activities throughout your time on the IFPP. As you work towards these outcomes you will be making the transition from a competent pre-registration pharmacist to a proficient foundation pharmacist.

The IFPP learning outcomes consist of five domains (as shown below in Figure 2). Each domain comprises a set of capabilities and related learning outcomes (see Appendix 1).

Figure 2: The five IFPP learning outcome domains

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Professional practice	Communication and collaborative working	Leadership and management	Education	Research

The IFPP learning outcomes have been developed, in partnership with the RPS, to focus on confidence, proficiency, workplace outcomes and decision-making. They are based on the RPS [Interim Foundation Pharmacists' Curriculum](#), which has been developed in response to the COVID-19 pandemic by partners across the UK.

Each learning outcome has been categorised as either **high priority** or **longer-term priority**. The high priority outcomes are identified as those deemed to be essential for the delivery of patient-facing services and realistically could be completed within the duration of the IFPP. We appreciate that your focus will be on the GPhC registration assessment, and that there are other significant pressures on current foundation pharmacists and so the remaining outcomes should be regarded as longer-term priority.

As part of your learning on the IFPP you will carry out an analysis of your individual learning needs to meet these high-priority outcomes. This learning needs analysis will also support you to achieve the longer-term learning outcomes as you go on to develop as a pharmacy practitioner.

Provisional registration

For all healthcare practitioners, the move into professional practice is complex and demanding, and includes a period of intense learning of new skills, knowledge and behaviours. You will need to adapt to a new phase in your career in which, probably for the first time, you will experience the responsibilities of professional judgment and accountability. Newly registered pharmacists have described 'lack of confidence', 'decision making', 'managing professional relationships', 'being in charge', and 'adapting to the workplace' as the greatest challenges they face.¹

Provisional pharmacist registration is a unique situation brought about by the COVID-19 pandemic. The IFPP is designed to give you the support, direction, information and resources you need to bridge the transition from pre-registration training to independent practice. The programme signposts you to the resources and support that will help to build your confidence, aid decision making, manage relationships and develop leadership. Most importantly it will help you to adapt to the workplace in these challenging times, give you guidance on how to prepare for the GPhC registration assessment; while at the same time balancing the pressures of the ongoing pandemic.

The IFPP is designed to support all provisionally registered pharmacists, those in employment and those not in employment. Specific elements of the programme will support provisionally registered pharmacists in employment to reflect and learn from their experiences. These elements of the programme are designed to be flexible and can start at any stage during the IFPP. The IFPP is designed to continue to provide support as you achieve full registration.

The structure of the programme

The start date for the programme is flexible and will align with when you register as a provisionally registered pharmacist. It is designed to provide you with the support and learning opportunities that you will require throughout your time as a foundation pharmacist, not only during provisional registration. Foundation pharmacists will have access to resources from September 2020 and up to the end of August 2021.

As part of your registration process you will have indicated which aspects of the programme you can currently access. Any foundation pharmacist who is not currently employed can access the supportive resources (provided in Part A of this handbook) and then move on to the learning opportunities outlined in Part B once you gain employment.

During the registration process you will have seen a flowchart that sets out the eligibility criteria and structure of the IFPP. You may like to remind yourself of that structure by taking another look at the flowchart here: [IFPP – Eligibility and process flowchart](#)

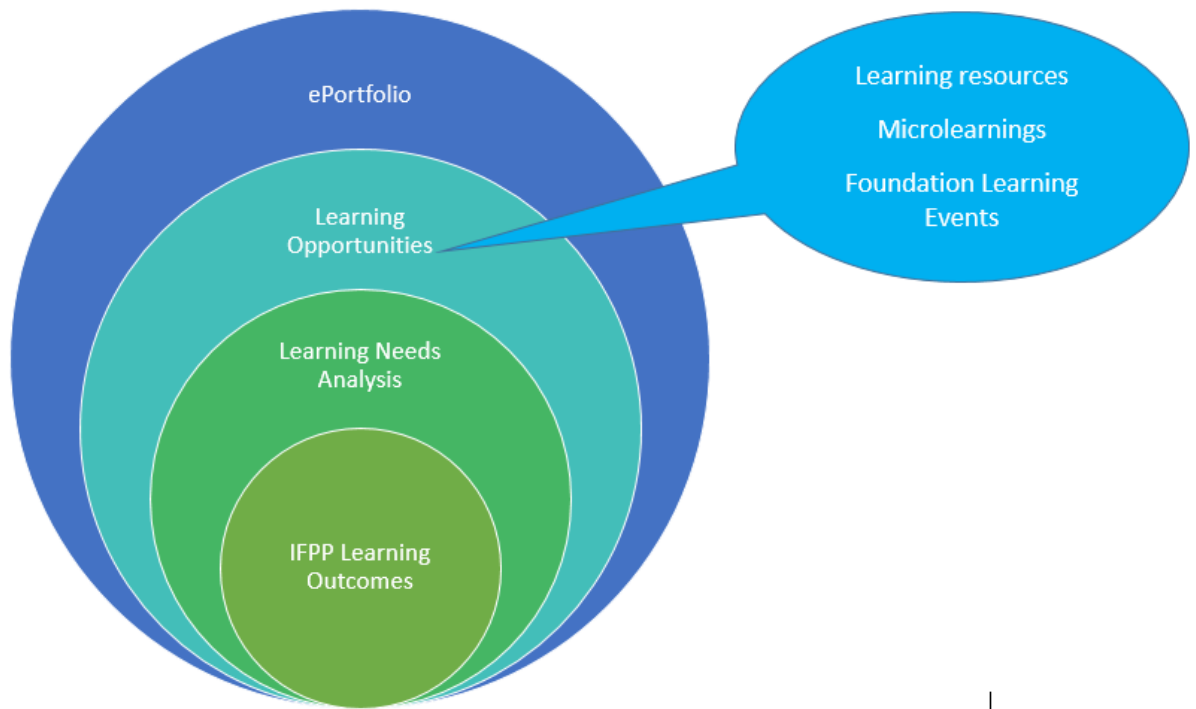
As you read through this handbook you may want to consider the following questions. Throughout the handbook we have signposted you to a wide range of resources and weblinks that will help address any gaps in your understanding.

