

The Performance Standards

Structure of the standards

The Performance Standards are grouped into three key areas - Personal Effectiveness, Interpersonal Skills and Medicines & Health. Each of these contains a number of major components of activity, consisting of:

Performance or behavioural indicators

These are statements of precisely what it is that you must be able to do or how you should behave. You must meet these indicators consistently in order to be assessed as competent. Some standards contain notes to clarify the terminology or to explain the various situations or circumstances in which you must demonstrate your competence.

Requirements for assessment and knowledge

These:

- describe any specific requirements of the RPSGB in terms of the experiences you must be given, or the way in which you must be assessed
- identify sections of the registration examination syllabus relevant to the standards. The syllabus itself provides a more detailed description of what you need to know
- list other things that you are expected to know which are not included in the examination syllabus. You will be tested in these areas whilst you are being observed or otherwise assessed in the workplace because they represent knowledge that is not necessary to be tested on its own. It only exists as part of competent performance.

The meaning of 'appropriate' or 'appropriately'

In some of the standards, the word 'appropriate' or 'appropriately' is used in relation to your behaviour, for example B1.12 Handle conflict appropriately. It is not possible to describe all the ways in which a skill or behaviour could be demonstrated appropriately and so your tutor will use his professional judgement to decide whether a particular action or behaviour of yours is acceptable in the prevailing circumstances. In the case of B1.12 for example, it would not be appropriate for you to become aggressive when faced with aggression, to shrug your shoulders when faced with a complaint or to take sides in a disagreement between colleagues.

Cross-sector experience

The Performance Standards for preregistration trainees were developed to provide a patient-focused preregistration training programme, to reflect the changing nature of pharmacy practice and to foster understanding between community and hospital practice.

In order to meet the standards, you need to spend a minimum of two weeks out of your total 52 week training year in the other ('secondary') sector from your main placement. That is, in community if you are a hospital-based trainee or in hospital if you are a community-based trainee. More than two weeks would be beneficial but whatever the length of the period, it needs to be planned effectively.

There is more information about the cross-sector experience in the next section.

If you will not be experiencing the other sector for a minimum of 2 weeks you should be trained and assessed to the Competences Programme. Please contact the Preregistration Division if you do not already have a copy of the programme.

Unit A- Personal effectiveness

These standards encompass aspects of performance and behaviour that underpin effective professional activity. They can be applied to any situation.

You must demonstrate that your personal and professional conduct is consistent with the RPSGB Code of Ethics, in that you:

- have due regard for accepted standards of behaviour both within and beyond professional practice
- promote and safeguard the interests of the public
- justify public trust in the pharmacist's knowledge, ability and judgement
- promote the good standing of the profession
- avoid any act or omission which would impair confidence in the profession.

Manage self (Performance Standard A1)

You must at all times demonstrate a level of self-awareness, responsibility and self-management that will enable you to be an effective practitioner both independently and within teams or groups.

You must show that you:

A1.1 Behave in a manner consistent with membership of the profession

A1.2 Manage your time effectively*

*This will include time at work and using time outside work for personal and professional development. It will include prioritising tasks, planning, timekeeping and management of interruptions.

A1.3 Recognise your personal and professional limitations and refer appropriately*.

*In this context, appropriately means referral when necessary, to the correct person, in a suitable manner

A1.4 Respond with willingness and flexibility to new situations and to change

A1.5 Remain composed and personally effective* in all situations**

*This may, in extreme circumstances, include removing self from situation in order to maintain self-control and to minimise risk to patients

**Situations will include challenging behaviour from colleagues or clients, periods of heavy workload and times of stress

A1.6 Make decisions which demonstrate clear and logical thought

A1.7 Take responsibility for, and accept outcomes of, your own decisions

A1.8 Amend your behaviour, when necessary, based on evaluation of your performance by yourself or others

Knowledge requirements

The knowledge represented by Section 1 Part I of the registration examination syllabus is needed to underpin these standards.

In addition, you must show that you have a working knowledge of, and can apply, the following:

- Management of change
- Principles of decision-making
- Principles of effective time management
- Principles of long and short term planning
- Principles of stress management
- Team roles (generic)

Manage work (Performance Standard A2)

You must at all times work efficiently and effectively, and within legal and ethical constraints.

