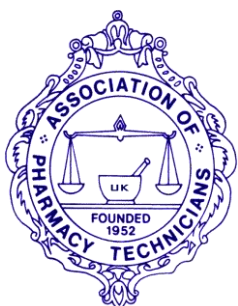# Association of Pharmacy Technicians UK

Foundation Pharmacy Framework

A framework for professional development in foundation practice across pharmacy

APTUK Foundation Pharmacy Framework

The Professional Leadership Body for Pharmacy Technicians

www.aptuk.org

A Framework for professional development in pharmacy practice at foundation level

1 Introduction

The underpinning principles of the APTUK Framework for pharmaceutical care

Professional Development Frameworks have become increasingly useful in professional development over the past decade alongside the increased focus on supporting healthcare professionals in continuing to advance their practice and/or develop special interests. This evidence-based framework contains a structured assembly of behavioural competencies, driven by the need for transparency in the training, development and professional recognition of healthcare professionals, whilst ensuring the building blocks of initial career development (foundation practice) are in place. They have been utilised globally, and have been adapted and adopted from different sources to provide a common goal – development of professional skills and behaviours, focussed care and healthcare values. In addition they can be used for general Continuing Professional Development.

To develop the pharmacy profession, in particular foundation practice, developmental frameworks currently support the delivery of pharmaceutical care, helping pharmacy technicians identifying their own learning gaps and providing them with a structured career progression. They usually describe a seamless evolution from pre registration trainee, to foundation level practitioner to advanced practitioner.

Learning from the Francis and Berwick Reports

Recently the final report of the Mid Staffordshire NHS Foundation Trust Public Inquiry was published (The Francis Inquiry). The evidence gathered by the Inquiry clearly shows that for many patients the most basic elements of care were neglected. The Inquiry concluded that patients were routinely neglected and the fundamental responsibility to provide safe care was overlooked.

Professor Don Berwick, an international expert in patient safety, was asked by the Prime Minister to carry out a review following the publication of the Francis Inquiry into the breakdown of care at Mid Staffordshire Hospitals. One of his recommendations was:

"Mastery of quality and patient safety sciences and practices should be part of initial preparation

and lifelong education of all health care professionals, including managers and executives"

The reports identified some of the service gaps currently existing. Pharmacy technicians play an important role in patient care as part of the healthcare team and make a unique contribution to society, delivering

their expertise though medicines supply issued on pharmaceutical patient care with compassion and commitment. Pharmacy technicians are part of the pharmaceutical care process, hence the importance of providing them with the support they need at a foundation stages of career and practice development.

The profession's Foundation Pharmacy Framework (FPF) has been developed, led by the RPS, through engagement with APTUK, Competency Development and Evaluation Group (CoDEG) and representatives across the profession and Great Britain to support the pharmacy workforce.

APTUK, through the Education Strategy Group and engagement with a wide range of stakeholders have contextualised the APTUK Foundation Pharmacy Framework for pharmacy technicians. The introduction above is common to both the RPS and APTUK frameworks and demonstrates commitment to the development of the foundation framework and the underpinning aim and purpose of its use by pharmacy technicians in practice.

The APTUK Foundation Framework is designed to complement the HEE Consultation Skills for Pharmacy Practice (www.consultationskillsforpharmacy.co.uk) which will support pharmacy technicians with developing these essential lifelong skills. Therefore there is little in the APTUK FPF based on this. This is to support less duplication and variance. Other National Frameworks for example Final Accuracy Checking or Medicines Management currently sit in the advanced practice section. The APTUK FPF will provide a stepping stone to these areas of practice, supporting pharmacy technicians with their development from foundation practice to advanced practice.

Acknowledgements

APTUK would like to thank the following for the work they have contributed to the development of this framework either in past versions or the current one.

