**RPS Foundation Pharmacist Framework Self-Assessment**

Foundation Pharmacists should undertake a self-assessment against the RPS Foundation Pharmacy Framework (FPF) to identify their strengths and any learning gaps. The self-assessment should occur at the start of a foundation programme and prior to any formal educational reviews. In addition, the Educational Supervisor should also undertake an assessment of the Foundation Pharmacist, considering evidence that has been collated as part of the e-portfolio submission. The table below outlines all 9 attributes of the RPS FPF along with the corresponding behavioural descriptors.

**How to self-assess:**

Using the template key below it is recommended that Foundation Pharmacists and their Educational Supervisors devise their own key to use within the self-assessment tables. In using the same self- assessment table for the duration of the programme, it will enable foundation pharmacists and the educational supervisors to see their progress.

*NB. Educational supervisors may choose to use a separate assessment document to their foundation pharmacist practitioner.*

For each self-assessment the foundation pharmacist should complete the “RPS Foundation Pharmacy Framework Self-Assessment Summary & Action Plan” found below, where more detailed reflection and action planning can be recorded.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Attribute** | **Behavioural indicators** | **Rarely****(0 – 24%)***Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes****(25 – 50%)***Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually****(51 – 84%)***Demonstrates expected standard practice with occasional lapses* | **Consistently****(85 – 100%)***Consistently demonstrates the expected standard practice, with very rare lapses* |
| 1. **Applying clinical knowledge and skills**
 | 1.1 Applies evidence- based clinicalknowledge to make suitablerecommendations or takeappropriate actions |  |  |  |  |
| 1.2 Provides the multidisciplinary team with information and education, for example, on clinical, legal and governance aspects of medicines |  |  |  |  |
| 1.3 Has an awareness of the range of clinical medicines-related and public health activities offered by a pharmacist across all sectors; seeks out opportunities to deliver different services in practice |  |  |  |  |
| 1.4 Proficient in conducting patient clinical examinations and assessments, gathering information and history taking; seeks to develop own diagnostic skills |  |  |  |  |
| 1.5 Demonstrates the capabilities to become an independent prescriber; identifies the knowledge and skills required to achieve this |  |  |  |  |
| **Behavioural indicators** | **Rarely****(0 – 24%)***Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes****(25 – 50%)***Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually****(51 – 84%)***Demonstrates expected standard practice with occasional lapses.* | **Consistently****(85 – 100%)***Consistently demonstrates the expected standard practice, with very rare lapses.* |
| 1.6 Uses own pharmaceutical knowledge to positively impact the usage and stewardship of medicines at an individual and population level |  |  |  |  |
| 1.7 Undertakes a holistic clinical review of a person’s medicines to ensure they are appropriate |  |  |  |  |
| 1. **Person-centred care**
 | 2.1 Keeps the individual at the centre of their approach to care at all times |  |  |  |  |
| 2.2 Works in partnership with individuals receiving care as unique, seeking to understand the physical, psychological and social aspects for that person |  |  |  |  |
| 2.3 Demonstrates empath; seeking to understand a situation from the perspective of each individual |  |  |  |  |
| 2.4 Engages on an individual basis with the person receiving care, remains open to what an individual might share |  |  |  |  |
| **Behavioural indicators** | **Rarely****(0 – 24%)***Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes****(25 – 50%)***Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually****(51 – 84%)***Demonstrates expected standard practice with occasional lapses.* | **Consistently****(85 – 100%)***Consistently demonstrates the expected standard practice, with very rare lapses.* |
| 2.5 Supports and facilitates the seamless continuity of care for each individual |  |  |  |  |
| 1. **Evidence -informed decision-making**
 | 3.1 Draws upon own knowledge and up-to-date guidance to effectively make decisions appropriately and with confidence |  |  |  |  |
| 3.2 Critically appraises appropriate information to make a decision in an efficient and systematic manner; adopts evidence-informed solutions |  |  |  |  |
| 3.3 Demonstrates awareness of where to seek appropriate information to solve problems and make decisions |  |  |  |  |
| 3.4 Asks the appropriate questions when engaging with other healthcare professionals to support own decision-making process |  |  |  |  |
| 3.5 Manages uncertainty and possible risk appropriately, while ensuring high attention to detail is maintained when making decisions regarding the individual receiving care |  |  |  |  |
