



ROYAL
PHARMACEUTICAL
SOCIETY

Workforce Development Handbook:

***Transforming the
Pharmacy Workforce in
Great Britain***

Updated April 2017

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I Introduction

The RPS vision paper ‘Transforming the Pharmacy Workforce in Great Britain sets out a direction of travel for the pharmacy workforce over the coming years with the aim of putting patients at the centre of all that pharmacists do, by promoting proactive, compassionate pharmaceutical care and encouraging professionals, services and organisations to work together.

Workforce development activities will support the transformation of the pharmacy workforce, the ultimate goal being improved patient care. To achieve this goal pharmacists and their teams, commissioners of services and education must be confident that the workforce is continually developing according to the needs of patients and public.

Workforce development should have a systems focus i.e. be broad and comprehensive, targeting individual, organisational and structural factors rather than just addressing the education and training of mainstream workers. For instance, new roles may need to be developed in order to deliver a new service.

The resources in this handbook will help cultivate this approach by enabling pharmacists to effectively carry out the development of their teams and themselves – this is essential for service delivery. Tools and resources including standards and guidance will be linked to each of the vision statements described in the vision paper therefore workforce development activities (including practical examples and approaches) will link directly to the vision and can be considered in a consistent and systematic way.

2 Initial education and training

In considering implementation of high quality initial education and training, the following two over-riding **principles** should be adhered to:

- ***Patients' needs come first and they and the public must expect to access high quality pharmacy services delivered by pharmacists who have been prepared for current and future roles.***

- **All education and training delivered to student pharmacists should be high quality and enables them to develop as future healthcare professionals meeting the expectations of the public and patients**

2.1 Transforming the pharmacy workforce in Great Britain – the RPS Vision for initial education and training

The vision statements for initial education and training listed in the vision paper are linked to RPS and other resources.

Vision statement 1

The model of delivery stems from the educational outcome needed – the production of high quality pharmacists is the prime concern

RPS resources:

It is important to note that where schools of pharmacy seek to implement a five-year integrated degree it should not simply be a matter of inserting the current pre-registration training year into the MPharm degree. Nor should those Schools of Pharmacy who continue to deliver a 4 + 1 model view the pre-registration training year as a completely separate experience. Practice placement(s) will play a significant part of a trainee pharmacist's professional development. It is the RPS vision that contribution to the teaching and training of student pharmacists will be seen as part of all pharmacists' job plans/job descriptions.

- Tutor Guidance: (includes students and pre-registration trainee pharmacists):
<https://www.rpharms.com/professional-development/tutoring>
- Professional Standards for Hospital Pharmacy Services:
<https://www.rpharms.com/resources/professional-standards/professional-standards-for-hospital-pharmacy>
- Mentoring: <https://www.rpharms.com/network/mentoring/search/mentoring>

Other resources

Centre for Pharmacy Postgraduate Education:

- Pre-registration tutors: <https://www.cppe.ac.uk/trainers/pre-reg-tutors#navTop>

General Pharmaceutical Council:

- Guidance on tutoring for pharmacists and pharmacy technicians:
http://www.pharmacyregulation.org/sites/default/files/Guidance%20on%20tutoring%20for%20pharmacists%20and%20pharmacy%20technicians%2028.01.14_0.pdf
- Initial education and training standards for pharmacists:
<http://www.pharmacyregulation.org/initial-training>

Health Education England:

- Education Outcomes Framework: <https://hee.nhs.uk/our-work/planning-commissioning/education-outcomes-framework>
- Pre-registration education and training: <https://hee.nhs.uk/our-work/developing-our-workforce/pharmacy-education-training/training-pre-registration-pharmacists>

NHS Education for Scotland:

- Pre-registration pharmacist scheme(PRPS): <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/pharmacy/pre-registration-pharmacist-scheme.aspx>

Welsh Centre for Pharmacy Professional Education:

- Community and Health Board Pre-reg Tutors: <https://www.wcppe.org.uk/pre-registration>

Vision statement 2

Evidence-based quality indicators are essential in the education and training of pharmacists to ensure all involved continually strive for excellence

RPS resources

Whatever education and workforce systems and structures are operating there is a need for quality indicators to measure the effectiveness of pharmacy education and training delivery whilst ensuring better outcomes for patients. Quality should build on rather than duplicate the GPhC's initial education and training standards for pharmacists and to support excellent outcomes no matter what the method of delivery is (integrated degree or 4 +1). Nor should the intention be to increase the burden of regulation or bureaucracy. Educational governance should be absolutely clear, that is education structures and processes which ensure accountability for actions and outcomes in the context of academic and practice learning environments (including safety, effective service provision, clinical governance and the patient experience). The over-riding high level principle that should be followed is delivering high quality education and training and this is the responsibility of several stakeholders who should have defined roles and responsibilities.

NHS Education for Scotland:

- Pre-registration pharmacist scheme(PRPS): <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/pharmacy/pre-registration-pharmacist-scheme.aspx>

Other resources:

General Pharmaceutical Council:

- Initial education and training standards for pharmacists:
<http://www.pharmacyregulation.org/initial-training>

Department of Health:

- Education commissioning for quality:
http://webarchive.nationalarchives.gov.uk/20130107105354/http://www.dh.gov.uk/prod_cons_dh/groups/dh_digitalassets/documents/digitalasset/dh_110778.pdf

NHS Wales:

- Workforce, Education and Development Services: <http://www.weds.wales.nhs.uk/home>

Vision statement 3

Schools of pharmacy should work with employers and undertake recruitment of undergraduate students to agreed standards and criteria that include not just academic ability but also values, behaviours and attitudes.

RPS resources:

There is an emerging view that interviews and other exercises (such as Multiple Mini Interviews) to establish the correct attitudes and behaviours (similar to UKCAT) are as important as A-level/Advanced Higher results in attracting the right individuals to the profession. Identifying suitable undergraduates in the first instance is thought to be key to delivering high quality pharmacists – i.e. pharmacy education programmes should have students who are willing to engage and not simply go through the motions of passing examinations. If pharmacists are to show empathy with patients this needs to be a behaviour early on and the best way to identify this would be values based recruitment rather than the current selection process carried out by many universities. There is thus the opportunity to select the right candidates for the profession.

- Education Expert Advisory Group: <https://www.rpharms.com/about-us/how-we-are-run/expert-advisory-panels-groups-and-forums/education-expert-advisory-group>
- Tutor Guidance: (includes students and pre-registration trainee pharmacists): <https://www.rpharms.com/professional-development/tutoring>

Other resources:

Health Education England:

- National Values Based Recruitment Framework: <http://hee.nhs.uk/work-programmes/values-based-recruitment/national-vbr-framework/>
- Professional Attributes Framework: <https://www.lasepharmacy.hee.nhs.uk/dyn/assets/folder4/folder4/national-recruitment/ProfessionalAttributeFrameworkforPreregistrationPharmacyExecutiveSummaryHEEv2.pdf>

Vision statement 4

Standards for education and training for undergraduate student pharmacists must demonstrate and enable innovation as required by the GPhC and beyond this, as required by professional expectations of the RPS

RPS resources:

Concentrating on innovation and quality will not only raise the standard of education and professional standards, it should also provide the cross-fertilisation of research and teaching to the benefit of the student.

- Education Expert Advisory Group: <https://www.rpharms.com/about-us/how-we-are-run/expert-advisory-panels-groups-and-forums/education-expert-advisory-group>

Other resources:

General Pharmaceutical Council:

- Initial education and training standards for pharmacists:
<http://www.pharmacyregulation.org/initial-training>

Vision statement 5

Initial education and training should go beyond the fundamental standards set by the GPhC, (to prepare pharmacists on day-1 of registration) to ensure preparedness for continued foundation training. This should include signposting the knowledge elements of independent prescribing which are then consolidated during experiential post-registration Foundation training

RPS resources:

As well as meeting regulatory standards and competencies for registration as stipulated by GPhC, student pharmacists are also learning how to be a good learner, adapting to the workplace and are developing skills and knowledge to be a registered professional. It is important that awareness and the principles of the RPS Foundation Programme and continuing professional development are introduced to them as early as possible.