- What are your responsibilities and how do these relate to the responsibilities of others?
- What is the role of your educational supervisor and practice supervisor?
- How does this link to your GPhC Senior Pharmacist?
- How will you learn and develop through the training programme?
- What are the benefits and expected outcomes of vocational learning and reflective practice?
- How will you be supported and supervised?
- What should you do if you are struggling or need additional support?
- How can you access peer support and other learning networks?
- How will you be assessed and what are the consequences of this assessment?
- What role will your peers play in their development?
- How will feedback be provided to you?

Part A: IFPP tools and resources

This part of the handbook signposts you to the tools and resources that are essential for your progression through the IFPP.

Figure 2: IFPP tools and resources

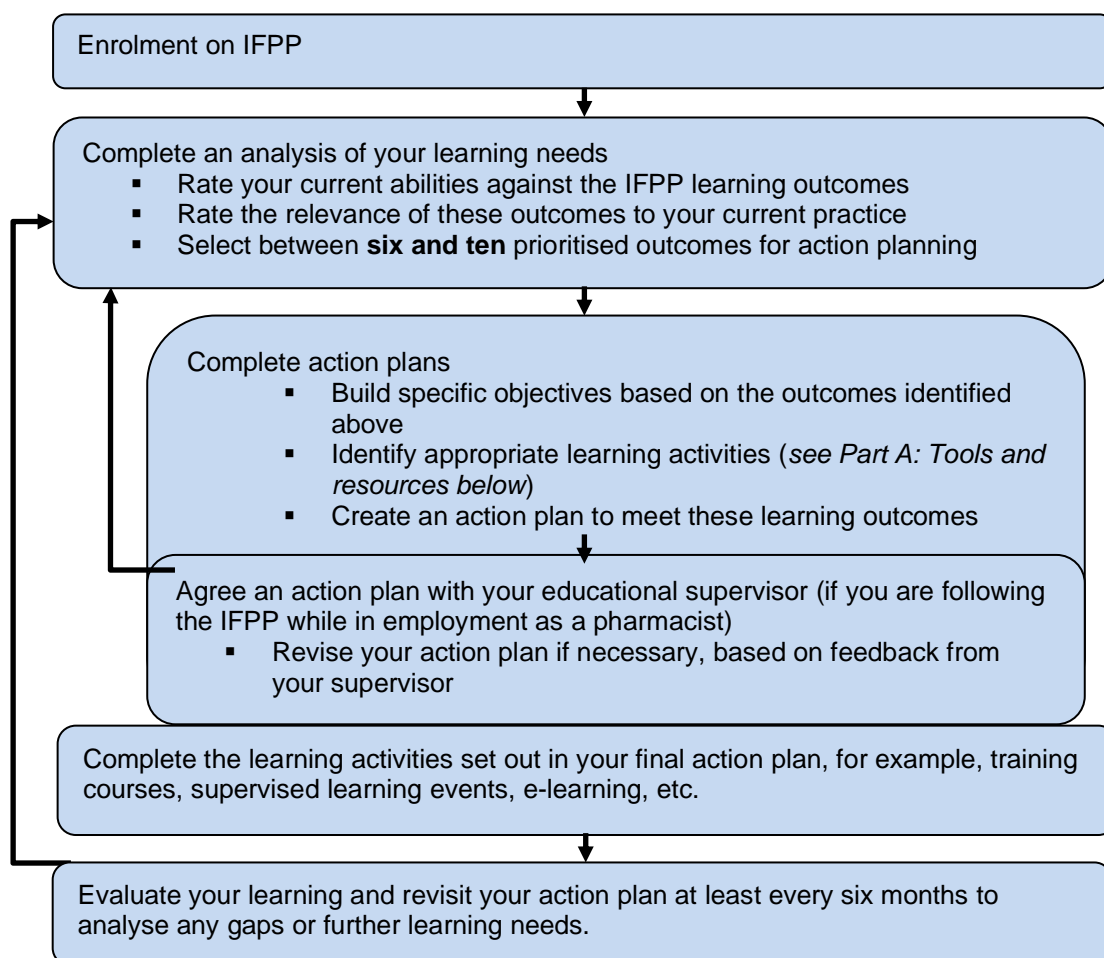


Analysing your learning needs

One of your first tasks during the initial stages of the programme will be to look through the IFPP learning outcomes (see *Appendix 1*) and identify your most important and urgent learning needs. In your [RPS e-portfolio](#) you will find a tool to help guide your learning - the **learning needs analysis**.

The learning needs analysis is the first part of the IFPP learning needs cycle that you should go on to complete in full in order to:

- develop objectives and actions that are individual to you;
- establish priorities that are relevant to your practice;
- provide a means of documenting your plans so that they can then be shared with others;
- allow you to evaluate your progress.