You must show that you:

A2.1 Carry out tasks effectively*

*Effectively in this context means correctly, in an organised manner, with sufficient attention to detail and at a pace appropriate to the level of business. It includes prioritisation and completion of tasks within agreed deadlines

A2.2 Approach tasks and situations in accordance with the law and with the RPSGB Code of Ethics

A2.3 Follow work systems correctly*

*Work systems include your own working practices, standard operating procedures, Sale of Medicines protocol, your organisation's systems and security procedures

A2.4 Use resources* effectively

*Resources include colleagues, other healthcare workers, workspace, equipment/material and both text-based and electronic references

Knowledge requirements

The knowledge represented by Section 1 Parts I & II of the registration examination syllabus is needed to underpin these standards.

In addition, you must show that you have a working knowledge of, and can apply, the following:

- Principles of effective delegation
- Principles of effective time management
- Principles of long and short term planning
- Principles of objective setting
- Sale of Medicine protocol in your pharmacy
- Roles of healthcare professionals
- Use of information technology

Manage problems (Performance Standard A3)

You must demonstrate that you can handle a wide variety of problems, whether by resolving them yourself or by contributing to their resolution.

You must show that you:

A3.1 Recognise and define actual or potential problems*

*Problems include difficulties, minor and serious, needing resolution

A3.2	Identify workable options to resolve the problem
A3.3	Select the best solution, based on sound analysis* and appropriate evidence Sound analysis will include: <ul style="list-style-type: none"> • exploring the strengths and weaknesses of options • considering barriers to resolving the problem • discussion with others
A3.4	Suggest and, if appropriate, implement solutions to problems
A3.5	Evaluate the outcome of the solution after implementation, and if necessary redefine the problem (see A3.1)

Assessment requirements

In order to demonstrate these behaviours, it will be essential that you are given sufficient opportunity to deal with problems yourself.

Knowledge requirements

You must show that you have a working knowledge of, and can apply, the following:

- Principles of effective negotiation
- Problem solving techniques and processes
- Team roles (generic)

Demonstrate a commitment to quality (Performance Standard A4)

You must deliver products and services of the highest standard by ensuring quality. Your prime concern must be the welfare of the patient and other members of the public.

You must show that you:

A4.1 Work to an acceptable standard* when preparing products and delivering services

*As defined by RPSGB Code of Ethics, with patients' needs paramount

A4.2 Check your own work effectively

A4.3 Minimise error by others through effective supervision

A4.4 Identify and rectify your own and others' mistakes promptly and effectively

A4.5 Minimise health and safety risks to yourself and others

A4.6 Base your actions, advice and decisions on evidence*

*Rather than assumption, anecdote or hearsay

A4.7 Obtain and process the evidence you need to meet A4.6*

*By the effective gathering, review, evaluation and application of research evidence

A4.8 Have successfully carried out a small, planned audit assignment

Knowledge requirements

The knowledge represented by Section 1 Parts I & II of the registration examination syllabus is needed to underpin these standards.

In addition, you must show that you have a working knowledge of, and can apply, the following:

- Local Health and Safety standards and procedures
- Principles of data and literature evaluation
- Use of information sources
- Use of information technology
- Principles of audit

Demonstrate ongoing learning & development (Performance Standard A5)

You must provide evidence that you are continually developing your professional competence by applying what you have learned from daily activities and incidents and from formal learning opportunities.

See information on the 'Learning Cycle' in section 2g of Part 1.

You must show that you:

A5.1 Identify and prioritise your own learning and development* needs

*Based on self reflection/evaluation and on feedback from others

A5.2 Develop your own plans* to meet identified needs, using SMART** learning objectives

*Plans should include a variety of learning activities, such as:

- using reference sources
- undertaking distance or IT learning packages
- work shadowing [observation of others at work]• discussion with tutor or colleagues in and outside the pharmacy
- attending branch meetings
- giving talks/presentations
- attending events e.g. courses, seminars, conferences, branch meetings,
- BPSA

**See Section 2f, in Part 1.

A5.3 Make full use of learning and development opportunities*

*Opportunities will arise from the activities listed in A5.2 and from daily activities (e.g. dealing with new tasks and situations, handling problems)

A5.4 Evaluate whether your learning objectives have been met

A5.5 Identify your further learning needs

A5.6 Record your own learning and development process and outcomes

A5.7 Apply learning to practice

Knowledge requirements

Knowledge represented by the whole of the registration examination syllabus is needed to underpin these standards.