- Education Expert Advisory Group: <https://www.rpharms.com/about-us/how-we-are-run/expert-advisory-panels-groups-and-forums/education-expert-advisory-group>
- Tutor Guidance: (includes students and pre-registration trainee pharmacists):
<https://www.rpharms.com/professional-development/tutoring>
- RPS Foundation Programme: <https://www.rpharms.com/professional-development/foundation-programme>

NHS Education for Scotland:

- NHS Education for Scotland Vocational Training: <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/pharmacy/pharmacists/pharmacy-vocational-training.aspx>

Other resources

GPhC:

- Guidance on tutoring for pharmacists and pharmacy technicians:
http://www.pharmacyregulation.org/sites/default/files/Guidance%20on%20tutoring%20for%20pharmacists%20and%20pharmacy%20technicians%2028.01.14_0.pdf
- Initial education and training standards for pharmacists:
<http://www.pharmacyregulation.org/initial-training>

Vision statement 6

All those involved with the education and training of undergraduate student pharmacists should be leaders/future leaders in their field and actively engaged in their discipline or profession therefore all pharmacists undertaking a tutoring role will be expected to be a member of the RPS (*including those providing practice placements)*

RPS resources:

Academic staff engagement with the profession is important in order to develop professionals within the proposed integrated degree programme. Engagement should include being a member of the RPS and demonstrating other professional activities like RPS Faculty membership. Importance is also attributed to schools of pharmacy demonstrating effective professional engagement at all levels of the organisation as part of robust educational governance. This is referred to in the current GPhC accreditation criterion 9.2 'evidence that the staffing profile includes pharmacists who are leaders in the profession, the school and their university, who can influence school and university policy relevant to pharmacy' and is particularly important in view of the shortage of senior pharmacist academics.

Unless staff are fully engaged and enthused about the profession and its challenges and opportunities, they cannot reflect this to their students and the profession would be the worse for it. If academic staff are not engaged with the profession, it would be difficult to expect the students to do so. This will also have an impact on the culture and ethos of the school of pharmacy.

It is recognised that such engagement is important in engendering professional values in students and that membership of the Royal Pharmaceutical Society (RPS) indicates some level of engagement with the profession.

Staff involvement in different areas of pharmacy gives information and opportunities for steering students in a direction they may not have previously considered. Teacher-practitioner/research-practitioner and clinical academic roles are a good example of how this works in practice but full-time academic staff must also be engaged with understanding front-line services.

- Tutor Guidance: (includes students and pre-registration trainee pharmacists):
<https://www.rpharms.com/professional-development/tutoring>
- Leadership Development: <https://www.rpharms.com/professional-development/developing-leadership>
- RPS Faculty: <https://www.rpharms.com/professional-development/faculty>

Vision statement 7

All student pharmacists (undergraduate and those in postgraduate formal programmes) should have ready access to leaders in pharmaceutical science, policy and clinical practice to act as role models

RPS resources:

It is agreed that in order for the pharmacy profession to develop and reach its true potential, clinical/policy/science leadership must be nurtured at an early stage and should be demonstrated in

curricula. A clear description of how leadership will be delivered in the curriculum including role models and opportunities for learning are suggested as well as evidence that NHS values are taught. Although not all graduates will end up in clinical roles evidence of an ethos of leadership is vital as this can easily be transferred into other career settings outside the NHS and may have far reaching impact on employer perspectives of pharmacists if this was embedded in the integrated programme it could facilitate leadership development throughout a pharmacist's career.

- Students: <https://www.rpharms.com/membership/students>
- Pre-registration trainee pharmacists: <https://www.rpharms.com/membership/pre-registration-trainees>
- Education Expert Advisory Group: <https://www.rpharms.com/about-us/how-we-are-run/expert-advisory-panels-groups-and-forums/education-expert-advisory-group>
- Mentoring database: <https://www.rpharms.com/network/mentoring/mentoring-database>
- Networks: <https://www.rpharms.com/network>

Other resources:

British Pharmaceutical Students Association:

- Support: <http://bpsa.co.uk/index.php/support>

Pharmacy Schools Council:

- Students and Graduating Students: <http://www.pharmacyschoolscouncil.ac.uk/students>

Vision statement 8

Investment by provider organisations and education stakeholders should transparently support the quality and development of evidence-based education programmes

RPS resources:

Investment might include: capital investments, adequacy of facilities and academic staff (who are pharmacists) to student ratios. It will be important to identify a baseline of facilities and staff resources and to bench mark against other schools of pharmacy so that a focus of quality improvement is taken. Investment in research facilities (if it directly affected the student experience) is also suggested for inclusion though there needs to be a continual and ongoing assessment within schools of pharmacy to ensure that there is a realistic balance between research and teaching interests including how to differentiate between a big investment on a piece of analytical equipment (not of great value for students not going on to do research and investment) and equipment of more value to employers in the NHS, e.g. aseptic suites.

- Education Expert Advisory Group: <https://www.rpharms.com/about-us/how-we-are-run/expert-advisory-panels-groups-and-forums/education-expert-advisory-group>

Vision statement 9

Education and training in practice environment placements should reflect the best evidence and experience for an excellent education, including workplace education models and work-based learning systems.

RPS resources:

The education of student pharmacists should include early exposure to the clinical environment prior to the practice placements required to meet the GPhC's performance standards. The availability of clinical input and placements for years 1-3 of the proposed new arrangements should not compromise quality of education and training i.e. schools of pharmacy should consider what local capacity is available for clinical input and not place undue pressure on local employers to take on large numbers of student pharmacists for clinical input. Quality standards for clinical input should be clear.

For the practice placement(s) national recruitment schemes will be required and strong links need to be made between the university and the practice placement tutor. Recruitment and selection to practice placements must be consistent and fair.

- Tutor Guidance: (includes students and pre-registration trainee pharmacists):
<https://www.rpharms.com/professional-development/tutoring>
- Professional Standards for Hospital Pharmacy Services:
<https://www.rpharms.com/resources/professional-standards/professional-standards-for-hospital-pharmacy?Search=professional%20standards%20for%20h>
- Mentoring: <https://www.rpharms.com/network/mentoring>

Other resources

General Pharmaceutical Council:

- Initial education and training standards for pharmacists:
<http://www.pharmacyregulation.org/initial-training>
- Guidance on tutoring for pharmacists and pharmacy technicians:
http://www.pharmacyregulation.org/sites/default/files/Guidance%20on%20tutoring%20for%20pharmacists%20and%20pharmacy%20technicians%2028.01.14_0.pdf
- Standards for registered pharmacies:
<https://www.pharmacyregulation.org/standards/standards-registered-pharmacies>

Health Education England:

- Education Outcomes Framework: <https://hee.nhs.uk/our-work/planning-commissioning/education-outcomes-framework>
- Pre-registration education and training: <https://hee.nhs.uk/our-work/developing-our-workforce/pharmacy-education-training/training-pre-registration-pharmacists>

NHS Education for Scotland:

- Pre-registration pharmacist scheme(PRPS)
- <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/pharmacy/pre-registration-pharmacist-scheme.aspx>

Welsh Centre for Pharmacy Professional Education:

- Pre-registration: <https://www.wcppe.org.uk/pre-registration>

- Community and Health Board Pre-reg Tutors: <https://www.wcppe.org.uk/pre-registration>

Vision statement 10

All students who enter a pharmacy degree should have access to the best-practice education, the best in science and clinical expert leadership and the best clinical learning experiences to equip them to be the best practitioner they can be. This should be a pharmacist who is equipped to practice at the top of their licenced scope of practice throughout their professional career.