| **Behavioural indicators** | **Rarely****(0 – 24%)***Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes****(25 – 50%)***Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually****(51 – 84%)***Demonstrates expected standard practice with occasional lapses.* | **Consistently****(85 – 100%)***Consistently demonstrates the expected standard practice, with very rare lapses.* |
| 3.6 Demonstrates an understanding that data can support improving care; values the importance of the skills required for the interpretation, analysis and the effective use of data within clinical practice; considers how to use data to improve the outcome for individuals |  |  |  |  |
| 3.7 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary |  |  |  |  |
| **4. Leadership and management** | 4.1 Acts as a role model, mentoring and leading others within the multidisciplinary team, where appropriate |  |  |  |  |
| 4.2 Communicates vision and goals to the broader team to support with achieving group tasks |  |  |  |  |
| 4.3 Approaches the role with enthusiasm, seeks to demonstrate and promote the value of pharmacy across other healthcare professionals; educates the public about the role of the pharmacy team within individual healthcare management |  |  |  |  |
| **Behavioural indicators** | **Rarely****(0 – 24%)***Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes****(25 – 50%)***Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually****(51 – 84%)***Demonstrates expected standard practice with occasional lapses.* | **Consistently****(85 – 100%)***Consistently demonstrates the expected standard practice, with very rare lapses.* |
| 4.4 Is open to new approaches and ways of completing work tasks; shares own innovative ideas to improve working practices, both internally and externally. |  |  |  |  |
| 4.5 Appropriately challenges others to consider new ideas and approaches to improve the quality of care, doing so in a confident manner. |  |  |  |  |
| 4.6 Critically analyses business needs; is mindful of commercial aspects within the pharmacy context; seeks to promote new pharmacy services |  |  |  |  |
| 4.7 Draws upon own networks to understand how the pharmacy profession operates among different sectors and across the care pathway. |  |  |  |  |
| 4.8 Recognises the changes to and the opportunities within the future role pf pharmacists, modifying own approach when required. |  |  |  |  |
| 1. **Collaborative working**
 | **Behavioural indicators** | **Rarely****(0 – 24%)***Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes****(25 – 50%)***Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually****(51 – 84%)***Demonstrates expected standard practice with occasional lapses.* | **Consistently****(85 – 100%)***Consistently demonstrates the expected standard practice, with very rare lapses.* |
| 5.1 Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes. |  |  |  |  |
| 5.2 Seeks feedback from colleagues where appropriate; is receptive to information or advice given to them by others. |  |  |  |  |
| 5.3 Recognises the value of members of the multidisciplinary team across the whole care pathway, drawing on those both present and virtually, to develop breadth of skills and support own practice. |  |  |  |  |
| 5.4 Works with other members of the multidisciplinary team to support them in the safe use medicines and to meet the individual needs of those receiving care; effectively influences the decision-making process across the team regarding medicines, where appropriate. |  |  |  |  |
| **Behavioural indicators** | **Rarely****(0 – 24%)***Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes****(25 – 50%)***Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually****(51 – 84%)***Demonstrates expected standard practice with occasional lapses.* | **Consistently****(85 – 100%)***Consistently demonstrates the expected standard practice, with very rare lapses.* |
| 5.5 Delegates and refers appropriately to members of the multidisciplinary team, demonstrating an awareness of and using the expertise and knowledge of others. |  |  |  |  |
| 5.6 Effectively uses own expertise to provide guidance, support or supervision for less experienced members of the multidisciplinary team. |  |  |  |  |
| 1. **Communication and consultation skills**
 | 6.1 Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; seeking to use appropriate language to influence others. |  |  |  |  |
| 6.2 Assimilates and communicates information clearly and calmly through different mediums, including face to face, written and virtual; tailors messages depending on the audience; is able to respond appropriately to questions. |  |  |  |  |
| 6.3 Builds rapport with colleagues and individuals receiving care |  |  |  |  |
| **Behavioural indicators** | **Rarely****(0 – 24%)***Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes****(25 – 50%)***Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually****(51 – 84%)***Demonstrates expected standard practice with occasional lapses.* | **Consistently****(85 – 100%)***Consistently demonstrates the expected standard practice, with very rare lapses.* |
| 6.4 Demonstrates active listening skills, identifies non-verbal cues in others. |  |  |  |  |
