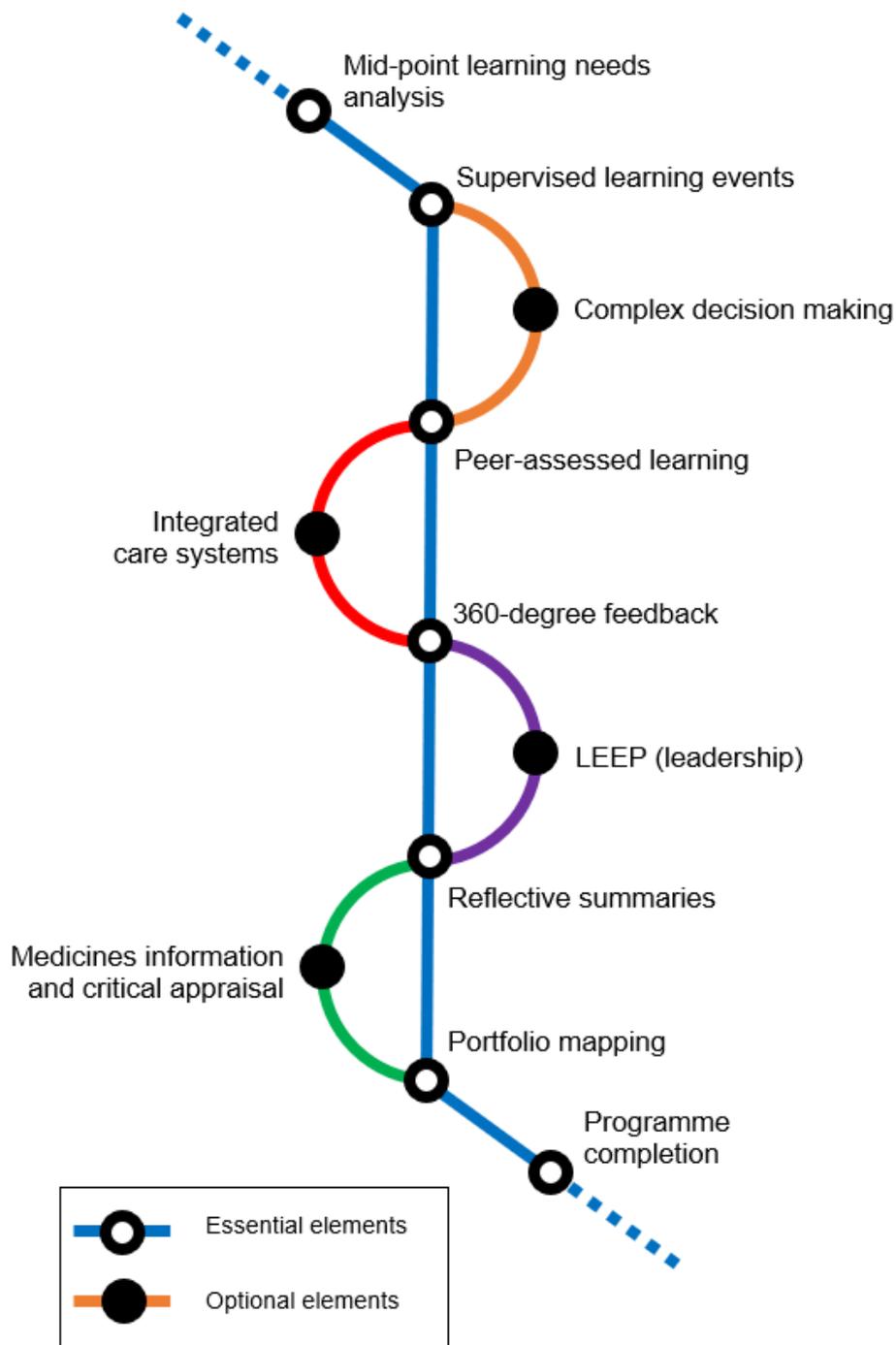


# Interim Foundation Pharmacist Programme

Your journey to programme completion...



# Contents

## 1. Introduction

## 2. Deadlines

## 3. Essential elements

- Learning needs analyses
- Supervised learning events
- Peer-assessed learning
- 360-degree feedback
- Reflective summaries

## 4. Optional elements

- Complex decision making
- Integrated care systems
- LEEP (leadership)
- Medicines information and critical thinking

## 5. Programme completion

## 1. Introduction

You are now in the final weeks of the Interim Foundation Pharmacist Programme (IFPP) and a good opportunity to describe the remaining elements of the programme.

Some of these are **essential elements** – when you have completed the minimum number required you will receive a graded HEE Statement of Development which you can share with current and future employers (see below).

We are also providing you with four **optional elements** which should be relevant to your ongoing learning needs, supporting you with specific learning and development needs relating to your future professional practice.

More detail is provided in the [IFPP Pharmacist's Handbook](#) and on the [IFPP website](#).

## 2. Deadlines

The final deadline for the programme's completion has been extended until 30<sup>th</sup> September 2021 – see section 5.