RPS resources:

An evolving healthcare workforce is one that can adapt its core roles and responsibilities to meet the new and emerging needs of patients and the public. For pharmacy, this means developing entry-level pharmacists to meet the changing demography and healthcare needs of an ageing population with increasingly complex medicine regimens within a cost constrained healthcare system. The pharmacy workforce needs to grow in clinical capability, generalist and specialist skills development and most importantly, the flexibility to adapt to changing patient and health system need. Future members of the profession need to be prepared for the greater clinical responsibility that goes with patient facing roles.

- Professional Development: <https://www.rpharms.com/professional-development>

3 The Pharmacy Workforce

The pharmacy workforce is made up of pharmacists, pharmacy technicians and pharmacy support staff. Pharmacists and pharmacy technicians are regulated by the General Pharmaceutical Council and pharmacists are professionally accountable for pharmacy assistants. Future changes in the supervision regulations may have an effect on the size and shape of the pharmacy workforce. Current health policy states that workforce development and planning should be integrated with service and business/financial planning. Workforce development must be underpinned by high quality education and training which supports the current and future roles within career pathways delivering services to patients. A process for workforce development is shown in figure1.

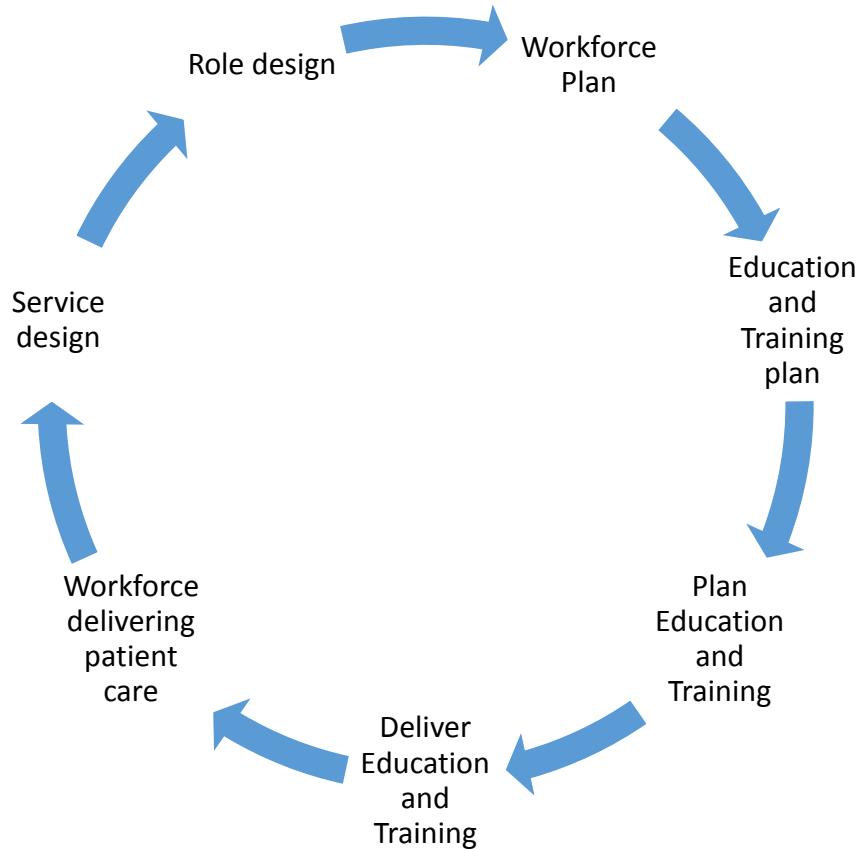


Figure 1 – Process for workforce development

Another way of approaching workforce development is a needs based approach (see figure 2):

1. First, local and national health-related needs must be assessed and understood (this can be achieved by e.g. working with local education commissioners and health service commissioners and planners on national priorities);
2. Second, the services required to meet those needs: such as research and development, production, distribution, patient care, and public health—are identified. Third, the competencies of the workforce are identified to enable optimal quality in the delivery of these services are identified;
3. Finally, educational systems and programs are designed to prepare a workforce that achieves, maintains, and enhances the desired competencies;
4. Quality control

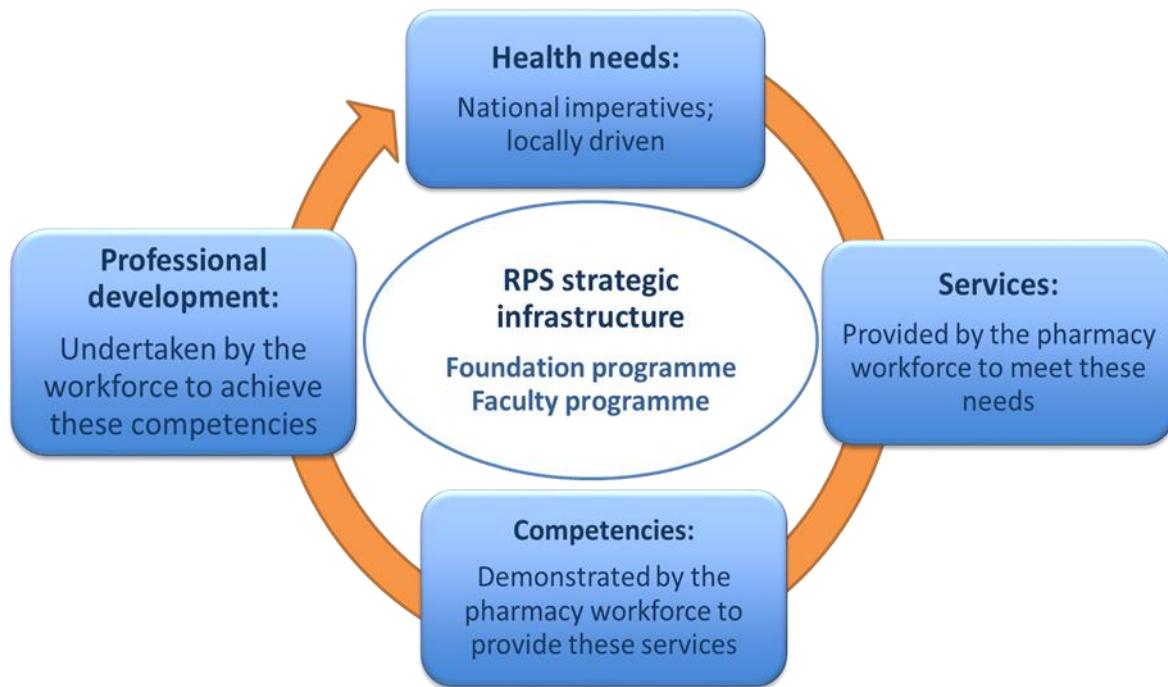


Figure 2 Needs based approach to workforce development (adapted from WHO-UNESCO-FIP Education Initiative Development Team. 2012 FIP Global Pharmacy Workforce Report. The Hague, The Netherlands: International Pharmaceutical Federation)

Pharmacists' time needs to be freed from traditional duties such as dispensing in order that new clinical services can be developed. One approach to do this is by reviewing skill mix. For instance, dispensaries in hospitals in the NHS are now largely pharmacy technician-led with pharmacy technicians also undertaking roles as accredited checkers – this has released pharmacists to undertake more clinically orientated duties. Technology such as dispensary robots and electronic prescribing may also have improved the productivity of pharmacy staff and therefore enabled the redeployment of staff to more patient-centred roles.

3.1 RPS support for workforce development

Patients, the public, Society, health system planners and governments have a clear interest in the impact of the health care workforce which cuts across all professions and non-regulated healthcare workers.

The RPS will identify annual priorities for professional development, support and recognition required to achieve the RPS workforce vision across GB (see figure 3).

The RPS will work with and influence policy makers on the transformation of the education and training for pharmacists to improve care and outcomes for patients.

The RPS will use the following enablers and strategies to secure these aspirations:

- Expertise and stewardship in professional standards and guidelines;
- Relationship building with stakeholders, importantly including other healthcare professions and other royal colleges;
- Access to expertise in workforce development frameworks and support tools;
- Expertise in professional recognition processes;
- The RPS Faculty to support the development of advanced practice across the profession;

- f) The RPS Foundation Programme to steward and develop quality assured foundation training across the profession;
- g) The development of recognised RPS Practice Tutors and mentoring support networks;
- h) The development and stewardship of specialist (and framework) professional curricula to support provider organisations and clinical leadership development;
- i) Quality control of lifelong learning provision.

