



ROYAL  
PHARMACEUTICAL  
SOCIETY

**LifeTrain Workshop,  
Brussels Mar 2-3, 2015**

# **Aspiring to Excellence in Pharmacy RPS Professional Recognition Programme**

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ROYAL PHARMACEUTICAL SOCIETY  

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FACULTY

# Content

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- **Objectives of RPS Faculty and how this fits with GPhC registration**
- **Advanced Pharmacy Framework**
- **Resources for members**
- **Progress so far**
- **Challenges & potential solutions**

# My frame of reference – why do I believe this is important?



**Member of Credentialing Panel & Faculty Champion**



**People Manager**

- Develop staff
- Talent retention



**Individual**

- Recognition
- Personal growth

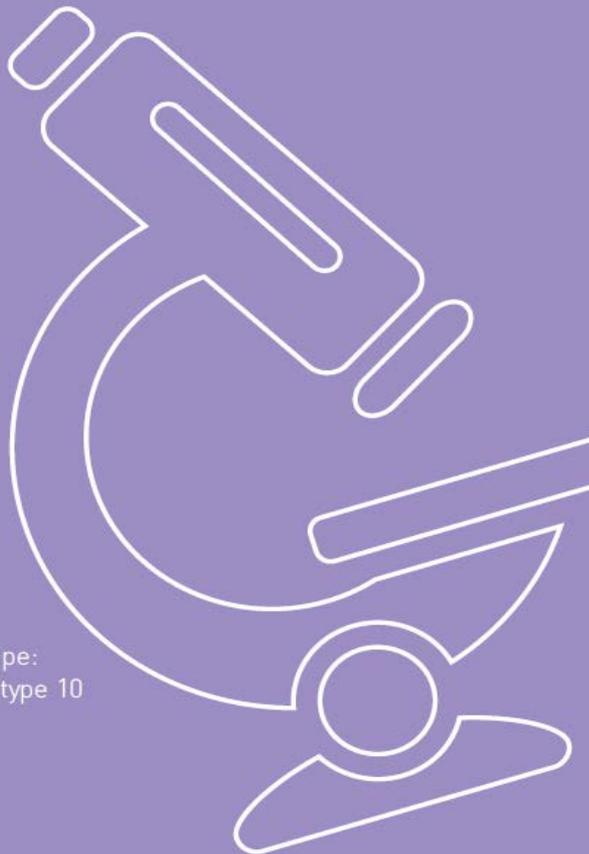
# General Pharmaceutical Council Regulation role – CPD requirements

March 2014 | Issue 13

## Regula+e

Upholding standards and public trust in pharmacy

General  
Pharmaceutical  
Council



### Inside

Under the microscope:  
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to practise 14  
Improving supply  
of medicines 9

[www.pharmacyregulation.org](http://www.pharmacyregulation.org)

### Continuing fitness to practise assurance framework: our proposed three core elements

#### • Peer review

A review of the registrant's work will be conducted by a professional peer and will be based on a registrant's scope of practice. The GPhC will test a process by which we could accredit partner organisations to run the peer review process. Wherever possible, peer review will build on existing processes, such as appraisals and the RPS faculty.