## 3. Essential elements

The information below is intended to guide you through essential elements of the IFPP, signposting additional helpful resources.

**It is critical that all essential elements and additional evidence are uploaded to the [RPS e-portfolio](#) and that each piece must be mapped against the [IFPP Learning Outcomes](#).**

This will enable you and your supervisor to review your performance and identify any outstanding learning needs you will need to meet to complete the programme. Within

this document we have suggested the prioritised IFPP learning outcomes that may be most relevant for each element of the programme.

Further information about the e-portfolio is provided in the [RPS e-Portfolio user guides](#).

The **RPS Provisional Registration Service Support Line** is also available to answer questions, Monday to Friday from 9am until 5pm:

- Email: [ProvReg@rpharms.com](mailto:ProvReg@rpharms.com)
- Telephone: 0207 572 2737 or 0333 733 2570

## Start or mid-point learning needs analysis

*Suggested prioritised IFPP learning outcomes: 4.1, 4.2.*

The learning needs analysis (LNA) is a helpful tool for you to prepare for the final stage of the IFPP. We recommend you use it as a starting point for planning your remaining learning and development activities.

The LNA tool will help guide you through the prioritisation of your learning outcomes. The LNA represents a shift away from mandated learning during your undergraduate and pre-registration experience.

This process should support you by:

- Developing objectives and actions that are individual to you,
- Establishing priorities that are relevant to your practice,
- Providing a means of documenting your plans which can then be shared with others,
- Allowing you to reflect on and evaluate your progress.

If you joined the IFPP prior to April 2021, you may have already completed an LNA, and you can use your reflections on this as the starting point for your next LNA.

→ [Click here for more information](#)

## Supervised learning events

*Suggested prioritised IFPP learning outcomes: 1.1,1.2, 1.4, 1.8-1.14, 2.1-2.8, 3.8.*

Supervision and supervised learning events (SLEs) are essential elements of the IFPP. A SLE is an episode during which a supervisor assesses a learner's performance in the clinical or practice setting. This provides a learning opportunity, as well as time for reflection and developmental feedback. → [Click here for more information](#)

- The IFPP minimum assessment requirements for SLEs are satisfactory completion of four SLEs (Ideally one of each where possible, but otherwise a total of four SLEs) including:
  - Mini clinical evaluation exercise (Mini-CEX),
  - Direct observation of practical skills (DOPS),
  - Case-based discussion (CBD),
  - Assessment using the medication-related consultation framework (MRCF).

*E-portfolio Hint:* you can complete SLEs with input from your supervisor directly in your e-Portfolio. Alternatively, paper copies of the assessment forms are available in the [Learning Hub](#) if these are practical for you to use. These can either be transcribed into the e-Portfolio, or scanned and uploaded, making sure you tag the upload with the appropriate document type e.g., mini-CEX.

**Mini clinical evaluation exercise (Mini-CEX)** – A Mini-CEX is used to assess your ability to identify, action and resolve issues effectively when providing pharmaceutical care for a patient. It enables your supervisors to review various skills, attitudes, knowledge, and behaviours. A Mini-CEX can be adapted to many scenarios, such as carrying out a medicines' reconciliation, taking in and resolving an issue with a request for a medication (e.g., out of stock or contraindicated) and medicines use reviews.

→ [Click here for more information](#)

**Direct observation of practice (DOPS)** – A DOPS assesses your ability to carry out an activity that adheres to a defined protocol. Examples of suitable activities are vaccination administration, final checking of dispensed items, monitoring of blood pressure or other physical assessment, completing an incident report, or taking in a medicine information enquiry.

→ [Click here for more information](#)

**Case based discussion (CBD)** – In a CBD you can discuss pharmaceutical management and understanding of a patient case with your supervisor. During the discussion, your supervisor should probe your knowledge and approach to managing the case. For example, a CBD might cover a patient care interaction and intervention with a patient who has a chronic illness such as diabetes.

→ [Click here for more information](#)

**Medicines related consultation framework (MRCF)** – The MRCF is a structured validated patient-centred approach to patient consultation. It supports you in developing consultation skills. This tool enables the 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.

→ [Click here for more information](#)

## Peer-assessed learning

*Suggested prioritised IFPP learning outcomes: 1.1, 1.2, 1.4, 1.8-1.14, 4.1-4.3*

This is a new type of assessment designed to enable peer learning. The web-based platform will allow you to upload an anonymous case study, which your peers and educational supervisors can review 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. As part of the IFPP you are required to submit one case, and review three others.

Further information regarding peer-assessed learning will follow.

## 360-degree feedback

*Suggested prioritised IFPP learning outcomes: 1.10-1.14, 2.1-2.8, 3.9, 4.1-4.3*

A 360-degree feedback tool is a validated 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. It is an opportunity for both personal and professional development.

Further information about 360-degree feedback is provided in the following guides and webinar recordings:

- RPS & HEE [360-degree feedback tool guides](#) – these include a flow diagram and guidance on providing effective feedback.