APTUK – Branch members

APTUK - Education Strategy Group members and Board of National Officers

CoDEG – Competency Development and Evaluation Group

NHS Pharmacy Education & Development Committee – Pharmacy Technician & Support Staff Group

Royal Pharmaceutical Society Faculty

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2 The Foundation Pharmacy Framework (FPF)

2.1 Development of the Framework

The original GLF was developed by the Competency Development and Evaluation Group (CoDEG) in 2004. Since then, the GLF has been extensively validated across pharmacy, at all levels of practice, and principally in hospital, community and primary care sectors

The new FPF will prove useful for foundation roles across pharmacy, across the United Kingdom and across healthcare. It will be tested throughout 2014 to ensure validity and applicability across sectors. Other tools and resources will also be developed to facilitate the use of the Framework.

The FPF has been developed to ensure applicability across sectors and for both patient facing and non--patient facing roles. The new APTUK FPF is available to all pharmacy technicians seeking support for their practice in all sectors.

The APTUK FPF has been developed to build upon knowledge gained during pre-registration.

Understand   ➜   Identify   ➜   Ensure

Pre-registration   Foundation years   Advanced Practice
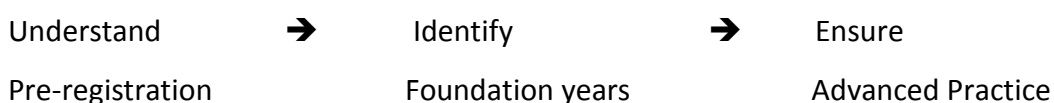
SCOPE OF PRACTICE

The role of the pharmacy technician is diverse. Therefore the entire framework is underpinned by an awareness that pharmacy technicians should only be carrying out their role within the requirements of their job description, knowledge and competence. The framework has been designed to support some flexibility within roles. Therefore not all competences will be relevant to all pharmacy technicians' roles.

Please use this framework with your employing organisation to discuss which competences are applicable to your role. This framework may be used to complement a personal development plan supporting gaps in practice or future career aspirations. Please note that you do not have to demonstrate competence in areas that you do not practice.

The framework well help to support foundation level pharmacy technicians develop the skills and knowledge to progress to advanced level practice in accuracy checking and medicines management.