| 6.5 Uses effective questioning techniques when working with individuals receiving care or other healthcare professionals |  |  |  |  |
| 6.6 Consults with individuals through open conversation; creates an environment to support shared-decision making around personal healthcare outcomes. |  |  |  |  |
| 6.7 Uses appropriate language to engage with the individual; empowers the individual through communication and consultation skills, supporting them in making changes to their health behaviour. |  |  |  |  |
| 6.8 Adapts language to provide support in challenging situations |  |  |  |  |
| 1. **Professional accountability**
 | 7.1 Actively practises honesty and integrity in all that they do; upholds a duty of candour. |  |  |  |  |
| **Behavioural indicators** | **Rarely****(0 – 24%)***Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes****(25 – 50%)***Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually****(51 – 84%)***Demonstrates expected standard practice with occasional lapses.* | **Consistently****(85 – 100%)***Consistently demonstrates the expected standard practice, with very rare lapses.* |
| 7.2 Is accountable and responsible for own decisions and actions, understanding the potential consequences of these decisions across the whole care pathway |  |  |  |  |
| 7.3 Effectively identifies and raises concerns regarding patient safety and risk management. |  |  |  |  |
| 7.4 Proactively recognises and corrects the overuse of medicines. |  |  |  |  |
| 7.5 Works safely within own level of competence, understanding the importance of working within this; knows when it is appropriate to escalate a situation. |  |  |  |  |
| 7.6 Treats others as equals, with dignity and respect, supporting them regardless of individual circumstance or background; seeks to promote this. |  |  |  |  |
| 7.7 Values the quality and safety of the use of medicines as of the utmost importance; seeks to improve this routinely. |  |  |  |  |
| **Behavioural indicators** | **Rarely****(0 – 24%)***Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes****(25 – 50%)***Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually****(51 – 84%)***Demonstrates expected standard practice with occasional lapses.* | **Consistently****(85 – 100%)***Consistently demonstrates the expected standard practice, with very rare lapses.* |
| 7.8 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. **Education, research and evaluation**
 | 8.1 Demonstrates a positive attitude to development within the role; has a desire and motivation to try new things. |  |  |  |  |
| 8.2 Proactively seeks to find learning opportunities within the day-to-day role; asks to take part in learning activities. |  |  |  |  |
| 8.3 Uses learning experiences to support own practice. |  |  |  |  |
| 8.4 Seeks to be involved in research activities; actively disseminates outcomes to appropriate audiences. |  |  |  |  |
| 8.5 Sets personal objectives, developing own plan for achieving these in order to maintain knowledge base and identify potential innovations |  |  |  |  |
| **Behavioural indicators** | **Rarely****(0 – 24%)***Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes****(25 – 50%)***Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually****(51 – 84%)***Demonstrates expected standard practice with occasional lapses.* | **Consistently****(85 – 100%)***Consistently demonstrates the expected standard practice, with very rare lapses.* |
| 8.6 Demonstrates a commitment to the importance of self-development throughout own career; undertaking personal reflection regularly to consider personal strengths, areas for development and potential barriers to achieving these. |  |  |  |  |
| 8.7 Seeks and is open to receiving feedback, taking this on board to make changes to own practice. |  |  |  |  |
| 1. **Resilience and adaptability**
 | 9.1 Develops and draws upon support network to provide resources to deal with challenging situations; is open to seeking support. |  |  |  |  |
| 9.2 Demonstrates self-awareness and emotional intelligence within the role, reflects on and understands the impact a situation may have on one’s own resources. |  |  |  |  |
| 9.3 Remains composed in situations involving the individual receiving care, or involving colleagues, even in challenging or high-pressured situations. |  |  |  |  |
| **Behavioural indicators** | **Rarely****(0 – 24%)***Very rarely meets the standard expected. No logical thought process appears to apply.* | **Sometimes****(25 – 50%)***Demonstrates expected standard practice less than half of the time observed. Much more haphazard than “usually”* | **Usually****(51 – 84%)***Demonstrates expected standard practice with occasional lapses.* | **Consistently****(85 – 100%)***Consistently demonstrates the expected standard practice, with very rare lapses.* |
| 9.4 Effectively and efficiently manages multiple priorities; manages own time and workload calmly, demonstrating resilience. |  |  |  |  |
| 9.5 Maintains accuracy when in a challenging situation, completing tasks in an efficient and safe way. |  |  |  |  |
| 9.6 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. |  |  |  |  |