Figure 3: The IFPP learning needs cycle

The [IFPP Microlearning: Learning Needs Analysis](#) is an online learning guide that provides further useful information to help you work through the IFPP learning needs cycle. Also, the RPS e-portfolio user guide details how to complete your learning needs analysis in the e-portfolio (user guide available once registered to access e-Portfolio).

As you progress through the IFPP it is important that you regularly review your individual learning needs analysis. This review should take place after a maximum of six months (but earlier if necessary, for example, after you have taken the GPhC registration assessment). Revisiting your learning needs analysis will help you to review your progress, reprioritise your learning and reflect on your development.

Your overall aim is to achieve progress against the IFPP learning outcomes (see *Appendix 1*) and to recognise the importance of an evolving analysis of your learning needs throughout your career.

Preparing for the GPhC registration assessment

A key aim of the IFPP is to support your transition to 'full' GPhC registration and the support offered will align with the GPhC's approach to the registration assessment. To help you prepare for your assessment the IFPP will provide specific guidance and resources, including:

- An exam preparation guide, offering you generic advice, tips, strategies, templates and short activities, designed to help you with your revision and managing any exam day nerves
- Webinars providing specific exam preparation techniques that will reflect your experiences of working as a pharmacist
- Guidance on, and signposting to, high-quality revision resources

You will find more information about these resources on the [IFPP website](#).

It is important to bear in mind that your initial learning needs analysis will be a key tool as you work towards the GPhC's registration assessment. During the first few months of the programme the IFPP will be focusing on the registration assessment as a priority but you will, of course, be balancing this with the pressures of starting your career as a pharmacist.

Note: You should regularly continue to review GPhC's website to keep up to date with the registration assessment information.

Learning resources

To help you balance your personal development with your work commitments, the IFPP focuses on the use of online resources to enable flexible delivery and access to content. You will be given access to a library of resources that will both assist with GPhC registration assessment revision and enable you to meet the other learning needs that you have identified in your action plan.

The IFPP team are developing a suite of resources to support your learning and will be working with foundation pharmacists throughout the year to build the catalogue of content to meet your learning outcomes. The IFPP website and the FP Learning Opportunities (found on the NHS Learning Hub) provides signposting to the initial resources we have identified for you to use after undertaking your learning needs analysis. We plan to update this throughout the year.

We have described below some of the resources you will have access to via the IFPP. You will receive details of how to access these resources via the regular IFPP updates.

NHS Learning Hub

The [NHS Learning Hub](#) is a digital platform that provides easy access to a wide range of education and training resources for the health and care workforce. The IFPP is developing a catalogue of resources to support both you and your supervisor(s), which will be hosted on a bespoke site within the NHS Learning Hub.

In the wider NHS Learning Hub, users can contribute digital resources (including e-learning, video, audio, images, documents, web links, articles, etc) and search and access the variety of learning resources that have been contributed by organisations and the health and care workforce. The unique features of the NHS Learning Hub will enable you to recommend content for the IFPP catalogue to ensure it meets your learning needs. You can access the NHS Learning Hub via an OpenAthens account or an NHS email address.

e-Learning for healthcare

[e-Learning for Healthcare \(e-LfH\)](#) is a Health Education England (HEE) programme, developed in partnership with the NHS and professional bodies to support patient care by providing e-learning to educate and train the health and social care workforce. You can access e-LfH via an OpenAthens account, or your work email address.

SCRIPT

[SCRIPT](#) is an e-learning programme intended to improve safety and competency among healthcare professionals around prescribing, therapeutics and medicines management. You can access SCRIPT by registering for an account using an NHS email address. If you do not yet have an NHS email address further details on how to access this resource will be shared shortly.

OpenAthens

An OpenAthens Account gives you access, through NICE Evidence Search, to databases of journal articles, the full text of journals and e-books. In addition, having an OpenAthens Account allows you to access the full text of journals via NHS library services.

OpenAthens also enables you to access BMJ Best Practice for free. BMJ Best Practice gives you quick and easy access to authoritative information to underpin your clinical decisions. It draws on the latest evidence-based research, guidelines and expert opinion to offer step-by-step guidance on relating to patient care. Once you have your OpenAthens account you can access BMJ Best Practice via this [link](#).

Other resources

Other resources you may wish to consider include those provided by:

- [Centre for Post-graduate Pharmacy Education \(CPPE\)](#)
- [NHS Leadership Academy](#)
- [Pharmacist Support](#)
- [Medicines Learning Portal](#)

Learning events

The IFPP has identified a set of key learning outcomes that will be universal to all provisionally registered pharmacists. This includes:

- Support to help you prepare for the GPhC registration assessment
- Decision making in complex clinical environments
- Critical appraisal and medicines information
- Working with the wider multidisciplinary team in integrated care systems (ICS)
- Leadership in practice

The IFPP will be delivering learning events to support your learning in these critical areas. Due to the unique challenges of the COVID-19 pandemic the IFPP will be using a blended learning approach to deliver these learning events, consisting of webinars, workbooks, remote learning platforms, for example, APLAN (see *page 22 for details*) and peer networks.

The first learning event will support your learning to achieve success in the GPhC registration assessment. Once the GPhC has confirmed the date of the registration assessment, we will share further details about the timings and content of future learning events.

Preparing a portfolio

To ensure you are consistently developing throughout the IFPP you will be required to prepare a portfolio of evidence. The portfolio gives you a chance to document experiences and activities that demonstrate your skills and behaviours, all mapped against the IFPP learning outcomes identified during your individualised learning needs analysis.