In addition, you must show that you have a working knowledge of, and can apply, the following:

- The learning cycle and styles
- How to keep meaningful CPD records
- Principles of evaluating learning
- SMART objectives
- Providers of learning activities for pharmacists
- Use of information sources

Unit B - Interpersonal skills

These standards encompass aspects of performance and behaviour that involve any interaction with others. You must demonstrate your ability to communicate at all levels and to work with others in the pharmacy and healthcare team. In so doing, you will demonstrate possession of the core characteristics of an empathic healthcare professional:

- seeing and understanding things from the perspective of others, especially patients
- communicating effectively
- working with people from other disciplines

Communicate effectively (Performance Standard B1)

You must demonstrate communication skills that promote the provision of a quality service.

You must show that you:

B1.1 Communicate effectively* in English

*Effectively here means that you are sufficiently competent in English to understand and be understood in writing, on the telephone and in person

B1.2 Behave in a polite and helpful manner

B1.3 Sensitively approach people who need or who may need assistance

B1.4 Elicit all relevant information by the use of appropriate questions

B1.5 Listen effectively to the whole message*

*This includes spoken word, body language and tone of voice

B1.6 Respect and observe confidentiality

B1.7 Act appropriately in response to spoken and unspoken needs of others*

*Others will include people with special needs and those from different backgrounds and with different lifestyles

B1.8 Behave in a manner which instils confidence

B1.9 Behave assertively

B1.10	Use appropriate body language
B1.11	Provide information and advice appropriate to the needs of the recipient(s)* *Recipients must include individuals, groups and those with particular needs, e.g. people with diabetes, asthma etc
B1.12	Handle conflict* appropriately** *This will include taking action to prevent conflict wherever possible **Evidence must cover conflict arising from complaints, aggressive behaviour and from disagreements with or amongst colleagues

Assessment requirements

You must meet the performance indicators for any person or group with whom you have contact. In particular:

- *general medical practitioners and other prescribers e.g. dentists, vets and opticians*
- *senior hospital doctors*
- *doctors in training*
- *nurses*
- *medical support staff*
- *officials e.g. Royal Pharmaceutical Society of Great Britain inspectors, police, environmental health inspectors*
- *patients, carers and patients' representatives*
- *colleagues including managers*
- *members of the public*

Knowledge requirements

The knowledge represented by Sections 2 and 3 of the registration examination syllabus is needed to underpin standard B1.11.

In addition, you must show that you have a working knowledge of, and can apply, the following:

- Principles of effective oral communication including body language
- Principles of assertive behaviour
- Principles of conflict resolution
- Roles of healthcare professionals
- How to question effectively
- How to produce reports and other written material so that it is clear and logical to the reader
- Equal Opportunities legislation

Work effectively with others (Performance Standard B2)

You must contribute positively to any team or group with which you are associated, so that targets and goals are achieved. You must develop and demonstrate skills involved in the management and/or supervision of others. This recognises the inclusion of these responsibilities in the roles of the majority of pharmacists.

You must show that you:

B2.1 Acknowledge the ideas and opinions of others* and act on them when appropriate

Others must include junior and senior colleagues and external contacts

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| B2.2 | Present your own ideas and opinions appropriately when speaking and in writing |
| B2.3 | Meet commitments* made to others within agreed deadlines
This will include giving clear explanations if commitments cannot be met |
| B2.4 | Give constructive feedback* to others based on accurate evaluation of their performance
*This must include both positive and negative feedback |
| B2.5 | Secure help from others when necessary in an appropriate manner |

- | | |
|------|---|
| B2.6 | Assist others when necessary |
| B2.7 | Delegate tasks appropriately*
*When necessary and in a manner conducive to teamworking |
| B2.8 | Supervise others in an appropriate manner to ensure that agreed outcomes are achieved |
| B2.9 | Use your knowledge and skills effectively when helping others learn |

Assessment requirements

Evidence that you provide for assessment by your tutor should include proof that you are sufficiently skilled in the management/supervision of others to be an effective pharmacist on qualification.

Therefore it is essential that you be given opportunities to develop and demonstrate basic supervisory/management skills.

Knowledge requirements

You must show that you have a working knowledge of, and can apply, the following:

- How to structure learning
- The Learning Cycle and styles
- Principles of effective coaching
- Principles of effective feedback
- How to influence others
- Principles of effective negotiation
- Principles of presenting information orally in an effective way
- Principles of setting objectives

Unit C - Medicines and health

These standards encompass aspects of performance and behaviour that are specific to pharmacy practice.

You must demonstrate your ability to provide an effective pharmaceutical service.