The RPS Roadmap to Advanced Practice¹ (see figure 3) supports the development and assessment of practitioners through all career stages (from undergraduate and pre-registration through Foundation and then Faculty) - the requirements to advance their career to meet the changing landscape of healthcare, and the subsequent change in the needs of patients and the public. It seeks to provide assurance that the Foundation and Faculty programmes, alongside the support, guidance, quality assurance mechanisms and the range of professional development frameworks, portfolios and assessment tools that RPS has developed (for both self and peer assessment) can:

- I. Mitigate the risk to patients and the public from the range of advanced generalist and specialist practice and what is a proportionate approach to mitigate that risk;
- II. Demonstrate continuing fitness for purpose within a system that supports whatever mitigation is required, and properly describe the components of a system that develops individual practice;
- III. Provide assurance to employers (NHS and non NHS) and commissioners that an individual has advanced practice attributes;
- IV. Proportionately provide a robust, effective way to sustain an infrastructure that supports career and professional development;
- V. Seek to establish an evidence base that demonstrates improved quality, value and patient outcomes related to the RPS workforce development infrastructure.

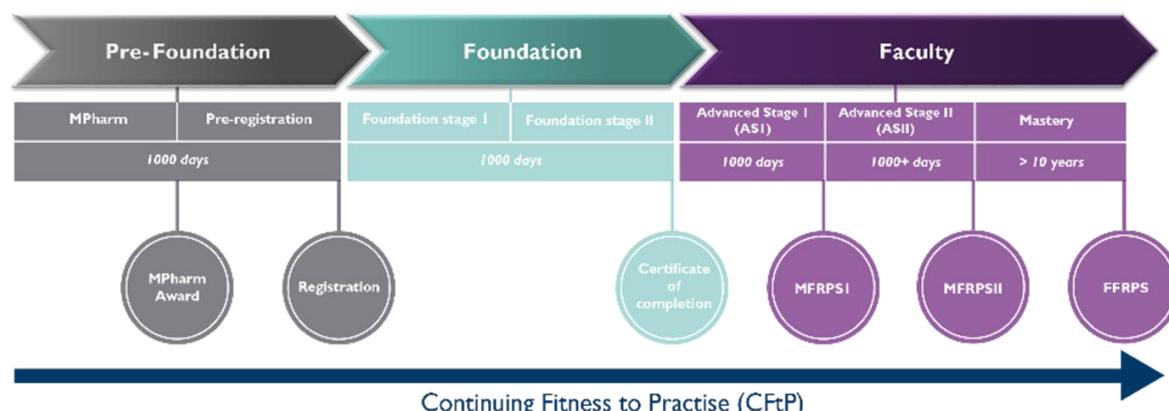


Figure 3 The Roadmap to Advanced Practice

3.2 General resources for the workforce development of the pharmacy team

3.2.1 Accreditation of professional development

Royal Pharmaceutical Society:

- Accreditation of quality assured professional training and development:
<https://www.rpharms.com/professional-development/accredited-events-and-training>

¹ Available at: <https://www.rpharms.com/news/details//The-RPS-Roadmap-to-Advanced-Practice>

3.2.2 Service development resources

Centre for Pharmacy Postgraduate Education:

- Being service ready: <https://www.cppe.ac.uk/services/service-ready>

NHS Benchmarking Network:

- Projects: <http://www.nhsbenchmarking.nhs.uk/index.php>

NHS Improvement:

Resources:

<https://improvement.nhs.uk/resources/?keywords=pharmacy&theme=&topic=&improvementoffer=&resourcetype=&publishingbody=&after=&before=>

3.2.3 Design develop and employ the workforce:

National apprenticeships service:

- Apprenticeships: <https://www.gov.uk/topic/further-education-skills/apprenticeships>

Skills for Health:

- 6 Steps Methodology – integrated workforce planning: <http://www.skillsforhealth.org.uk/services/item/17-workforce-planning-and-management>
- Sector employability tool kit: <http://www.skillsforhealth.org.uk/resources/guidance-documents/health-sector-specific-pre-employment-programmes/41-sector-employability-toolkit>
- Core skills training framework: <http://www.skillsforhealth.org.uk/services/item/146-core-skills-training-framework>
- Service and role redesign: <http://www.skillsforhealth.org.uk/services/item/122-role-redesign-service>
- Employability skills matrix: <http://www.skillsforhealth.org.uk/resources/guidance-documents/162-employability-skills-matrix>
- Competence application tools: <https://tools.skillsforhealth.org.uk/>

The Calderdale Framework:

- 7 stages to a competent & flexible health and social care workforce: <http://www.calderdaleframework.com/the-framework/>

3.2.4 Developing other members of the pharmacy team:

Association of Pharmacy Technicians UK:

- Foundation Pharmacy Framework: <http://www.aptuk.org/about-us/education/foundation-pharmacy-frameworkfpf/>

General Pharmaceutical Council:

- How to qualify as a pharmacy technician: <https://www.pharmacyregulation.org/education/pharmacy-technician>
- Support staff: <https://www.pharmacyregulation.org/education/support-staff>

3.2 Transforming the Pharmacy Workforce in Great Britain – the RPS Vision for the Pharmacy Workforce

The vision statements for pharmacy workforce listed in the vision paper are linked to RPS and other resources. Links between the vision for the pharmacy workforce and the roadmap to advanced practice are given in appendix 1.

Vision statement 1

All patients with a medicine related health issue will have access to the best pharmaceutical care through a pharmacist as a first contact in the healthcare system.

RPS resources:

The RPS's professional standards are developmental and often include workforce dimensions. For instance the Professional Standards for Hospital Pharmacy Services workforce dimension states that the pharmacy team must have the right skill mix and the capability and capacity to develop and provide quality services to patients. Organisations have put in place plans to meet the standards. Further professional standards will be developed by RPS. Support and guidance to deliver the RPS professional standards in practice.

- Professional Standards:

<https://www.rpharms.com/resources#?Sort=Title&Tags=professional%20standard>

Other resources:

Centre for Pharmacy Postgraduate Education:

- Providing NHS and Public Health Pharmacy Services:
<https://www.cppe.ac.uk/services/services>

General Pharmaceutical Council:

- Standards for registered pharmacies:
<https://www.pharmacyregulation.org/standards/standards-registered-pharmacies>

NHS Education for Scotland:

- Pharmacists: <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/pharmacy/pharmacists.aspx>

Welsh Centre for Pharmacy Professional Education:

- Pharmacists: <https://www.wcppe.org.uk/pharmacist>

Vision statement 2

Pharmacists in patient centred roles will be independent prescribers, where needed.

RPS resources:

In order for a pharmacist to qualify as an independent prescriber, he/she must complete a programme that is accredited by the GPhC (see below). Courses typically last six months.

- Foundation Programme: <https://www.rpharms.com/professional-development/foundation-programme>
- Faculty: <https://www.rpharms.com/professional-development/faculty>
- How to become a pharmacist prescriber: <https://www.rpharms.com/professional-development/pharmacist-prescribers>

Other resources:

Centre for Pharmacy Postgraduate Education:

- Independent Prescribing: <https://www.cppe.ac.uk/career/gpptp/independent-prescribing>

General Pharmaceutical Council:

- Pharmacist Independent Prescriber:
<https://www.pharmacyregulation.org/education/pharmacist-independent-prescriber>

NHS Education for Scotland:

- Independent Prescribing: <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/pharmacy/pharmacists/prescribing-and-clinical-skills.aspx>

Welsh Centre for Pharmacy Professional Education:

- Prescribing: <https://www.wcppe.org.uk/learning/learning-resources/non-medical-prescribing>

Vision statement 3

Pharmacists will be the healthcare professionals responsible for providing patient care that ensure the following optimal medicines outcomes:

- clinically effective and safe treatment;
- cost effective treatment;
- excellent patient experience.