The RPS have developed an e-portfolio that you can use during the IFPP. This e-portfolio contains various templates and forms for you to use, as well as the option to upload other types of evidence. All those eligible for the IFPP can access the RPS Provisional Pharmacist Portfolio, irrelevant of RPS membership status.

<http://www.rpharms.com/provisional-registration-e-portfolio>

Written reflections are an essential part of documenting your learning. These are your opportunity to reflect on how your practice has changed as a result of your learning. They can also help you to identify the best way to show how you have met a particular learning outcome. A reflective summary template can be found in your RPS e-portfolio.

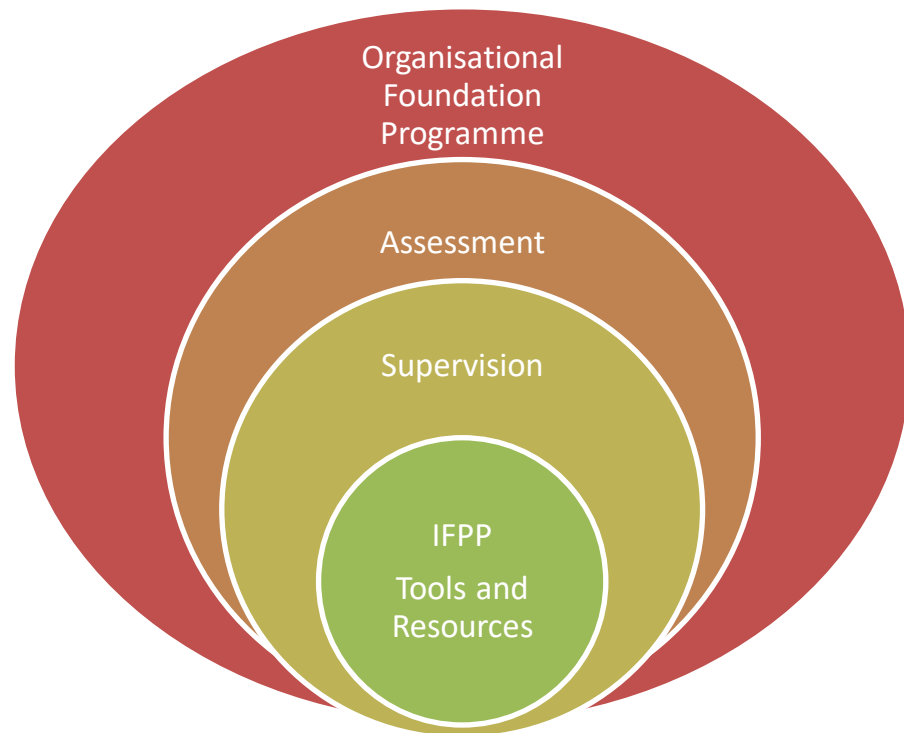
Instructions on how to use the RPS e-portfolio is detailed in the RPS user guide. For further information about why a portfolio is an important part of the IFPP, take a look through the [IFPP Microlearning: Portfolio development](#)

Part B: IFPP Workplace development in practice

This part of the handbook explains how vocational training within the IFPP is structured.

Figure 4: IFPP workplace development in practice

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Workplace foundation pharmacist programmes and the IFPP

Many organisations have established foundation pharmacist programme for newly qualified pharmacists. The IFPP complements these foundation pharmacist programmes. Provisionally registered pharmacists should continue to utilise workplace support whilst also accessing the additional resources they will receive by registering on the IFPP.

However, there are some organisations where workplace foundation pharmacist programmes are not in place, and for these foundation pharmacists the IFPP provides support via CPPE.

- If your employer is not able to provide educational supervision, sign up to the CPPE Foundation Programme: <https://www.cppe.ac.uk/career/fpp20-21/foundation-pharmacist-programme>

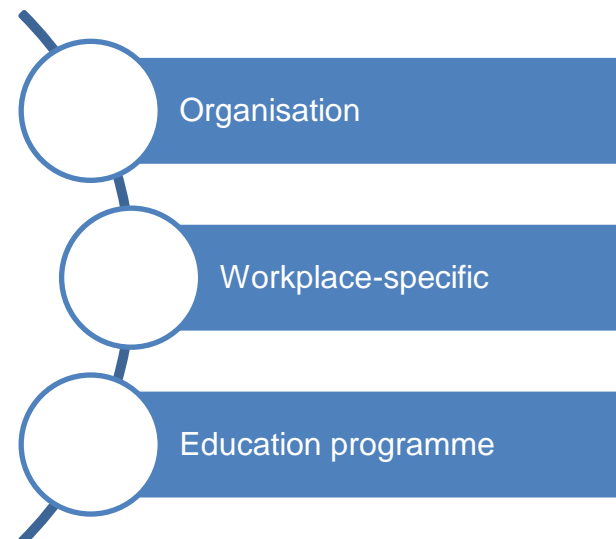
If you are unsure about your situation, contact your local HEE pharmacy team:

- North – medicinesoptimisationnorth@hee.nhs.uk
- Midlands and East – pharmacy.me@hee.nhs.uk
- London and South East (LaSE) – lasepharmacy@hee.nhs.uk
- South – pharmacy.south@hee.nhs.uk

Induction

The first stage of the IFPP is induction into the programme. Your induction as a provisionally registered pharmacist can be broken down into three distinct elements, as detailed below. Note that some of the elements will have less relevance if you are not currently in employment, nevertheless it is important you understand all the components of a full induction process.