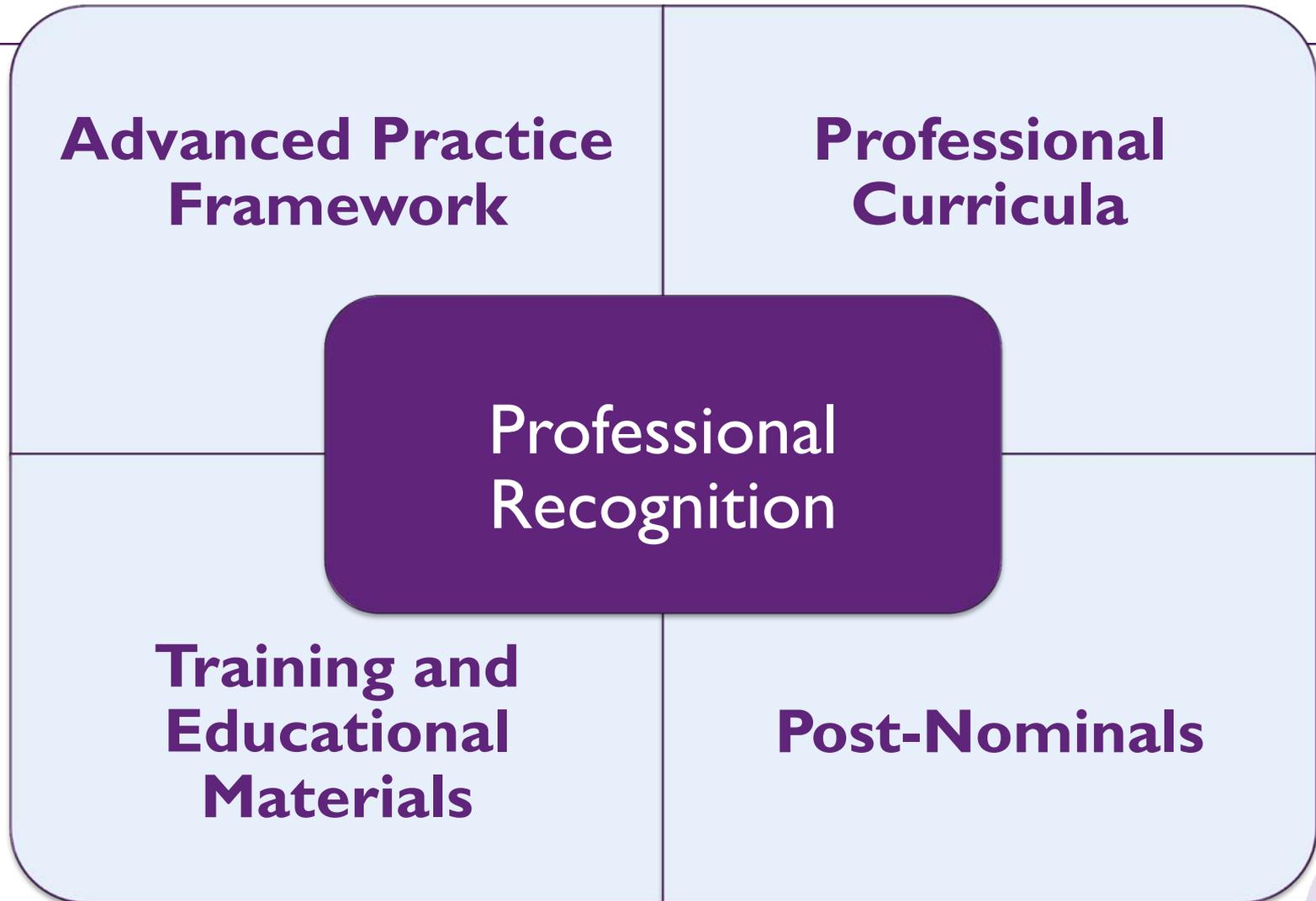
#### • CPD review

The GPhC will evaluate the current CPD scheme and introduce a modified version of it in parallel with the new framework. The intention is that the new approach to CPD will focus on the relevance of CPD entries to a registrant's scope of practice.

#### • External performance indicators

The process will involve a review of external performance measures, which will vary according to the scope of a registrant's practice. Indicators will be developed in consultation with the profession.