Development of the following characteristics will underpin your future role as a provider of pharmaceutical care:

- identifying health needs and understanding the opportunities for health promotion as well as treatment and care
- working with patients and carers, to manage their medicines and ensure that they can play an active part in the decisions and choices affecting their treatment or care
- understanding and making the most of the whole health and social care system - for the benefit of patients

For this unit to be achieved, you must have experience or awareness of all the following:

- the pharmacist's role in both community and hospital
- the way the healthcare system operates for patients in community and hospital
- supply of medicines from both community and hospital
- provision of advice about medicines and health
- use of patient medication records and histories
- working with local formularies and prescribing guidelines
- use of the full range of reference sources as specified by the RPSGB
- use of a full range of dispensary equipment

Manage the dispensing process (Performance Standard C1)

You must be able to provide an effective service for the supply of prescribed medicines, dressings and appliances. You should demonstrate the ability to deliver such a service by undertaking dispensing yourself and by the effective management of dispensing undertaken by others.

You must show that you:

C1.1 Correctly* receive prescriptions into the pharmacy

*Correctly will include following protocols, correct charging and exemption procedures, providing necessary information

C1.2 Check the prescription is valid*

*Valid means legible, accurate, complete and complying with legal requirements, not fraudulent

C1.3 Assess the prescription for safety and clinical appropriateness*

*This will include:

- appropriateness according to patient's condition, if known
- meeting the patient's need with view to minimising waste
- dosage within therapeutic range
- appropriate dosage form
- appropriate route of administration
- appropriateness according to patient's parameters (age, weight, etc) and previous medication
- compatibility with other medication, if known
- consistency with formularies, clinical guidelines and protocols, if known
- possible side effects
- risk of adverse drug reactions
- potential for non-compliance, inappropriate use or misuse by patient
- any other contra-indications

C1.4 Resolve any identified problems* appropriately

*This will include any problem arising from C1.2, C1.3 or stock availability

C1.5 Perform calculations* correctly

*Calculations must include all of the following:

- formulation for creams and ointments, complex solutions and suspensions, IV formulations including cytotoxics, parenteral nutrition and infusions

- doses and dosing schedules
- dose adjustment in paediatrics, in particular conditions e.g. renal failure, IV dosing
- quantity to supply
- loading dose/steady state calculations
- calculations for syringe pumps and drivers, infusion pumps and nutrition pumps

C1.6 Assemble* the prescription correctly

*This includes packaging and producing computer-generated labels

C1.7 Supply* extemporaneously prepared products according to the correct formula

*Both by preparing and by ordering from a specialist manufacturing unit

C1.8 Correctly issue dispensed item(s) to patient or representative, with appropriate information and advice.

C1.9 Ensure stock is managed* correctly

*This will include ordering, checking on delivery and dealing with discrepancies, stock rotation, dealing with recalls and returned items, storage and disposal

C1.10 Respond appropriately to requests* to dispense prescription-only items without a prescription **

*Requests from patients or their representatives and from prescribers

**It is a legal requirement that a pharmacist has interviewed the patient and makes the decision to supply. In order to meet this criterion, you should, with the patient's consent, listen to the interview, dispense the product and make the entry in the register (with checking by the pharmacist)

C1.11 Correctly process necessary documentation*

*This includes endorsing in both hospital and community, filing, stock control and completion of PMRs, CD records and prescription register

C1.12 Effectively check prescriptions dispensed by others

Assessment requirements

Evidence that you provide for assessment should include:

• *proof that you have dealt with a wide variety of prescriptions, including those for:*

- *controlled drugs (including when prescribed on forms allowing instalments)*
- *borderline substances*
- *disallowed items*
- *hosiery*
- *stoma products*
- *medicinal gases*
- *dressings*
- *cytotoxic agents*

NB if 'real' prescriptions are not available, simulations based on prescriptions obtained from elsewhere should be used.

• *proof that you have had experience of dealing with private and NHS prescriptions*

Knowledge requirements

Most of the knowledge represented by the whole registration examination syllabus is needed to underpin these standards.

In addition, you must show that you have a working knowledge of, and can apply, the following:

- Principles of effective written communication
- Meaning and principles of seamless care
- Use of information sources

Provide additional clinical and pharmaceutical services (Performance Standard C2)

You must demonstrate the application of your clinical and pharmaceutical knowledge. You must show that this knowledge is up-to-date. It must be used effectively in the following areas:

- the management of prescribed medicines, long term conditions and common ailments
- the promotion and support of healthy lifestyles
- the provision of advice and support to patients and other healthcare professionals

Competence in this element will underpin your ability to manage medicines and provide pharmaceutical care in the future.