- **Organisation:** This will include mandatory training and specific training for your role (for example, fire safety and use of IT systems). For provisionally registered pharmacists it will also include the mandatory requirements from the [GPhC](#).
- **Workplace-specific:** This includes the orientation to your workplace (for example, each community pharmacy or hospital ward(s) you are working in).
- **Education programme:** This is the development pathway you will follow through the IFPP, building on the learning during your pre-registration or other previous training. Each foundation pharmacist has had different learning and development experiences, so identifying your individual learning needs is a pivotal stage of the IFPP induction. This is especially true considering the COVID-19 pandemic and how this has affected your pre-registration year. The IFPP supports a flexible approach to your personal development that will enable you to make the transition to registered practitioner while acknowledging the need to balance your learning commitment against the wider pressures of life during a pandemic.



Three elements of induction

For some good practice points relating to induction, see Appendix 2.

Workplace learning

As a qualified professional, you are expected to take responsibility for your learning throughout the IFPP. The course works on a philosophy of practitioner-centred workplace learning. The ethos and culture of the course is to enhance and develop self-reliance and an adult approach to learning in support of continuing professional development.

Most of the learning that occurs within the IFPP will happen in the workplace. To capture this learning, you should document evidence of your contributions to care, reflect on your learning, and seek feedback where appropriate. It is important you identify, early on in the programme, how to best use the workplace for learning opportunities and identify when learning has occurred. The IFPP, FP Learning Opportunities document, found on the NHS Learning Hub, provides top tips to help you.

Learning in practice

“You are working in the dispensary, you receive a phone call regarding a medicine request and advice, and it takes you 30 minutes to resolve it (you have never had this type of request or dealt with this specific medicine before). In the meantime, work is building up; you have a team working with you. You ask them for help (checking, screening, making calls). In the end everything is resolved and finished.”

This scenario is common and is likely to occur at some point during the career of all pharmacists. The important thing to remember is the learning that you can gain from your experience. In the scenario given above, some of the possible learning includes:

- learning about a new medicine;
- learning what resources are available and how to use these resources effectively;
- learning the process of how to obtain the medicine;
- learning how to delegate work and lead other members of the team;
- working as an effective member of the team.

Successfully using this as a learning opportunity may mean that you:

- record the medicine request as a medicines information enquiry, detailing all aspects of the request, including any information given on its use (including dosage, administration, etc.). You can then use this as evidence of learning.
- ask for feedback from team members on how they felt about your performance and any comments that might make about the effectiveness of team working;
- used this contribution to patient care to show which aspects of the IFPP learning outcomes you have demonstrated;
- complete a reflective summary on the event in your RPS e-portfolio.

Reflection is important, especially after an experience that has challenged you. Thinking about this scenario, if the foundation pharmacist had to deal with this request again they would be probably deal with it in a different way, taking into consideration what they had learnt from the initial experience.

Every day a practising foundation pharmacist will learn something new from their workplace experience, which they can use to adapt their behaviour accordingly.

Self-directed learning

To ensure you meet the learning outcomes of the programme it is essential you plan ahead and allocate time for studying. As part of the GPhC requirements for provisional registration you should have agreed a plan with your employer that supports the study time that you will need prior to taking the GPhC registration assessment, but it is worth noting that private study in your own time is essential. The IFPP will not be mandating any time out of practice for training. Your employer may provide you with access to other learning opportunities and courses (for example, in-house training or external courses) to meet your individual learning needs and these can also be used to meet your learning needs for the IFPP.

Supervision

To support your educational journey through the IFPP, you must have an educational supervisor (and perhaps a practice supervisor).

The role of your educational supervisor is different to the professional supervisory role required for provisional registration; although it may be that in specific circumstances the same person fulfils both roles.

The GPhC has set out guidance relating to the requirements for professional supervision of provisionally registered pharmacists, (provided by a senior pharmacist), in the GPhC document, *Employing a provisionally registered pharmacist*, which can be found [here](#).

Roles and responsibilities of supervisors

Educational supervisor

Your named educational supervisor will oversee and review your educational progress during the IFPP. They will help guide your personal and professional development by signposting you to learning opportunities and relevant resources, as appropriate. They will monitor the quality of any evidence you submit and provide timely and effective feedback on your progress. However, the primary responsibility for learning and development lies with you. You need to take a self-directed approach to your learning and development and make use of the support provided by the educational supervisor and practice supervisor (as applicable).

In larger organisations the FP in training may be supported by more than one supervisor. In these circumstances the Educational Supervisor may delegate some of the supervision and assessment activities to others. These people will be referred to as Practice Supervisors to distinguish the two roles. The Educational Supervisor remains responsible for the FP in training throughout the programme.

Practice supervisor

A practice supervisor is responsible for supervision in the workplace setting, combining workplace learning with service provision. Their guidance will help and support you to take responsibility for real-life patient management, while managing potential risks to patient safety through effective clinical governance. A practice supervisor provides teaching and learning opportunities based on your learning needs. They should provide timely and effective feedback and be present to support your training when issues arise. Some elements of practice supervision may be delegated to other members of the multidisciplinary team who have suitable experience.

Note: You will need to act as a link between your educational supervisor and the practice supervisor, as appropriate.