**Self-Assessment Summary & Action Plan**

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| --- | --- | --- | --- |
| **Foundation Pharmacist:** |  | **Date:** |  |
| **Educational Supervisor:** |  | **Stage:**  | **Initial 🔾****Mid-point 🔾****End of programme 🔾** |

|  |
| --- |
| 1. **Applying clinical knowledge and skills**
 |
| ***What aspects of your performance against these competencies are you especially pleased with?*** |
| ***What aspects of your performance against these competencies do you think you need to further develop/improve?*** |
| ***What do action do you need to take in the next 4 to 6 months in order to make progress on these competencies?*** |
| ***General Reflections:*** |
| 1. **Person-centred care**
 |
| ***What aspects of your performance against these competencies are you especially pleased with?*** |
| ***What aspects of your performance against these competencies do you think you need to further develop/improve?*** |
| ***What do action do you need to take in the next 4 to 6 months in order to make progress on these competencies?*** |
| ***General Reflections:*** |
| 1. **Evidence-informed decision-making**
 |
| ***What aspects of your performance against these competencies are you especially pleased with?*** |
| ***What aspects of your performance against these competencies do you think you need to further develop/improve?*** |
| ***What do action do you need to take in the next 4 to 6 months in order to make progress on these competencies?*** |
| 1. **Leadership and management**
 |
| ***What aspects of your performance against these competencies are you especially pleased with?*** |
| ***What aspects of your performance against these competencies do you think you need to further develop/improve?*** |
| ***What do action do you need to take in the next 4 to 6 months in order to make progress on these competencies?*** |
| 1. **Collaborative working**
 |
| ***What aspects of your performance against these competencies are you especially pleased with?*** |
| ***What aspects of your performance against these competencies do you think you need to further develop/improve?*** |
| ***What do action do you need to take in the next 4 to 6 months in order to make progress on these competencies?*** |
| 1. **Communication and consultation skills**
 |
| ***What aspects of your performance against these competencies are you especially pleased with?*** |
| ***What aspects of your performance against these competencies do you think you need to further develop/improve?*** |
| ***What do action do you need to take in the next 4 to 6 months in order to make progress on these competencies?*** |
| 1. **Professional accountability**
 |
| ***What aspects of your performance against these competencies are you especially pleased with?*** |
| ***What aspects of your performance against these competencies do you think you need to further develop/improve?*** |
| ***What do action do you need to take in the next 4 to 6 months in order to make progress on these competencies?*** |
| 1. **Education, research and evaluation**
 |
| ***What aspects of your performance against these competencies are you especially pleased with?*** |
| ***What aspects of your performance against these competencies do you think you need to further develop/improve?*** |
| ***What do action do you need to take in the next 4 to 6 months in order to make progress on these competencies?*** |
| 1. ***Resilience and adaptability***
 |
| ***What aspects of your performance against these competencies are you especially pleased with?*** |
| ***What aspects of your performance against these competencies do you think you need to further develop/improve?*** |
| ***What do action do you need to take in the next 4 to 6 months in order to make progress on these competencies?*** |
| ***General Reflections:*** |

**Summary**

|  |
| --- |
| 1. **Applying Clinical Knowledge & Skills**
 |
| ⭘Unable to comment | ⭘Not confident | ⭘Satisfactory but not confident | ⭘Confident in some cases but would like more experience | ⭘Fully confident in most cases |
| **2. Person-Centred Care** |
| ⭘Unable to comment | ⭘Not confident | ⭘Satisfactory but not confident | ⭘Confident in some cases but would like more experience | ⭘Fully confident in most cases |
| **3. Evidenced-Informed Decision-Making** |
| ⭘Unable to comment | ⭘Not confident | ⭘Satisfactory but not confident | ⭘Confident in some cases but would like more experience | ⭘Fully confident in most cases |
| **4. Leadership & Management** |
| ⭘Unable to comment | ⭘Not confident | ⭘Satisfactory but not confident | ⭘Confident in some cases but would like more experience | ⭘Fully confident in most cases |
| **5. Collaborative Working** |
| ⭘Unable to comment | ⭘Not confident | ⭘Satisfactory but not confident | ⭘Confident in some cases but would like more experience | ⭘Fully confident in most cases |
| **6. Communication & Consultation Skills** |
| ⭘Unable to comment | ⭘Not confident | ⭘Satisfactory but not confident | ⭘Confident in some cases but would like more experience | ⭘Fully confident in most cases |
| **7. Professional Accountability** |
| ⭘Unable to comment | ⭘Not confident | ⭘Satisfactory but not confident | ⭘Confident in some cases but would like more experience | ⭘Fully confident in most cases |
| **8. Education, research and evaluation** |
| ⭘Unable to comment | ⭘Not confident | ⭘Satisfactory but not confident | ⭘Confident in some cases but would like more experience | ⭘Fully confident in most cases |
| **9 Resilience & Adaptability** |
| ⭘Unable to comment | ⭘Not confident | ⭘Satisfactory but not confident | ⭘Confident in some cases but would like more experience | ⭘Fully confident in most cases |

**General comments / reflection of assessment on performance at current stage in programme?**

**Action Plan**

|  |  |  |
| --- | --- | --- |
| Learning Needs Identified  | Action | Timescale |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Foundation Pharmacist Signature |  | Date: |
| Educational Supervisor Signature |  | Date: |