2.2 Clusters and Competencies of the Framework

The APTUK Foundation Pharmacy Framework is comprised of the following components or clusters:
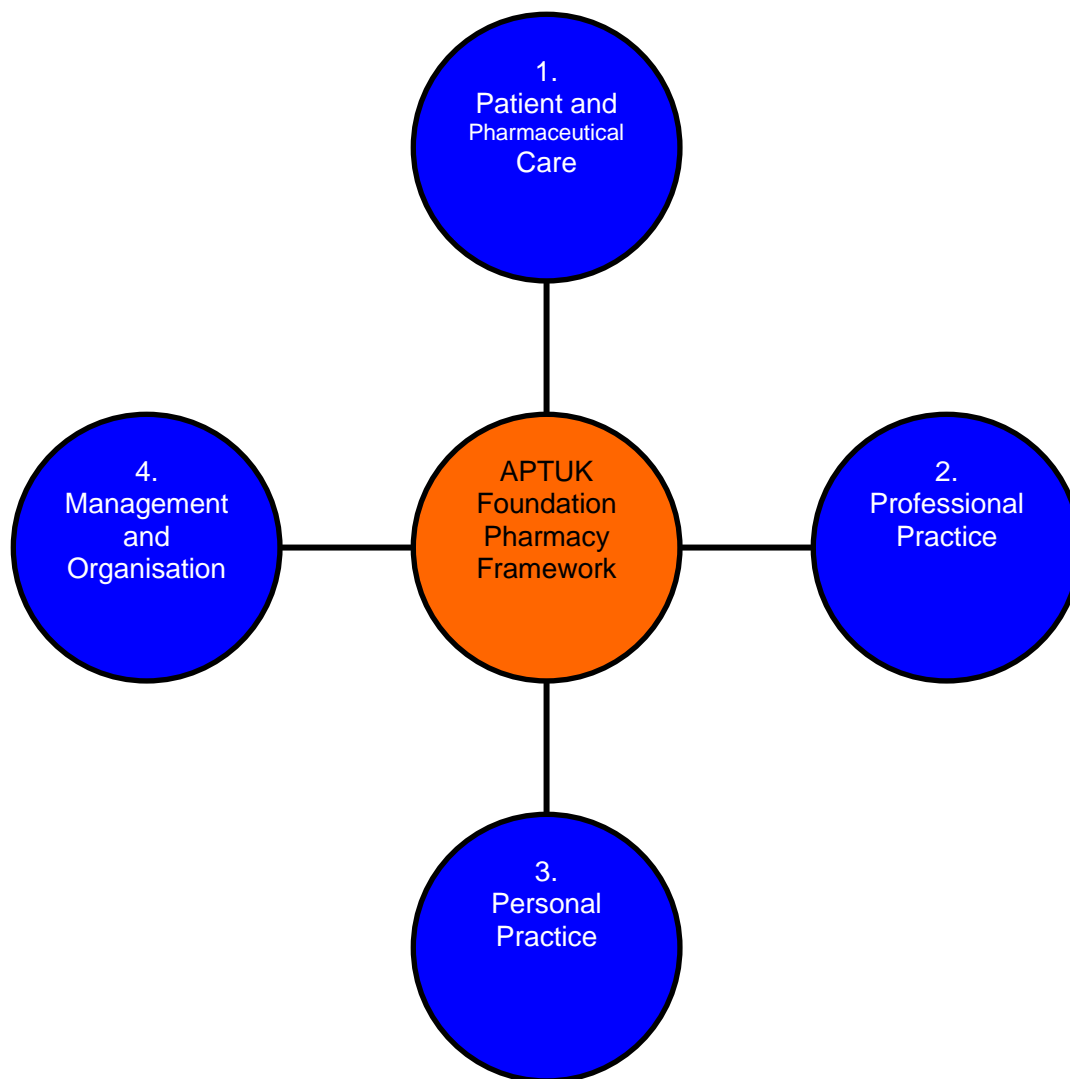
1. Patient and Pharmaceutical Care

2. Professional Practice

3. Personal Practice

4. Management and Organisation

Each cluster has been designed to provide competences that reflect generic roles and responsibilities undertaken by pharmacy technicians who are in the early years (foundation) of their careers. It is designed to build on the competences that pharmacy technicians have already been assessed against in the entry qualification.

Each of these competencies has a number of statements, known as behavioural statements that define how that competency would be recognised.

The self-evaluation grid for each behaviour can help pharmacy technicians to identify their own learning gaps, or strengths and weaknesses, and map entries against it, ranging from "rarely", "sometimes", "usually" to "consistently". This can also be used by mentors/tutors for informal and formal evaluations and appraisals. The following table shows practical definitions (not absolutes) that help with this evaluation of consistency and application.

Rating Definitions Percentage expression

Consistently	Demonstrates the expected standard practice, with very rare lapses. 85 – 100%
Usually	Demonstrates expected standard practice with occasional lapses. 51 – 84%
Sometimes	Demonstrates expected standard practice less than half of the time observed. Much more haphazard than 'mostly' 25 – 50%
Rarely	Very rarely meets the standard expected. No logical thought process appears to apply. 0 – 24%
Not in scope of practice	This is not in the PTs job description/role and therefore not relevant to their current practice

The APTUK Foundation Pharmacy Framework is designed to be used as a complete document together with the APTUK Foundation Pharmacy Framework Handbook. However each section can also be used as a standalone mini resource, so it is possible to print out sections that are most relevant and helpful. The APTUK Foundation Pharmacy Framework Handbook will provide further guidance and examples to help you with your professional development plans and to assist you with building your portfolio.