# RPS Faculty – Professional recognition programme



# Advanced Practice Framework - Application to diverse roles





# Clusters of Competencies

**Expert Professional Practice**

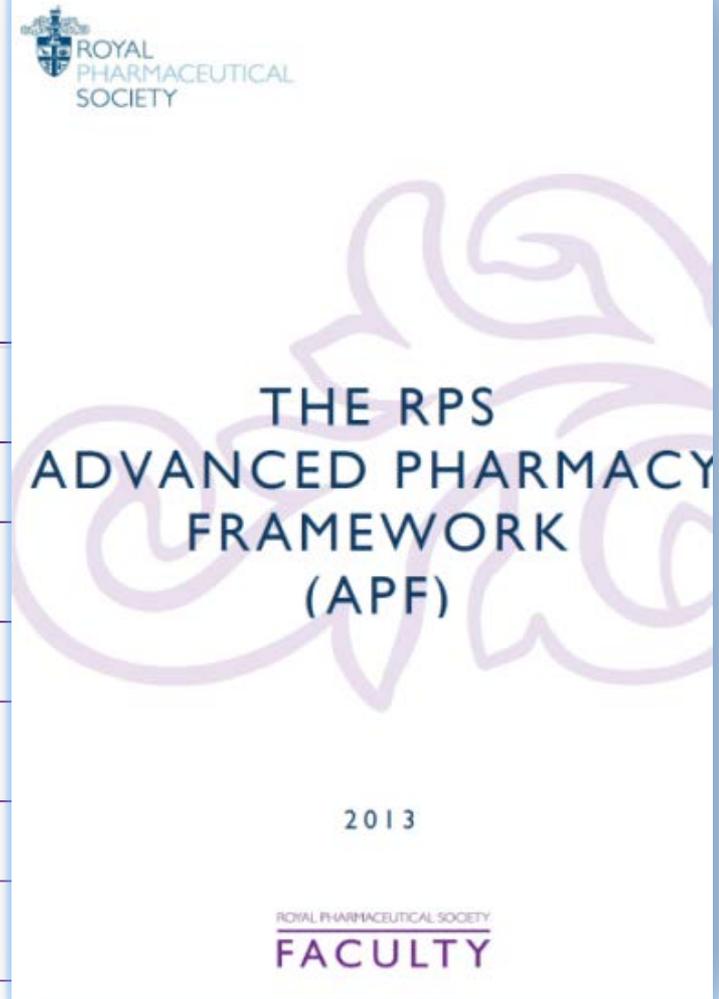
**Collaborative Working Relationships**

**Leadership**

**Management**

**Education, Training and  
Development**

**Research and Evaluation**



# Cluster 3 - Leadership

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**Strategic Context**

**Governance**

**Vision**

**Innovation**

**Service Development**

**Motivational**



## Competency 3.1 – Strategic Context

**Advanced Stage I** Demonstrates understanding of the needs of stakeholders. Practice reflects relevant local and national policy.

**Advanced Stage II** Demonstrates ability to incorporate relevant national policy to influence local strategy.

**Mastery** Demonstrates active participation in creating relevant national policies.

# Industrial Pharmacists Handbook: Examples of Leadership

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- Carrying out a scientific review to identify opportunity and proposal for formulation development
- Motivating yourself and teams to overcome issues and develop solutions
- Championing and implementing innovative ideas and technology to improve practice, such as new equipment or processes
- Developing a strategic business plan for your project
- Leading input or feedback into a draft regulatory guideline or new company policy
- Having an awareness of your organisation's vision and actively contributing to this



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### Faculty

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### What is the RPS Faculty?

# ROYAL PHARMACEUTICAL SOCIETY FACULTY

The RPS Faculty is our new professional recognition programme exclusively for RPS members and Pharmaceutical Scientist members.

The Faculty provides you with a way of identifying what you need to know at different stages of practice, across all sectors, allowing you to advance your professional practice. More importantly the Faculty recognises your development, allowing you to demonstrate to others your level of attainment and stage of

### Access your Faculty tools

[My Dashboard](#) »

[Faculty handbook](#) »

[Framework handbook](#) »

[Faculty resources](#) »



Faculty Handbook



# Adding an entry to the Advanced Practice Portfolio

## Add new entry

- Home
- Add new entry
- Map via ▼
- Views ▼
- Reports ▼

 Need help with adding an entry?

### Entry details

Entry title \*   
A short unique entry title to easily identify the item.

Item type \*

Description \* 250 / 250 | 0 words.   
Provide a short description of the entry.

Dates \* Start date:  Completed:   Ongoing:   
The start date will be the time you started the piece of evidence. The valid date format is MM/YYYY.

Web link   
This can be a link to a published article on the web.

Summary content 3000 / 3000 | 0 words.   
An optional field to give a more detailed summary of the entry.

### Personal identification

Storage location   
Where is the physical location of the entry item.

Personal code   
A personal code that you use to index the entry. This needs to be unique.

# Map via Framework

## Map entry against the framework

[Home](#)  
[Add new entry](#)  
[Map via ▼](#)  
[Views ▼](#)  
[Reports ▼](#)

Need help with mapping entries?

To map your entry against a competency please click on the relevant cluster below.

**Expert Professional Practice ▼**  
Improves standards of pharmaceutical care for patients.

**Collaborative Working Relationships ▼**  
Is able to communicate, establish and maintain professionally driven working relationships and gain the co-operation of others.