RPS resources:

Medicines play a crucial role in maintaining health, preventing illness, managing chronic conditions and curing disease. In an era of significant economic, demographic and technological challenge it is crucial that patient's outcomes from medicines are the best quality. However, there is a growing body of evidence that shows us that there is an urgent need to get the fundamentals of medicines use right. Medicines use today is too often sub-optimal and we need a step change in the way that all healthcare professionals support patients.

- Medicines, ethics and practice:
<https://www.rpharms.com/resources/publications/medicines-ethics-and-practice-mep>
- Professional Standards:
<https://www.rpharms.com/resources#?Sort=Title&Tags=professional%20standard>
- Research resources: <https://www.rpharms.com/resources/ultimate-guides-and-hubs/research-and-evaluation-resource-hub>

- Science resources: <https://www.rpharms.com/making-a-difference/projects-and-campaigns/science-evidence-and-innovation>
- Support resources: <https://www.rpharms.com/resources#?Sort=Title&Tags=professional%20standard>

Other resources:

Centre for Pharmacy Postgraduate Education:

- Focusing on clinical pharmacy and therapeutics: <https://www.cppe.ac.uk/therapeutics/therapeutics>

General Pharmaceutical Council:

- Standards of conduct, ethics and performance: <https://www.pharmacyregulation.org/standards/conduct-ethics-and-performance>

NHS Education for Scotland:

- Clinical skills: <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/pharmacy/pharmacists/prescribing-and-clinical-skills/clinical-skills.aspx>

Welsh Centre for Pharmacy Professional Education:

- Learning resources: <https://www.wcppe.org.uk/learning/learning-resources>

Vision statement 4

Pharmacists will have core roles within the healthcare system and feature as an integral part of healthcare funding, commissioning and workforce development plans.

RPS resources:

The RPS will continue to work with pharmacy and government organisations to support the development of pharmacy services which deliver new models of care. The RPS will work with these organisations to help develop the workforce required to deliver these services.

- Professional Standards: <https://www.rpharms.com/resources#?Sort=Title&Tags=professional%20standard>
- Pharmacists in GP Practices: <https://www.rpharms.com/making-a-difference/policy-around/pharmacists-and-gp-surgeries>
- Workforce Development: <https://www.rpharms.com/making-a-difference/projects-and-campaigns/workforce-and-education?Search=workforce%20development>
- Leadership Development: <https://www.rpharms.com/professional-development/developing-leadership>

Other resources:

Centre for Pharmacy Postgraduate Education:

- Providing NHS and Public Health Pharmacy Services: <https://www.cppe.ac.uk/services/services>

- General Practice Pharmacist Training Pathway: <https://www.cppe.ac.uk/career/gp-pharmacist-training-pathway#navTop>

Health Education England:

- Pharmacist education and training reforms: <https://hee.nhs.uk/our-work/developing-our-workforce/pharmacy-education-training>

NHS England:

- NHS Commissioning. Pharmacy: <https://www.england.nhs.uk/commissioning/primary-care-comm/pharmacy/>

Scottish Government:

- Prescription for Excellence: <http://www.gov.scot/resource/0043/00434053.pdf>

Welsh Government:

- Primary care services for Wales: <http://gov.wales/docs/dhss/publications/151106plannedprimarycareen.pdf>
- Modernising Pharmacy Careers in Wales: <http://www.weds.wales.nhs.uk/modernising-pharmacy-careers-in-wales>

Vision statement 5

Pharmacists will have core roles within education and training, clinical academic roles and healthcare leadership.

RPS resources:

The Faculty and the associated advanced practice framework is a necessary prerequisite for the advancement of careers coupled with enhanced capability and competencies for medicines expertise. This is not exclusively about specialisms and the RPS has identified that the advanced generalist is a critical imperative for future health service delivery models.

An essential component of the Faculty is to act as a quality system for professional practitioner development, with the embedded incentive of peer assessment and post-nominals as quality markers and professional incentives.

- Faculty: <https://www.rpharms.com/professional-development/faculty>
- Leadership Development: <https://www.rpharms.com/professional-development/developing-leadership>

Other resources:

Centre for Pharmacy Postgraduate Education:

- Leadership: https://www.cppe.ac.uk/#pw_3
- Supporting pharmacy educators and trainers: <https://www.cppe.ac.uk/trainers/trainers>

Health Education England:

- Clinical Academic Career Pathways: <http://hee.nhs.uk/wp-content/blogs.dir/321/files/2014/07/2014-12-CAC-Framework-21-1-15.pdf>

NHS Education for Scotland:

- Leadership: <http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/leadership-and-management.aspx>

Welsh Centre for Pharmacy Professional Education:

- Leadership: <https://www.wcppe.org.uk/events/PharmacyLeadership/17E33-application>

Vision statement 6

Pharmacists will have equitable access to workforce development opportunities regardless of sector. These include opportunities for funded professional development, not dependent on their sector of work.

RPS resources:

The RPS is not an education provider or a degree awarding body (for example, higher education institutes), it provides access to expertise in workforce development frameworks (and support tools) and professional recognition processes. The RPS also develops and stewards professional curricula and provides quality control of lifelong learning provision. The RPS is committed to the delivery of high quality professional development to RPS members, associated healthcare colleagues and the public – it accredits training and development materials and events as well as training providers.

- Accreditation of quality assured professional training and development: <https://www.rpharms.com/professional-development/accredited-events-and-training>
- Foundation Programme: <https://www.rpharms.com/professional-development/foundation-programme>
- Faculty: <https://www.rpharms.com/professional-development/faculty>

Other resources:

Centre for Pharmacy Postgraduate Education:

- Learning pathways: <https://www.cppe.ac.uk/>

NHS Education for Scotland:

- Postgraduate funding: <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/pharmacy/pharmacists/postgraduate-funding.aspx>

Welsh Centre for Pharmacy Professional Education:

- Pharmacists: <https://www.wcppe.org.uk/pharmacist>

Vision statement 7

Patients, GPs, Local Authorities, Care Homes, hospital wards etc. will be able to name their primary pharmaceutical care giving pharmacist.

RPS resources:

Post-registration career development within pharmacy needs to be more efficient and effective in preparing pharmacists and pharmacy technicians to deliver safer, more efficient, patient-focussed care,

to meet the needs of a growing, older population with multiple long term conditions and increased expectations about what health services can deliver. The sub-optimal use of medicines remains a major challenge and evidence suggests that pharmacy can do more to maximise the benefit that patients derive from medicines and improve the well-being of patients through pharmacy-delivered public health services. An important aim is to enable greater contribution of pharmacists (and the wider pharmacy team) to the healthcare of patients and the public and in so doing, to maximise the value that the NHS gains from the pharmacy teams.

- Improving pharmaceutical care in care homes: <https://www.rpharms.com/making-a-difference/policy-a-z/care-homes>
- Your Care, Your Medicines: Pharmacy at the heart of patient-centred care: <https://www.rpharms.com/resources/reports/your-care-your-medicines>

Other resources:

Scottish Government:

- Prescription for Excellence: <http://www.gov.scot/resource/0043/00434053.pdf>

Vision statement 8

Pharmacists will be integral to supporting patients all stages of a clinical care pathway involving medicines.

RPS resources:

The application of pharmaceutical care now requires a holistic approach, and enhanced level of patient centred professionalism and a partnership between clinical professionals and the patient.

- Support resources: <https://www.rpharms.com/resources#?Sort=Title>

Other resources:

Centre for Pharmacy Postgraduate Education:

- Providing NHS and Public Health Pharmacy Services: <https://www.cppe.ac.uk/services/services>
- General Practice Pharmacist Training Pathway: <https://www.cppe.ac.uk/career/gp-pharmacist-training-pathway#navTop>

Scottish Government:

- Prescription for Excellence: <http://www.gov.scot/resource/0043/00434053.pdf>

Welsh Government:

- Primary care services for Wales: <http://gov.wales/docs/dhss/publications/151106plannedprimarycareen.pdf>
- Modernising Pharmacy Careers in Wales: <http://www.weds.wales.nhs.uk/modernising-pharmacy-careers-in-wales>

Vision statement 9

All newly qualified pharmacists will have access to foundation support, training and development to enable and assure their professional development during their early career.