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1.	Patient and Pharmaceutical Care	2.	Professional Practice
1.1	Patient Consultation	2.1	Organisation
1.2	Need for the Medicinal Product	2.2	Effective Communication Skills
1.3	Selection of the Medicinal Product	2.3	Team Work
1.4	Medicines Management	2.4	Professionalism
1.5	Provision of Medicinal Product	2.5	Education and Learning
1.6	Medicines Information and Patient Education		
1.7	Medicines Optimisation		
1.8	Evaluation of Outcomes		
3.	Personal Practice	4.	Management and Organisation
3.1	Gathering Information	4.1	Clinical Governance
3.2	Knowledge	4.2	Service Provision
3.3	Analysing Information	4.3	Budget and Reimbursement
3.4	Providing Information	4.4	Organisations
3.5	Follow up	4.5	Training
3.6	Audit and Service Improvement	4.6	Staff Engagement
		4.7	Procurement
		4.8	Supply and Storage

CPD

The APTUK FPF does not have a CPD cluster as it is acknowledged as a regulatory requirement.

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1. Patient and Pharmaceutical Care
Improves professional practice in order to benefit patient care.

1.1 Patient Engagement		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Patient assessment *Uses appropriate questioning to obtain all relevant information from the patient*					
	Patient interaction *Appropriately refer pharmaceutical or health problems*					
	Recording consultations *Documents consultations where appropriate in the patient's records*					
	Patient consent Satisfactorily obtains patient consent if appropriate					

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1. Patient and Pharmaceutical Care
Improves professional practice in order to benefit patient care.

1.2 Need for the medicinal product		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Relevant patient background *Retrieves relevant or available information*					
	Medicines Reconciliation *Documents an accurate and comprehensive medicine history when required*					
Comments:						

1. Patient and Pharmaceutical Care
Improves professional practice in order to benefit patient care.

1.3 Selection of the medicinal product		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Drug-drug interactions *Identifies and refers drug-drug interactions* *Takes appropriate action*					
	Drug-patient interactions *Identifies and **refer**s any drug-patient interactions* *Takes appropriate action*					
	Drug-disease interactions *Identifies and **refers** within scope of practice any drug-disease interactions*					
Comments:						

1. Patient and Pharmaceutical Care
Improves professional practice in order to benefit patient care.

1.4 Medicines Management		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Identifies appropriate dose for any patient					
	Selection of dosing regimen *Identifies appropriate screening for route for any patient* *Identifies appropriate screening of timing of dose*					
	Selection of formulation and concentration *Ensures appropriate screening of formulation for any patient has been carried out by pharmacist* *Ensures appropriate screening of concentration for any patient has been carried out by pharmacist*					
Comments:						

1. Patient and Pharmaceutical Care
Improves professional practice in order to benefit patient care.

1.5 Provision of Medicinal Product		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	The prescription is clear *Ensures the prescriber's intentions are clear for any patient*					
	Ensure the prescription is legal					
	Ensure the correct Medicinal product is selected *Drug matches the prescription and prescribers requirements*					
	Labelling of the medicine *The label on the dispensed medicine includes required information* *The dispensed medicines is labelled appropriately for the patient*					
Comments						

1. Patient and Pharmaceutical Care
Improves professional practice in order to benefit patient care.

1.6 Medicines Information and Patient Education	Rarely	Sometimes	Usually	Consistently	Not in scope of practice
Public Health *Provides health care and healthy living advice appropriately*					
Health Needs *Takes into account the patients individual circumstances*					
Need for information is identified *Identifies the need for information in any patient*					
Medicines Information *Communicates accurate and appropriate medicines information*					
Provides appropriate written information					

Comments:

1. Patient and Pharmaceutical Care
Improves professional practice in order to benefit patient care.

1.7 Medicines Optimisation		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Identifies ways to manage medicines problems					
	Accurately prioritises identified medicines problems *Including referring when appropriate*					
	Applies the use of clinical and non-clinical Guidelines *Within scope of practice*					
	Resolution of medicines and pharmaceutical care problems *Appropriately takes action to resolve or refer any identified problems*					
	Pharmaceutical Care issues *Appropriate documentation of any intervention or optimisation is completed*					
	Accurately prioritises and refers identified medicines problems					