**Communication ▼**  
Including ability to: Persuade, Motivate, Negotiate, Empathise, Provide Reassurance, Listen, Influence And Networking Skills, Presentation Skills

<b>Advanced Stage I</b> <b>Map now</b> Demonstrates use of appropriate communication to gain the co-operation of relevant stakeholders (including patients, senior and junior colleagues, and other professionals where possible). Demonstrates ability to communicate where the content of the discussion is explicitly defined.	<b>Advanced Stage II</b> <b>Map now</b> Demonstrates use of appropriately selected communication skills to gain co-operation of small groups of relevant stakeholders within the organisation. Demonstrates ability to communicate where the content of the discussion is based on professional opinion.	<b>Mastery</b> <b>Map now</b> Demonstrates ability to present complex, sensitive or contentious information to large groups of relevant stakeholders. Demonstrates ability to communicate in a hostile, antagonistic or highly emotive atmosphere.
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**Teamwork and Consultation ▼**

**Leadership ▼**  
Inspires individuals and teams to achieve high standards of performance and personal development.

**Management ▼**  
Organises and delivers service objectives in a timely fashion.



# Assessment Outcome

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After independently assessing your portfolio the assessors will agree on a designated staging.

<b>Faculty Stage</b>	<b>Description</b>	<b>Faculty Post-Nominals</b>
Advanced Stage I	Experienced	MFRPSI
Advanced Stage II	Excellent	MFRPSII
Mastery	Exceptional	FFRPS



# Professional Development Plan

Lesley Johnson FFRPS MRPharmS

November 2013

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## Feedback Summary

The feedback summary (below) is based on the outcomes of the assessment Practice Portfolio and evidence against the Advanced Practice Framework from the two Faculty assessors assigned to you and intended to help you practice and support your ongoing professional development and create a

The feedback is broken down into the six clusters

- Expert Professional Practice EPP
- Collaborative Working Relationships CWR
- Leadership L
- Management M
- Education, Training & Development ET&D
- Research & Evaluation R&E

Expert Professional Practice	
Collaborative Working Relationships	
Leadership	
Management	
Education, Training and Development	
Research and Evaluation	
Overall comments	

## Action Plan

Then next stage in your PDP is to create an Action Plan based on the feedback from the Faculty assessors. Your action plan is a 'live' document and outlines the gaps in your knowledge, skills, experience and behaviours derived from the assessors feedback. For each development need, your plan should include the resources and tools you will use when trying to improve your practice or areas that need further learning. Remember the RPS and the Faculty have a number of useful support tools available to advance practice.

Review your Action Plan regularly, revising targets if necessary and setting goals for the coming months.

Remember any action plans should be SMART (specific, measurable, achievable, realistic and time-bound) but many examples can take time to implement especially around the core clusters.

Use this Template to develop and record your Action Plan

	Details of action	Timeline for completion
<b>Action Plan</b> to include: What you need to do How are you going to take action? When you will achieve target?		
<b>What resources will help you?</b> From the list opposite tick the Faculty resources you will use and/or add other resources	<input type="checkbox"/> Development Frameworks (e.g. Advanced Practice Framework, Leadership Competency Framework) <input type="checkbox"/> The Faculty Handbook <input type="checkbox"/> Professional Curricula (series of generalist and specialist curricula) to use as a development tool to help you identify what you need to do and know to progress, and contain knowledge, skills, experience and behaviours that are aspirational <input type="checkbox"/> Support resources from RPS <input type="checkbox"/> Faculty mentors or Peer mentors <input type="checkbox"/> Guidance from the RPS Professional Development Support team or Faculty team <input type="checkbox"/> Publications such as Pharmaceutical Journal or Clinical Pharmacist <input type="checkbox"/> Research Ready <input type="checkbox"/> Map of evidence <input type="checkbox"/> Networking opportunities <input type="checkbox"/> Attending Conferences or events <input type="checkbox"/> LPPs <input type="checkbox"/> Other resources	