RPS resources:

A fundamental aspect of the RPS support role is to provide high quality resources that facilitate professional development so members can practise safely and effectively (in accordance with clinical guidelines, policy, regulatory standards and legislative frameworks), and fulfil their potential as frontline provider of all aspects of pharmaceutical care.

Practitioners who are well supported and understand what is required are better equipped to adapt and deliver pharmaceutical care, thus the RPS Foundation Programme hosts a suite of support and resources to enable pharmacy practitioners to complete their Foundation years.

- Foundation Programme: <https://www.rpharms.com/professional-development/foundation-programme>

Other resources:

Centre for Pharmacy Postgraduate Education:

- Foundation years pharmacists: <https://www.cppe.ac.uk/career/foundation-years-pharmacists#navTop>

NHS Education for Scotland:

- Vocational training: <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/pharmacy/pharmacists/pharmacy-vocational-training.aspx>

Cardiff University School of Pharmacy and Pharmaceutical Sciences:

- Clinical Pharmacy:
<http://www.cardiff.ac.uk/study/postgraduate/taught/courses/course/clinical-pharmacy>

Vision statement 10

Pharmacists will be sought for leading roles in clinical pharmaceuticals and pharmaceutical science in academia and industry.

RPS resources:

Core curricula outlining the knowledge, skills, experience and behaviours for academic, science, regulatory and industrial roles will be developed with full engagement from the profession to ensure the highest standards of professional practice are demonstrated.

- New Medicines, Better Medicines, Better Use of Medicines:
<https://www.rpharms.com/resources/reports/new-medicines-guide>
- Research resources: <https://www.rpharms.com/resources/ultimate-guides-and-hubs/research-and-evaluation-resource-hub>

- Science resources: <https://www.rpharms.com/making-a-difference/projects-and-campaigns/science-evidence-and-innovation>

Vision statement 11

Pharmacists will have demonstrated development in their skills, knowledge and practice using RPS standards and professional development frameworks in all care settings and for the ultimate benefits of patients

RPS resources:

It's important for the RPS to support members throughout their careers and across all stages of their practice, to develop and grow their practice. RPS should be the first port of call for support of many types, development opportunities, access to best practice, the evidence base and ways to advance and be recognised for progression. This enables the profession to develop and advance by supporting each individual professional to develop and advance, whatever their sector, whatever their role.

- Foundation practice: <https://www.rpharms.com/professional-development/foundation-programme>
- Faculty: <https://www.rpharms.com/professional-development/faculty>
- Professional standards:
<https://www.rpharms.com/resources#?Sort=Title&Tags=professional%20standard>

Vision statement 12

Pharmacists will be valued across all sectors and at all career stages and recognised by patients and the public, by all profession and industry leaders for their impact and contribution to healthcare and UK plc.

RPS resources:

The RPS is developing national infrastructure and career support mechanisms for individuals which have clear relevance to careers, health service and patient needs and importantly are associated with performance and capability. A final essential ingredient is professional recognition processes which act as a motivator and incentive beyond the patient and service outcomes expected of pharmacy professionals.

- Foundation practice: <https://www.rpharms.com/professional-development/foundation-programme>
- Faculty: <https://www.rpharms.com/professional-development/faculty>

Appendix 1

Links between the RPS Roadmap and the RPS Vision for Transforming the Pharmacy Workforce

Introduction

The RPS vision paper 'Transforming the Pharmacy Workforce in Great Britain' sets out a direction of travel for the pharmacy workforce over the coming years with the aim of putting patients at the centre of all that pharmacists do, by promoting proactive, compassionate pharmaceutical care and encouraging professionals, services and organisations to work together.

Workforce development activities will support the transformation of the pharmacy workforce, the ultimate goal being improved patient care. To achieve this goal pharmacists and their teams, commissioners of services and education must be confident that the workforce is continually developing according to the needs of patients and public.

The **RPS Roadmap to Advanced Practice (the roadmap)** sets out a career pathway for pharmacy professionals - the requirements to advance their career to meet the changing landscape of healthcare, and the subsequent change in the needs of patients and the public. RPS Professional Development programmes contribute to the **roadmap** to support the development of a competent, flexible and adaptable workforce. The **roadmap** will describe what the RPS does to support, develop, assess and recognise pharmacy professionals across Great Britain from day 1 as a student to the time of retirement from the profession.

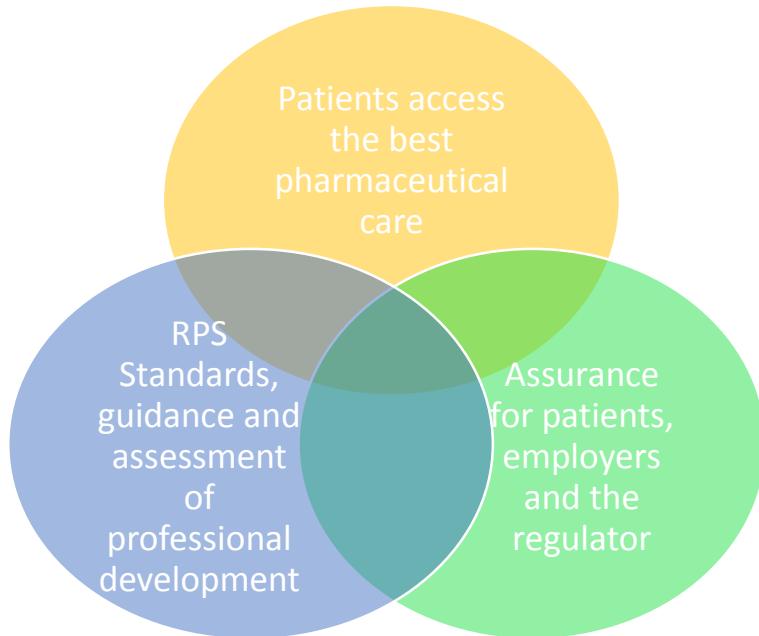
This document makes the links between the RPS vision for transforming the pharmacy workforce to the roadmap.

Vision statement 1

All patients with a medicine related health issue will have access to the best pharmaceutical care through a pharmacist as a first contact in the healthcare system.

The RPS Foundation and Faculty Programmes enable pharmacists to gain knowledge, skills and behaviours essential across all sectors and settings, so that they are better equipped to adapt and deliver safe and effective pharmaceutical care.

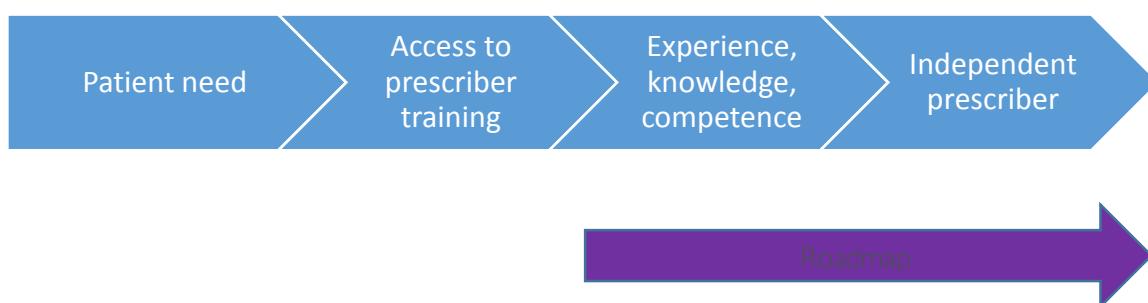
See section 2 of the RPS Roadmap to Advanced Practice.



Vision statement 2

Pharmacists in patient centred roles will be independent prescribers, where needed.