## Reflective summaries

*Suggested prioritised IFPP learning outcomes depends on contents of reflections.*

Written reflections are an essential part of documenting your learning. Reflection is your opportunity to consider how your practice has changed because of your learning. Reflections can also help you identify how best to show that you have met a particular learning outcome. You are required to complete two reflective summaries during the IFPP – a template can be found in your RPS e-portfolio.

## 4. Optional elements

In addition to the essential elements, the IFPP offers additional options for you to consider. Whilst completion is not mandated, they are available to support you with specific learning and development needs which will support your future professional practice. This section provides you with further information about what additional LOs you could achieve by completing these elements.

Please keep in mind that some of these will be only available on specific dates and will require you to enrol.

## **Complex decision making**

Date: already available

*Suggested IFPP learning outcomes: 1.1, 1.2, 1.4, 1.8, 1.9.*

This extremely useful session and resource were shared in December 2020. This includes a webinar that introduces complex decision making, a comprehensive guide, infographics, and a template to support your reflection on decision you have made. Please take the time to visit these resources if you did not have time during the challenges of the winter. The resources and webinar recording can all be found [here](#).

## **Integrated care systems**

Date: E-learning resources due July 2021.

*Suggested IFPP learning outcomes: 1.1, 1.8-1.9, 1.12, 1.14, 2.1-2.2, 2.4-2.8, 3.8, 3.10, 4.3, 4.5.*

Integrated care systems (ICS) drive the provision of coordinated services between organisations, tailored to their local population through partnership working between the NHS, local councils, and strategic partners. Pharmacists and pharmacy technicians are key members of the ICS workforce and an understanding of how this new model of working operates is crucial to enable you to effectively contribute as part of the wider health and care system.

This originally planned real time learning event will now be delivered through prepared resources which you can access at a time to suit you; providing you with flexibility to access the learning at your own pace.

## **LEEP (Leading through Education to Excellent Patient care)**

*Suggested IFPP learning outcomes: 1.11-1.12, 1.14, 2.5, 2.7 3.6, 3.8-3.10, 4.6*

As the provision of health and care across sectors becomes increasingly integrated, the need to develop and support pharmacist leaders is essential. This programme was delivered in June 2021 and provided an interactive approach to your leadership development, focusing on authentic leadership, building networks and how to work effectively within teams

## Medicines Information and Critical Thinking

Date: Resources due July 2021

*Suggested IFPP learning outcomes: 1.1, 1.4, 1.8, 1.9.*

As a pharmacist involved in patient care you will need Medicines Information (MI) skills i.e., clinical problem-solving skills to optimise medicines use and to be able to confidently extract and communicate information to patients, as well as other healthcare professionals.

The following MI and Critical Thinking Learning Event resources will be available to you via the [Learning Hub](#):

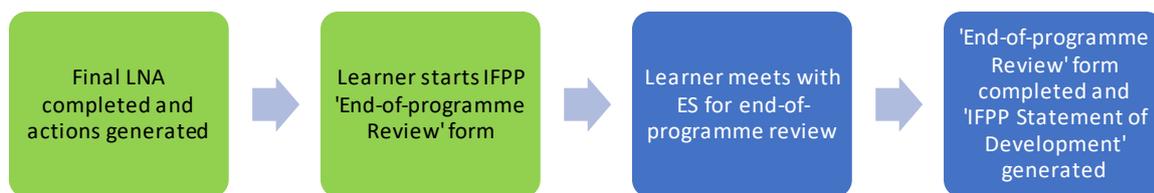
- A workbook (which signposts you to a range of useful and freely accessible MI resources) with cases for you to work through and reflect on either individually, with your peers and/or with your Educational Supervisor.
- A series of short bitesize videos which focus on critical thinking. These will cover a range of topics, including how to approach clinical questions/queries.

These resources will provide you with a framework of skills and knowledge that you can use when presented with novel situations in practice, supporting you in making decisions where evidence maybe limited or where patients are complex.

## 5. Programme completion

Upon completion of the IFPP, pharmacists will receive a graded HEE **Statement of Development**. To be awarded a Statement of Development you will need to complete an end of programme review with your educational supervisor. This will include the following elements:

1. Review of your personal development plan – this will result from your final LNA
2. Declaration of passing the GPhC registration assessment.
3. Declaration of progression against the IFPP learning outcomes – you do not need to achieve all the learning outcomes, but should demonstrate progression through the year
4. A count of the total number of mandatory elements completed. The ten core mandatory elements IFPP are:
  - Four SLEs (ideally one of each, but if not possible any four SLEs)
  - One Peer Assessment Tool case submission
  - One 360 feedback review
  - Two reflective summaries
  - Two LNAs (including one at the end of the IFPP)



Your final Statement of Development will be awarded as Bronze, Silver or Gold depending on the number of these mandatory elements completed, as detailed below:

<b>Award</b>	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
Personal development plan completed	Yes	Yes	Yes
Declaration of passing the GPhC registration completed	Yes	Yes	Yes
Declaration of progress against IFPP learning outcomes	Yes	Yes	Yes
Number of mandatory elements completed	<5	5-7	8-10

Further details and guidance about the end of programme process will be released in due course. Make sure you are signed up for [IFPP Updates here](#).