Roles and responsibilities of supervisors	Practice Supervisor role	Educational Supervisor role
Assure safe and effective patient care	✓	✓
Establishing and maintaining an environment for learning	✓	✓
Conducting workplace-based assessments	✓	✓
Teaching and facilitating learning	✓	✓
Enhancing learning through formative assessment	✓	✓
Continuing professional development as an educator	✓	✓
Supporting and monitoring educational progress	✗	✓
Guiding personal and professional development	✓	✓

For further detail on supervision, please see the [IFPP Microlearning: Principles of Supervision](#).

Assessments and feedback

One of the IFPP aims is to develop a safe and effective workforce. To ensure that you can demonstrate this as you move through the IFPP it is important you gain evidence in the form of assessment and feedback. The IFPP has developed an assessment strategy outlined below, which is mapped to the IFPP learning outcomes (see *Appendix 1*).

Meetings

You should have a supervision meeting with your supervisor every two months during the programme, meaning at least seven review meetings. These must include a minimum of three meetings with your educational supervisor; introduction, mid-point review and sign-off. The other supervision meetings can be carried out by the educational supervisor or delegated to a practice supervisor. Some employers may want to mandate more frequent meetings; this should be agreed locally.

Minimum assessment requirements

The IFPP minimum assessment requirements, to be achieved over 12 months, are:

- Four supervised learning events. These should be:
 - One mini clinical evaluation exercise (Mini-CEX)
 - One direct observation of practical skills (DOPS)
 - One case-based discussion (CBD)

- One assessment using the medication-related consultation framework (MRCF) or equivalent
- One APLAN (Anonymised Peer Learning and Assessment Network) assessment
- Two reflective summaries
- One 360 feedback tool
- Learning needs analysis (and action plans) mapped against the IFPP learning outcomes to guide development – revisited every six months – and at least three times in total (month one, month six and at the end of the programme)

You will also be able to use other evidence to prove your development against the IFPP learning outcomes. Many workplace programmes that support the IFPP, outline assessment strategies that will exceed this minimum. In these circumstances you should continue to meet the requirements of your employer.

Supervised learning events

A supervised learning event is an episode, organised in advance, where a supervisor assesses a learner's performance in the clinical or practice setting. It is a learning opportunity that provides time for reflection and developmental feedback.

During the IFPP you will be expected to take part in supervised learning events, which will include:

- Mini-clinical evaluation exercise (Mini-CEX)
- Direct observation of practical skills (DOPS)
- Case-based discussion (CBD)
- The medication-related consultation framework (MRCF) or equivalent

You will find templates for each of these supervised learning events in your RPS e-portfolio. Further information is also provided in the boxed text below, as well as by accessing the relevant modules on the e-LfH hub.

Pharmacy – Introduction to Supervised Learning Events
<https://portal.e-lfh.org.uk/Component/Details/658765>

Pharmacy – Mini Clinical Evaluation Exercise (MiniCEX)
<https://portal.e-lfh.org.uk/Component/Details/658816>

Pharmacy – Case-Based Discussion (CBD)
<https://portal.e-lfh.org.uk/Component/Details/658819>

Pharmacy – Direct Observation of Practical Skills (DOPS)
<https://portal.e-lfh.org.uk/Component/Details/658822>

Each supervised learning event should be assessed by a suitably trained person, if you are unsure about who can undertake an assessment speak to your Educational Supervisor.

All supervised learning events should be documented in your e-portfolio system as evidence – please see the RPS e-portfolio *User guide for provisionally registered pharmacists* for further information.

The IFPP minimum assessment requirements are detailed in the *Assessments and feedback* section of this handbook.

Supervised learning events

Mini-clinical evaluation exercise

A mini-clinical evaluation exercise (Mini-CEX) is an observed, real-life, interaction between a learner and a patient, carer and/or healthcare professional. The supervisor provides immediate feedback focusing on clinical skills, attitudes and behaviours expected of the foundation pharmacist. It is a time-efficient way of assessing a foundation pharmacist in the real practice setting and allows them to receive immediate feedback on their performance.

Each Mini-CEX will last 15-20 minutes with an additional 10-15 minutes for feedback. It is suitable for use in a variety of situations normally expected of a foundation pharmacist, including medicines reconciliation, receiving a medicines information query, discharge planning, or carrying out a patient education activity. It is the foundation pharmacist's responsibility to identify patients for review.

Direct observation of practical skills

A direct observation of practical skills (DOPS) is used to assess your practical, procedural/process-based skills when providing contribution to care activities. The focus will be on you undertaking activities that adhere to strictly defined protocols, such as prescription screening, completing an incident form, or demonstrating the use of a medical device. It does not test your attitude, knowledge or behaviour. A DOPS can be carried out in any patient care setting, such as the dispensary, on a ward, in consultation rooms, or in outpatient clinics. Some can be done away from direct patient-facing settings, such as in an office, an aseptic department or a medicines information department.

Case-based discussion

A case-based discussion (CBD) is a structured activity centred around a clinical case contributed to by you. The aim is to promote further learning.

Each CBD should take approximately 30 minutes, with your supervisor leading the discussion. The conversation should be focused on a clinical case that has been prepared by you, and chosen jointly by you and your supervisor, addressing topics that reflect previously identified learning needs. Feedback, actions and learning points should be highlighted and recorded for your benefit.

Medication-related consultation framework

The medication-related consultation framework (MRCF) is a structured validated patient-centred approach to patient consultation that supports you in developing your consultation skills. This tool enables your supervisor to assess whether you are an effective communicator and able to shape the patient's behaviour through a shared agenda to ensure medicines optimisation.