Advanced practice is built upon experience from generalist practice and that any option of specialisation occurs alongside and in addition to the broadest general knowledge and clinical skills base. This should result in the workforce developing the clinical acumen required to undertake roles involving independent prescribing (**see sections 2, 3 and 4 of the RPS Roadmap to Advanced Practice**).



Vision statement 3

Pharmacists will be the healthcare professionals responsible for providing patient care that ensure the following optimal medicines outcomes:

- clinically effective and safe treatment;
- cost effective treatment;
-

The RPS professional development programmes support pharmacists from day-1 as a student to the time of retirement from the profession, across all sectors, areas of expert practice, both specialist and generalist. Their objective is to improve both the quality of patient care and the public's health (**see sections 2, 3 and 4 of the RPS Roadmap to Advanced Practice**).



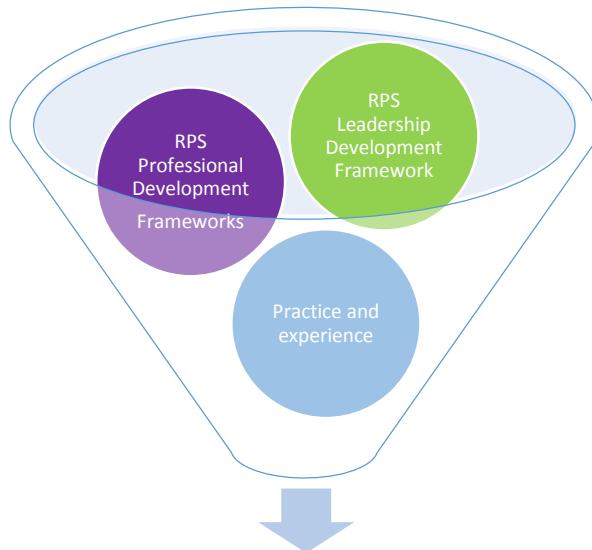
Vision statement 4

Pharmacists will have core roles within the healthcare system and feature as an integral part of healthcare funding, commissioning and workforce development plans.

Vision statement 5

Pharmacists will have core roles within education and training, clinical academic roles and healthcare leadership.

Developing flexible and capable practitioners who can lead, negotiate, manage complexity and deliver change requires the use of all RPS frameworks and toolkits, as well as quality assured and aligned leadership training and development (**see sections 1 and 2 of the Roadmap Strategic Document**.)

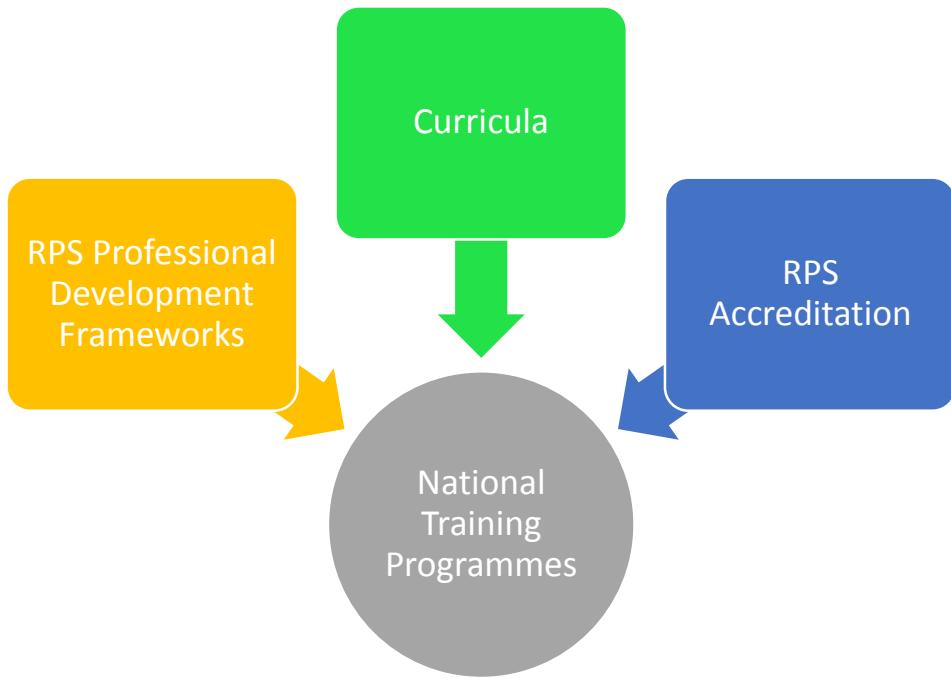


Development of core roles

Vision statement 6

Pharmacists will have equitable access to workforce development opportunities regardless of sector. These include opportunities for funded professional development, not dependent on their sector of work

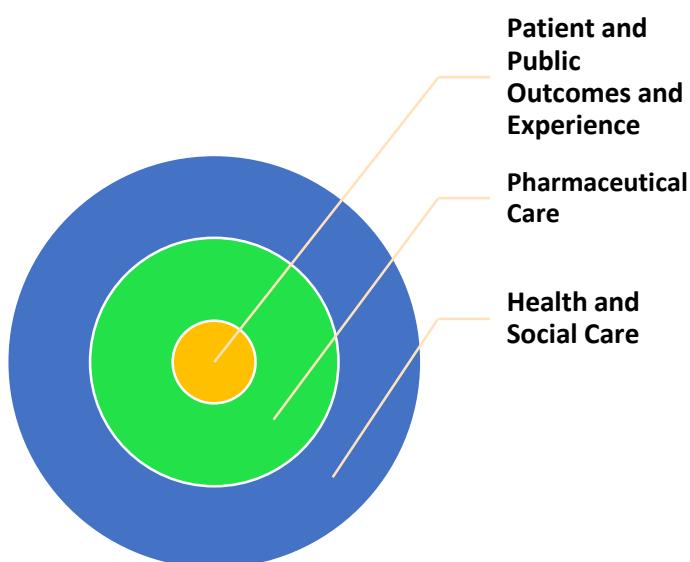
The Royal Pharmaceutical Society has a defined role in professional education as laid out in the Objects of our Royal Charter. These include a role to support and develop high standards of education and training. The RPS believes that high quality initial and ongoing education, training and development should be available to all pharmacists across sectors at all stages of their careers in order to develop a workforce that is not only capable but also confident as leaders in healthcare. The RPS therefore quality assures education, training and development through accreditation of provider organisations (**see sections 2, 3 and 4 of the RPS Roadmap to Advanced Practice**).



Vision statement 7

Patients, GPs, Local Authorities, Care Homes, hospital wards etc. will be able to name their primary pharmaceutical care giving pharmacist.

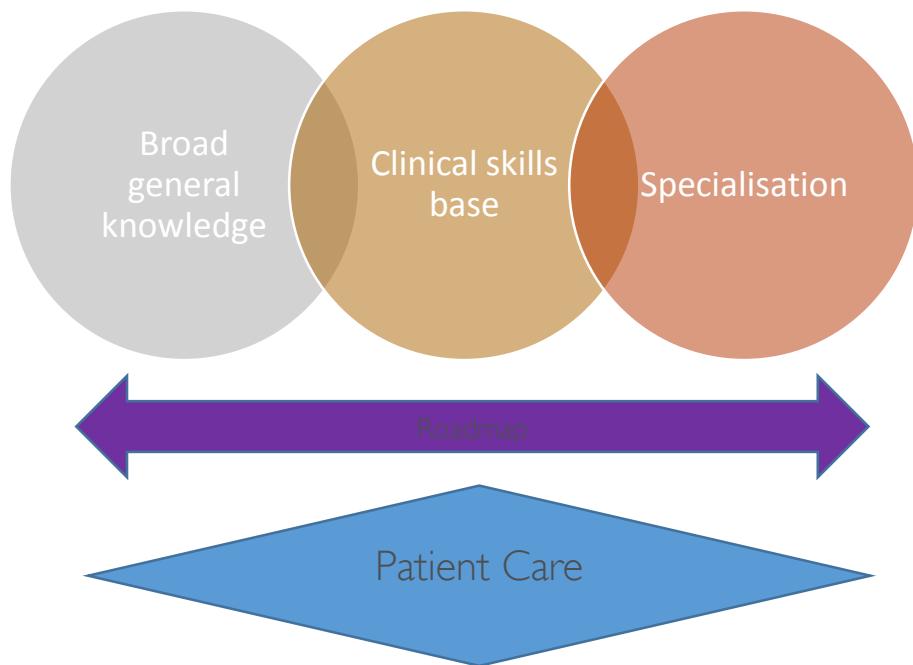
Formative and summative assessments and the specific assessment tools as defined by the Foundation and Faculty programmes are adopted as the gold standard of assessment. These have been validated in practice, ensure consistency of assessment approach and standards across all areas of practice and across GB and are recognized across healthcare professions. This provides assurance to patients, carers and other health professionals that practitioners are performing consistently well and recognised for this (see section 3 of the RPS Roadmap to Advanced Practice).