Comments:

1. Patient and Pharmaceutical Care
Improves professional practice in order to benefit patient care

1.8 Evaluation of Outcomes		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Appropriately assess outcomes of contributions *Utilising a range of feedback e.g. patient, other healthcare professionals*					

Comments:

2. Professional Practice
Promotes effective communication and professionalism personally and within the team. Supports the education and learning of others

2.1 Organisation		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Appropriately prioritises work					
	Is punctual and organised					
	Appropriately demonstrates initiative					
	Uses time efficiently					
Comments:						

2. Professional Practice
Promotes effective communication and professionalism personally and within the team. Supports the education and learning of others

2.2 Effective Communication Skills		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Communicates clearly, precisely and appropriately with: *Patient and carer*					
	Medical staff *Nurses*					
	Other health staff *Immediate pharmacy team*					
	Mentor/Tutor *Employing organisation*					
Comments:						

2. Professional Practice
Promotes effective communication and professionalism personally and within the team. Supports the education and learning of others

2.3 Team Work		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Pharmacy team *Recognises the value of other staff* *Works effectively as part of a team*					
	Multi-disciplinary team *Recognises the value of other members of the healthcare team* *Uses appropriate channels to refer patients to other members of the healthcare team*					
	Organisational team *Recognise the roles of non-clinical staff within the organisation*					
	Scope of Practice *Able to demonstrate awareness of limitation of own role within the pharmacy team*					
Comments:						

2. Professional Practice
Promotes effective communication and professionalism personally and within the team. Supports the education and learning of others

2.4 Professionalism		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Maintains confidentiality *Including awareness of information governance*					
	Quality and accuracy of documentation *Documents legally required information*					
	Legislation *Describes any legislation that affects patient care*					
	Accountability for own action *Accepts and takes accountability for own actions and omissions*					
	Demonstrates integrity and trustworthiness that inspires confidence					
	Responsibility for patient care *Accepts and takes responsibility for patient care* *Demonstrates compassion with patients* *Demonstrates commitment to patient care*					
	Decision-making Undertakes ethical decision-making in the best interests of patients and the public					

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2. Professional Practice
Promotes effective communication and professionalism personally and within the team. Supports the education and learning of others

2.5 Education and Learning		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Is able to act as a role model *Understands and demonstrates the key attributes of a role model to members of the team*					
	Demonstrates mentorship behaviour to others					
	Is able to show links between practice and education development					
Comments						

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3. Personal Practice
Uses knowledge and research to inform and improve practice.

3.1 Gathering Information	Rarely	Sometimes	Usually	Consistently	Not in scope of practice
Accesses information *Is able to access information from appropriate information sources*					
Maintains up to date information *Keeps current and maintains information needed on a regular basis*					
Identifies gaps in the evidence base *Identifies and refers any gaps in evidence-base documentation to routinely improve the use of medicines and services*					

Comments:

3. Personal Practice
Uses knowledge and research to inform and improve practice.

3.2 Knowledge		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Pharmacology *Is able to discuss mechanisms for drugs and medicines within scope of practice*					
	Adverse events *Is able to describe the major side effects of drugs within scope of practice*					
	Interactions *Is able to describe mechanisms of interactions within scope of practice*					

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3. Personal Practice
Uses knowledge and research to inform and improve practice.