Other assessments

Anonymous Peer Learning and Assessment Network

The Anonymous Peer Learning and Assessment Network (APLAN) is a password-protected secure website designed to enable peer learning. The website allows you to upload an anonymous case study onto the system, which your peers and educational supervisors can look at and provide feedback. The system allows peers to learn from each other, promotes positive feedback to improve the care provided, stimulates reflection on critical incidents and interesting patients, and enables sharing of experience between pharmacists.

360 Feedback

A 360 Feedback, otherwise known as mini-team assessment of behaviour (Mini-TAB) or multisource feedback, is a method of gaining perspective from your colleagues to help you identify positive areas of your behaviour and performance, as well as areas that may benefit from improvement.

A 360 Feedback is an opportunity for both personal and professional development. Bearing this in mind, it may be worth considering who you wish to receive feedback from, for example, you might want to include colleagues you feel you have not worked particularly well with. Remember, also that you may receive more in-depth feedback from colleagues you have worked with more closely or for longer.

Reaching the end of the IFPP programme

A pharmacist who successfully completes the IFPP will receive a Health Education England (HEE) Statement of Progression against the Interim Foundation Pharmacist Programme. To achieve this statement your educational supervisor will review your portfolio to confirm you have:

- completed the minimum assessment requirements (*see Assessments and feedback above*);
- achieved a level of proficiency demonstrated by evidence mapped to the high-priority learning outcomes;
- participated in the foundation learning events;
- completed a personal development plan to identify future learning requirements, including the completion of any outstanding longer-term priority learning outcomes not achieved during the IFPP and how they intend to meet these outcomes.

Your personal development plan will be there for you to refer to as you approach the end of the IFPP and continue on your learning and development journey.

Appendix 1: IFPP learning outcomes

The new IFPP learning outcomes have been developed, in partnership with the RPS, to focus on confidence, proficiency, workplace outcomes and decision-making.

The learning outcomes are categorised as **high priority (in bold)** and *longer-term priority (in grey italics)*. The **high priority** outcomes have been identified as essential for the delivery of patient-facing services and realistically could be completed within the duration of the IFPP. We appreciate that your focus will be on the GPhC registration assessment, and that there are other significant pressures on current foundation pharmacists and so the remaining outcomes should be regarded as *longer-term priority*.

The IFPP Learning Outcomes have been adapted and prioritised to focus on confidence, proficiency, workplace outcomes and decision-making. They are based on the RPS [*Interim Foundation Pharmacists' Curriculum*](#), which has been developed in response to the COVID-19 pandemic by partners across the UK.

		Capabilities	Outcomes (priority outcomes for provisionally registered pharmacists are bold)
Domain 1 Professional practice	Applies clinical knowledge and skills in practice	1.1	Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence
		1.2	Undertakes a holistic clinical review of a person's medicines to ensure they are appropriate
		1.3	<i>Conducts patient clinical examinations and assessments, gathers information and takes histories proficiently; develops diagnostic skills</i>
	Draws upon and critically appraises appropriate information to inform decision making; manages uncertainty and risk appropriately	1.4	Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care
		1.5	<i>Identifies and manages uncertainty and risk appropriately</i>
		1.6	<i>Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary</i>
		1.7	<i>Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level</i>
	Delivers person-centred care	1.8	Keeps the individual at the centre of their approach to care at all times
		1.9	Supports and facilitates the seamless continuity of care for each individual
	Practises professionally	1.10	Actively practises honesty and integrity in all that they do; upholds a duty of candour
		1.11	Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice
		1.12	Is accountable and responsible for own decisions and actions, understanding the potential consequences of these decisions across the whole care pathway
		1.13	Works within ethical guidelines and legal frameworks, including consent and confidentiality; seeks to gain permission from the individual before accessing confidential records where necessary
		1.14	Recognises and works safely within own level of competence, understanding the importance of working within this; knows when it is appropriate to refer or escalate a situation

	Capabilities	Outcomes (priority outcomes for provisionally registered pharmacists are bold)	
Domain 2 Communication and collaborative working	Communicates effectively, placing the patient at the centre of any interaction	2.1	Assimilates and communicates information clearly and calmly to individuals receiving care, or those involved in an individual's care, through different mediums; tailors messages depending on the audience; responds appropriately to questions; adapts language in challenging situations
		2.2	Uses effective questioning, active listening and identifies nonverbal cues when engaging with individuals receiving care, or with those involved in an individual's care, to support own decision-making process
		2.3	Consults with individuals through open conversation; explores physical, psychological and social aspects for that person, remaining open to what an individual might share; empowers the individual creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour
		2.4	Demonstrates empathy; seeks to understand a situation from the perspective of each individual; builds rapport with colleagues and individuals receiving care
	Collaborates with the wider pharmacy and multidisciplinary team to promote positive patient outcomes	2.5	Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes; delegates and refers appropriately to members of the pharmacy and multidisciplinary team, demonstrating an awareness of and using the expertise and knowledge of others.
		2.6	Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; uses appropriate language to influence others
		2.7	Recognises the value of members of the multidisciplinary team across the whole care pathway, engages with them effectively and draws on those, both present and virtually, to develop breadth of skills and support own practice
		2.8	Support members of the multidisciplinary team in the safe use of medicines and to meet the individual needs of those receiving care; effectively influences the decision-making process across the team regarding medicines, where appropriate
Domain 3 Leadership and management	Promotes pharmacy services and develops the profession	3.1	Proactively, demonstrates and promotes the value of pharmacy across other healthcare professionals; educates the public about the role of the pharmacy team within individual healthcare management
		3.2	<i>Communicates vision and goals to the broader team to support with achieving group tasks</i>
		3.3	<i>Critically analyses business needs; is mindful of commercial aspects within the pharmacy context; seeks to promote new pharmacy services</i>
		3.4	<i>Draws upon networks to understand the range of clinical, medicines-related and public health activities offered by a pharmacist in all sectors and across the care pathway; recognises the changes to and the opportunities within the future role of pharmacists; seeks out opportunities to modify own approach and deliver different services</i>
	Recognises opportunities for change, innovation and quality improvement	3.5	<i>Is open to new approaches and ways of completing work tasks and appropriately challenges others to consider change to improve the quality of care; shares own innovative ideas to improve working practices, both internally and externally</i>
		3.6	Effectively identifies and raises concerns regarding patient safety and risk management; seeks to improve the quality and safety of the use of medicines routinely
	Demonstrates self-awareness, resilience and adaptability	3.7	<i>Demonstrates self-awareness and emotional intelligence within the role, reflects on and understands the impact a situation may have on one's own resources</i>
		3.8	Remains composed in situations involving the individual receiving care, or involving colleagues, even in challenging or high-pressured situations; develops and draws upon support network in challenging situations
		3.9	Effectively, efficiently and safely manages multiple priorities; maintains accuracy when in a challenging situation; manages own time and workload calmly; demonstrating resilience
		3.10	Works flexibly within unfamiliar environments; is able to adapt and work effectively across different sectors within the pharmacy profession by applying previous learning to new settings