Vision statement 8

Pharmacists will be integral to supporting patients all stages of a clinical care pathway involving medicines.

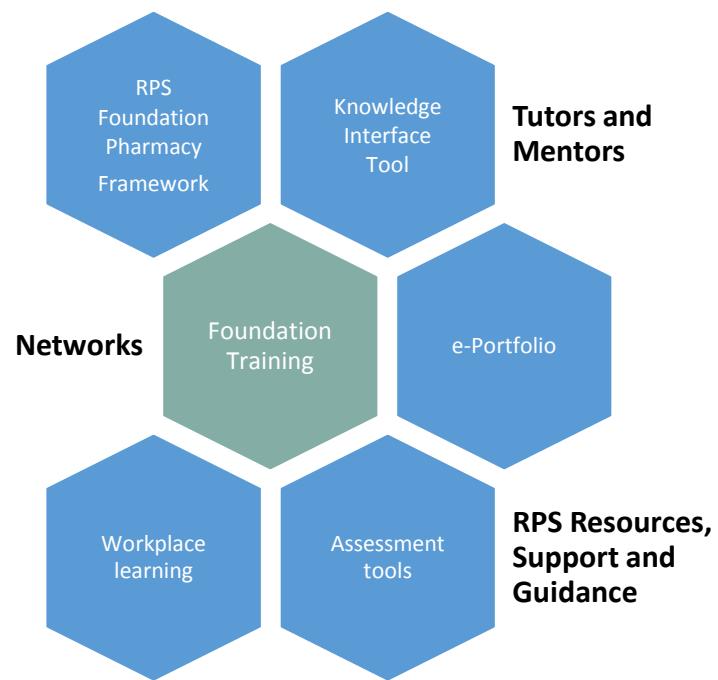
Alignment of these stages of core professional development to National Training Programmes, and ensuring that clinical training outcomes align with the needs of flexible working careers and environments (such as emerging roles in GP practice, urgent and emergency care and care homes) **(see sections 3 and 4 of the RPS Roadmap to Advanced Practice)**.



Vision statement 9

All newly qualified pharmacists will have access to foundation support, training and development to enable and assure their professional development during their early career.

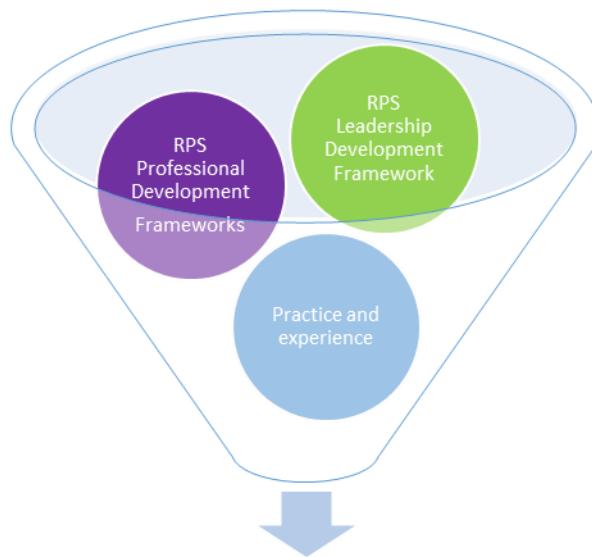
The RPS Foundation Programme is for pharmacists who are in their early career (usually their first 1000 days of practice), pharmacists returning to work after a career break, changing their scope of practice or practice environment and those who are working steadily in their practice setting. It enables pharmacists to gain knowledge, skills and behaviours essential across all sectors and settings, so that they are better equipped to adapt and deliver safe and effective pharmaceutical care **(see sections 2 and 3 of the RPS Roadmap to Advanced Practice)**.



Vision statement 10

Pharmacists will be sought for leading roles in clinical pharmaceutics and pharmaceutical science in academia and industry.

Use of all RPS frameworks and toolkits, as well as quality assured and aligned leadership training and development.

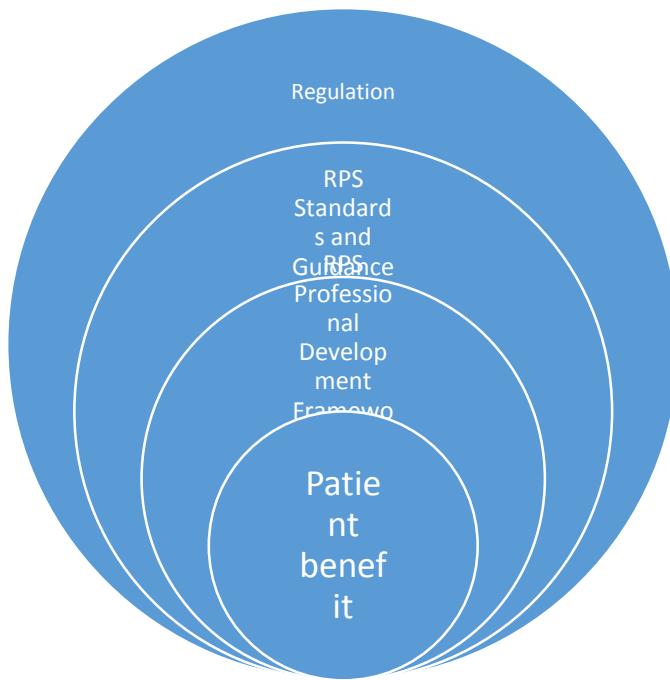


Development of leading roles

Vision statement 11

Pharmacists will have demonstrated development in their skills, knowledge and practice using RPS standards and professional development frameworks in all care settings and for the ultimate benefits of patients

RPS Foundation and Advanced Pharmacy Frameworks (FPF and APF) are part of a validated and complementary set of frameworks that act to describe scope of practice and as a developmental map and scaffolding for practitioners. These developmental frameworks form a spine for career development and RPS workforce development structures.



Vision statement 12

Pharmacists will be valued across all sectors and at all career stages and recognised by patients and the public, by all profession and industry leaders for their impact and contribution to healthcare and UK plc.

Pharmacists are assessed against the Foundation Pharmacy Framework throughout their training using workplace-based assessments, and at the end of their Foundation Training through independent assessment of their Foundation Portfolio and a Foundation Practice Assessment. This results in the award of a Certificate of Completion of Foundation Training.

Pharmacists are assessed against the Advanced Pharmacy Framework by submitting for Faculty assessment using the principle of peer assessment. This is done through submission of a curriculum vitae, the APP, peer testimonials and Record of Expert Professional Practice (a summative assessment of a number of formative assessments). This results in the award of Faculty membership or fellowship on three stages of advanced practice. The three stages are:

- Advanced Stage One – members, usually in their second 1000 days of practice, or established members returning to work after a career break or changing their scope or sector of practice, who have either completed Foundation Training or demonstrated competency at Foundation level.
- Advanced Stage Two – members who are established in their careers or aiming to achieve excellence in their roles, beyond their second 1,000 days
- Mastery – members who are practicing at an exceptional level, in highly complex environments and in very senior roles in the profession locally, regionally and nationally





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