You must show that you:

C2.1 Provide considered and correct answers to queries, founded on research-based evidence*

*Evidence sources will include clinical textbooks, journals and pharmaceutical company information (whether paper-based or electronic)

C2.2 Pro-actively* assist patients** to obtain maximum benefit from their treatment

*This will include identifying opportunities to assist, providing information, positive reinforcement, reassurance, testing understanding and encouraging recipient to ask questions

**Directly or via their representatives

C2.3 Identify and take action to minimise risk to patients from their treatment

C2.4 Actively provide information and advice to healthcare professionals

C2.5 Construct medication histories* using a range of sources

*These must include basic and comprehensive histories

C2.6 Use medication histories correctly*

*Access existing information, record new information and apply the information

C2.7 Recognise possible adverse drug reactions, evaluate risks and take action* accordingly

This may include advising and informing patient or representative, discussion with colleagues and reporting to CSM

C2.8 Provide appropriate information and advice on the management of minor and common ailments*

*Information and advice must incorporate both appropriate self-medication and appropriate non-drug actions

C2.9	Effectively use opportunities* to promote and support healthy lifestyles and prevent disease
C2.10	*With individual patients and at formal events such as presentations to patient or public groups Demonstrate awareness* of emergency first aid
C2.11	*By successfully completing a training course from a recognised provider e.g. St John Ambulance (see below) Refer, or direct the person, to a more suitable source* of help or information, when necessary For example: support groups, GP, hospital A&E dept

Assessment requirements

Evidence that you provide for assessment should include:

- *proof that you have been involved in the provision of pharmaceutical services in both community and hospital practice*
- *proof that you have provided advice or supplied non-prescribed medicines for a wide range of conditions, including those affecting:*
 - *the respiratory tract*
 - *the gastro-intestinal tract*
 - *the oropharynx*
 - *the skin*
 - *the ear(s)*
 - *the eye(s)*
 - *musculoskeletal, connective and neurological tissue*
 - *women*
 - *babies and children*
 - *elderly patients*
 - *patients with long term health management needs*

Knowledge requirements

Most of the knowledge represented by the whole registration examination syllabus is needed to underpin these standards.

In addition, you must show that you have a working knowledge of, and can apply, the following:

Compliance aids - availability and use
 Use of inhalers and other devices
 Dispensing for residential and nursing homes
 Emergency first aid
 Government healthcare priorities
 Local healthcare priorities
 Patient information leaflets
 How to evaluate literature and data
 Referral agencies in emergency or for provision of further advice
 Roles of healthcare professionals
 Sale of medicine protocol in your pharmacy
 Techniques for effective questioning
 Use of information sources

C2.10 Special Guidance

The purpose of C2.10 is to ensure that newly registered pharmacists will have the knowledge and skills to provide emergency help when a person needs it. The public's expectation is that a pharmacist will be able to assist if an accident or emergency occurs in the vicinity of the pharmacy or in the pharmacy itself; also, that a pharmacist is an appropriate person to telephone for advice in emergency situations.

Most employers have a policy of designating certain members of staff as first-aiders to handle all health emergency situations: therefore, many new pharmacists will not be expected or permitted by their employer to give emergency aid. However, the RPSGB wants to make sure that all new pharmacists are ready for this role should it be required of them. Independent and locum pharmacists can take professional indemnity insurance to cover for first aid activities.

You can address this standard by attending a first aid course by a recognised provider such as St John Ambulance. In contrast with the remainder of the Performance Standards (for which one piece of evidence would not suffice), the course certificate alone should provide sufficient evidence of you meeting the standard. Alternatively your preregistration tutor or manager might identify a registered first-aider at the training site to train and assess the site's preregistration trainee(s).

The course or training should teach you how to assess and identify the nature of emergency situations and after this, the appropriate action you should take including referral where appropriate. As a minimum, training should cover the following conditions:

- obstruction to airways
- CPR
- shock
- electric shock
- overdoses and poisoning
- a seizure
- hypoglycaemia or hyperglycaemia
- loss of consciousness
- severe bleeding
- burns and scalds
- head injuries and concussion
- severe pain in head, chest or abdomen
- allergic reactions

In addition, you should be trained for situations that require first aid but are not normally life threatening. As a minimum these are:

- minor allergic reactions
- foreign bodies or chemicals in the eye
- mild shock
- minor burns and scalds
- injuries to bones, muscles, joints
- minor bleeding