	Capabilities	Outcomes (priority outcomes for provisionally registered pharmacists are bold)	
Domain 4 Education	Develops personally through proactively identifying learning opportunities and reflecting on feedback	4.1	Demonstrates a positive attitude to development within the role; proactively seeks learning experiences to support own practice, and has a desire and motivation to try new things
		4.2	Demonstrates a commitment to self-development throughout own career; reflects on personal strengths, areas for development and potential barriers to achieving these; develops a personal development plan that reflects the breadth of ongoing professional development and includes potential innovations in medicine and practice development
		4.3	Seeks feedback and support from colleagues where appropriate; is receptive to information or advice given to them by others to make changes to own practice
	Supports the education and development of colleagues	4.4	<i>Acts as a role model, mentoring and leading others within the pharmacy and multidisciplinary team, where appropriate</i>
		4.5	Provides the pharmacy and multidisciplinary team with information and education, for example on clinical, legal and governance aspects of medicine
		4.6	<i>Effectively uses own expertise to provide guidance, support or supervision for less experienced members of the pharmacy and multidisciplinary team</i>
Domain 5 Research	Participates in research and manages data appropriately	5.1	<i>Seeks to be involved in research activities; actively disseminates outcomes to appropriate audiences</i>
		5.2	<i>Demonstrates an understanding that data can support improving care; values the importance of the skills required for identification, interpretation, analysis and the effective use of data within clinical practice; considers how to use data to improve outcomes for individuals; adheres to digital copyright, intellectual property and privacy rules and regulations</i>

Appendix 2: Induction – good practice points

Induction to an organisation

When you join any organisation your employer will provide an induction, which should cover:

1. Mandatory training

This relates to the information you need to know in order to meet the governance requirements of the organisation(s), to ensure the safe and efficient delivery of services.

2. Pharmacist-specific induction

This is tailored to your role and may cover:

- Supply processes, including the ordering, verification, procurement, dispensing, accuracy checking, and release of medicines
- The use of IT systems, eg, dispensing programmes, electronic prescribing and medicines administration systems, email, smart cards, etc
- Provision of out-of-hours services
- Security access, eg, keys, swipe cards, alarm codes, etc
- Local medicines-related policies and procedures specific to the organisation, for example, guidance relating to unlicensed medicines, oral chemotherapy, formulary, etc.
- Any other relevant information, eg, hours of work, annual and special leave processes, absence procedures, dress policy, social media policies

3. Workplace-specific induction

The workplace-specific induction will provide you with information that is specific and relevant to the context of the environment in which you are working, for example, a particular pharmacy, ward, clinic or surgery. This may include:

- Orientation into your place of work – this should include both practical considerations (eg, where do you leave your personal belongings?) and social elements (eg, where and when does the team go for lunch?)
- Introduction to key members of staff (multidisciplinary) – clarifying roles and responsibilities
- Signposting to key policies, procedures and guidelines relevant to pharmacy practice in that placement
- Team meetings (eg, education sessions, team briefings, clinical governance meetings, etc) that can or should be attended
- Access to additional help and support that is available if it is required
- Agreed expectations, aims and objectives to be achieved within a set timescale

Educational programme induction

The educational programme induction includes elements that are common to all pharmacists who are progressing through the IFPP. This handbook forms part of this induction as it describes the pathway you will follow through the programme, and sets out how you will build on the transferable skills established during your pre-registration training.

List of abbreviations

APLAN	Anonymised peer learning and assessment network
CBD	Case-based discussion
CPPE	Centre for Postgraduate Pharmacy Education
DOPS	Direct observation of practical skills
GPhC	General Pharmaceutical Council
HEE	Health Education England
IFPP	Interim Foundation Pharmacist Programme
Mini-CEX	Mini-clinical evaluation exercise
Mini-TAB	Mini team assessment of behaviour
MRCF	Medication-related consultation framework
RPS	Royal Pharmaceutical Society
SLE	Supervised learning event