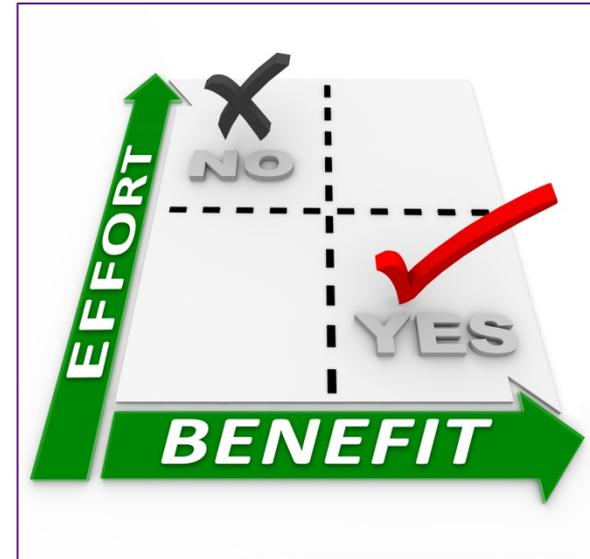
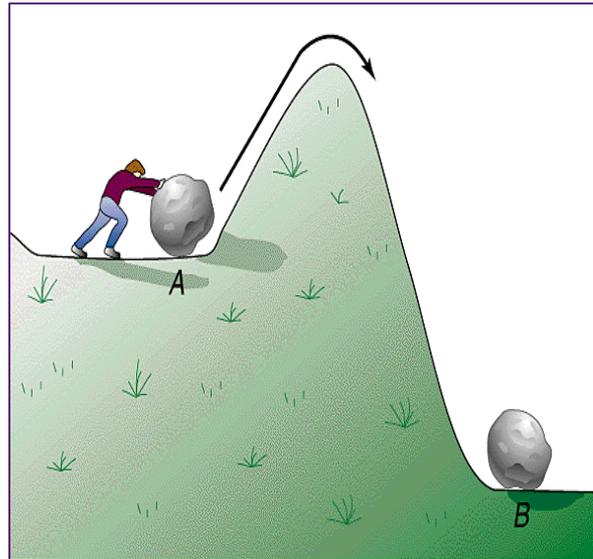
# RPS Faculty – 2015 Status

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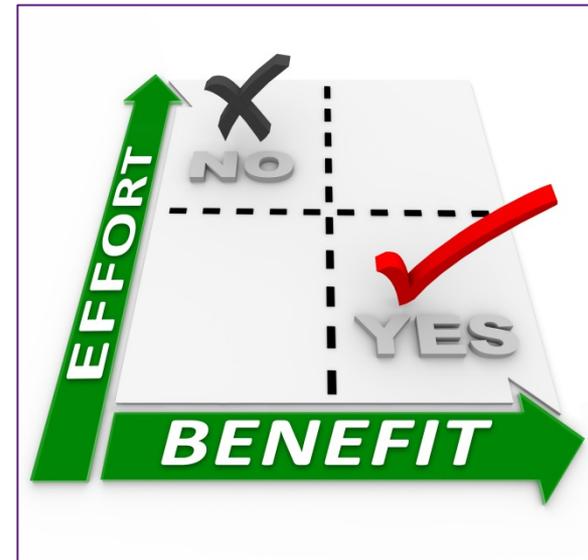
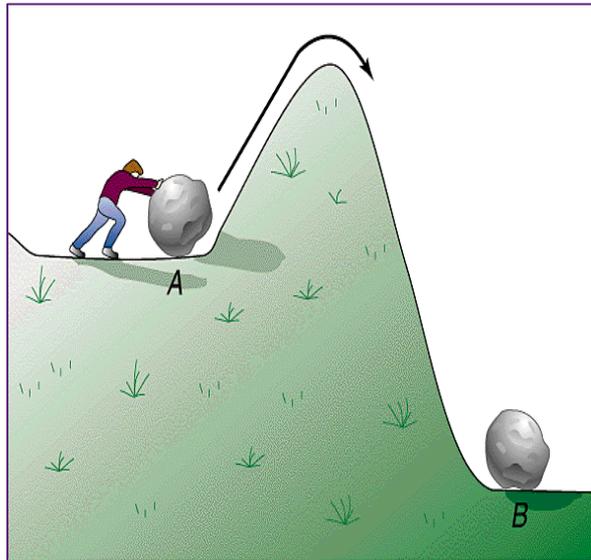
- 27,480 RPS members (56% of profession)
- 1,800 building their portfolios
- 240 submitted for assessment in 2013-14
  - ~50% Hospital
  - ~20% Community
  - ~20% Academia,
  - Remainder – Industry, Regulatory, retired, other
- Gaining employer support – e.g. Boots
- 2015 Faculty Practice Assessments opening to Pharmacists with 2-10 years experience

# What are the challenges and barriers?

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# What are the solutions?



- Tools (on line portfolio)
- Quality of evidence not quantity
- “Buddy” system and mentors
- RPS Support staff

- Employer support and recognition
- Supports mandatory CPD – Continued fitness to practice

# Thanks to:

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Jane Nicholson (EIPG)

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Hannah Wilton (Faculty Development Lead)

LifeTrain Organising Committee