3.3 Analysing Information		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Utilises and analyses information *Is able to analyse and utilise key elements from information gathered*					
	Appropriately identifies and refers problems					
	Evaluates information *Is able to evaluate information gathered when requested*					
	Decision making *Demonstrates clear decision making*					
	Appraises options					
	Logical Approach *Demonstrates a logical process to problem solving*					
	Displays critical thinking *Uses logical methodology to investigate a medicine or practice related issue to improve patient care*					
Comments:						

3. Personal Practice
Uses knowledge and research to inform and improve practice.

3.4 Providing Information		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Provides accurate information					
	Provides relevant information					
	Provides timely information					
Comments:						

3. Personal Practice
Uses knowledge and research to inform and improve practice.

3.5 Follow up		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Ensures resolution of problem and documents appropriately					
Comments:						

3. Personal Practice
Uses knowledge and research to inform and improve practice.

3.6 Audit & Service Improvement	Rarely	Sometimes	Usually	Consistently	Not in scope of practice
Can interpret audit protocols *Conducts audit and reports results to improve use of medicines and services*					
Displays ability to provide feedback on working practice *Provides feedback on Standing Operating Procedures and audits to improve service*					
Actively participates in audit and Service Improvement *Undertakes, communicates and applies findings, as a member of the team*					

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4. Management and Organisation
Leads, manages and organises service delivery commensurate with working environment and scope of practice.

4.1 Clinical Governance		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Clinical governance issues *Demonstrates the application of clinical governance issues*					
	Standard Operating Procedures *Uses relevant and up to date procedures for practice*					
	Working environment *Implements legal and professional requirements for a safe system of work*					
	Risk management *Documents critical incidents* *Forwards critical incident reports to the appropriate organisations*					

Comments:

4. Management and Organisation
Leads, manages and organises service delivery commensurate with working environment and scope of practice.

4.2 Service Provision		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Quality of service *Looks to improve the quality of the services offered*					
	Service development *Describes the key drivers for national and local service development* *Identifies or refers the need for new services*					
Comments:						

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4. Management and Organisation
Leads, manages and organises service delivery commensurate with working environment and scope of practice.

4.3 Budget Setting and Reimbursement		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Service reimbursement *Uses relevant reference sources to ensure appropriate and accurate reimbursement* *Uses claims reimbursement appropriately for services provided*					
Comments:						

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4. Management and Organisation
Leads, manages and organises service delivery commensurate with working environment and scope of practice.

4.4 Organisations		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Organisational structure *Describes the operating structure of employing organisation*					
	Linked organisations *Describes the key organisations that affect service delivery*					
	Pharmaceutical Industry *Follows local and national guidance when working with the pharmaceutical industry*					
Comments:						

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4. Management and Organisation
Leads, manages and organises service delivery commensurate with working environment and scope of practice.

4.5 Training		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Staff *Ensures staff are competent to undertake the tasks allocated to them*					
	Other healthcare professionals *Is active in training other healthcare professionals*					

Comments:

4. Management and Organisation
Leads, manages and organises service delivery commensurate with working environment and scope of practice.

4.6 Staff Engagement		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Performance management *Participates in own appraisals* *Contributes feedback to appraisal of others*					
	Staff development *Supports staff in their development*					
	Employment issues *Correctly applies employment legislation & HR guidance*					
Comments:						

4. Management and Organisation
Leads, manages and organises service delivery commensurate with working environment and scope of practice.

4.7 Procurement		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Pharmaceutical *Demonstrates how pharmaceuticals can be sourced* *Sources pharmaceuticals in a timely manner*					
	Resolves supply problems promptly *Works with supplier to ensure supply does not impact on service*					
	Ensures stock is managed					
	Cost effectiveness *Ensures stock purchased maximises cost effectiveness*					

Comments:

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4. Management and Organisation
Leads, manages and organises service delivery commensurate with working environment and scope of practice.

4.8 Storage & Supply		Rarely	Sometimes	Usually	Consistently	Not in scope of practice
	Pharmaceutical *Describes how pharmaceuticals can be stored*					
	Resolves supply problems promptly *Ensures patient receives medicinal product in timely manner*					
	Informs relevant parties of supply issues *Patient and Prescriber*					
	Ensures stock is stored appropriately *According to manufacture guidance*					

Comments: