

Foundation Training Professional Attributes Framework (PAF)

The Professional Attributes Framework (PAF) was created in consultation with Pharmacy subject matter experts across all sectors of practice, to gather insight into the core attributes held by successful Foundation Trainee Pharmacists and the expectations of trainee pharmacists in their roles.

Applicants are advised that Attributes marked with a ‘*’ are assessed within the SJT.

1. Person-Centred Care

- 1.1. Demonstrates empathy and seeks to view situation from the individuals’ perspective
- 1.2. Places the person who is receiving care first, in everything they do; considers each person and the care they receive in a holistic and inclusive way
- 1.3. Respects and is sensitive to a person’s current and longer-term expectations, needs and their wider social circumstances
- 1.4. Shows genuine interest in, and compassion for, the individual; makes them feel valued
- 1.5. Works in partnership with individuals, empowering and guiding every person to make informed and safe choices regarding their personal healthcare outcomes
- 1.6. Effectively manages the expectations of the person accessing care

2. Communication and Consultation Skills

- 2.1. Adapts approach to communication for the audience and across a variety of contexts, including virtual, written and in-person interactions
- 2.2. Identifies and interprets non-verbal cues from others
- 2.3. Effectively uses non-verbal communication
- 2.4. Recognises potential barriers to communication, considering how to communicate when nonverbal communication is limited
- 2.5. Seeks confirmation of understanding when communicating, clarifying where necessary
- 2.6. Uses appropriate questioning techniques to elicit accurate and relevant information from individuals
- 2.7. Provides accurate and clear information and advice to people receiving care and colleagues
- 2.8. Instils confidence in others through communication style
- 2.9. Effectively builds rapport; considers the differences of doing this irrespective of the environment; asks open questions and facilitates a two-way dialogue
- 2.10. Breaks down complex information in a way that can be easily understood by others
- 2.11. Actively listens to others; is focussed and attentive to what they have to say

- 2.12. Exhibits suitable levels of confidence and assertiveness when communicating; able to influence appropriately
- 2.13. Ensures that they have the relevant information before communicating
- 2.14. Considers the individual needs of the person when communicating, being mindful of the impact of differing backgrounds and circumstances

3. Problem Solving, Clinical Analysis and Decision Making

- 3.1. Applies knowledge in the practising environment; draws all knowledge and data available together to consider the most effective approach for improving health outcomes for each individual person receiving care
- 3.2. Demonstrates proactivity and persistence when seeking a solution, whilst also demonstrating awareness of when sufficient information has been obtained
- 3.3. Knows where to find and access evidence-based information, or seeks to find out when uncertain
- 3.4. Undertakes a holistic and evidence-based approach to problem solving and decision making
- 3.5. Weighs up pros and cons of multiple options when problem solving and making decisions
- 3.6. Identifies the most important and relevant pieces of information timely and effectively
- 3.7. Critically appraises information; applies a questioning approach and seeks to further understand and explore rather than taking things at face value, to support clinical decision making
- 3.8. Undertakes a logical and systematic approach to problem solving; working through an issue or problem to find a solution
- 3.9. Uses mathematical skills in pharmaceutical calculations and interprets the outcomes, in the context of person-centred care
- 3.10. Recognises, considers and manages the risks in decision making, including where there is uncertainty and ambiguity

4. Self-directed Learning and Motivation

- 4.1. Demonstrates curiosity, enthusiasm, commitment, a desire to learn and passion for the profession
- 4.2. Takes ownership for identifying own learning gaps and development needs; records progress and stays up to date
- 4.3. Seeks, and acts upon, advice, support and feedback to assist their own learning and development; develops and draws upon own support network across the team
- 4.4. Undertakes reflective practice; analyses and evaluates how they may have done something differently or what went well, understanding that learning is a continuous process
- 4.5. Demonstrates awareness and acknowledgement of own limitations and boundaries in relation to knowledge and competence

- 4.6. Demonstrates proactivity, initiative and willingness to take on opportunities and learn
- 4.7. Is driven to achieve the highest standards of care
- 4.8. Takes opportunities to be involved in research, audit and quality improvement activities, to support one's own and the wider team's learning, development and practice
- 4.9. Is motivated to ask questions and educate oneself to better understand individual needs and experiences of patients and colleagues from all backgrounds

5. Multi-Professional Collaboration and Leadership

- 5.1. Understands, values and respects all roles (including their own) within the immediate and wider team, as well as team members' skill sets and knowledge
- 5.2. Willing and able to facilitate others' learning through sharing own knowledge/experience and/or supporting others when learning; takes a proactive role in sharing expertise around medicine
- 5.3. Builds and maintains meaningful and trusting relationships with team members and other health and social care professionals
- 5.4. Demonstrates an awareness of other team members' workloads and pressures and adapts their interactions accordingly
- 5.5. Works collaboratively; provides assistance, support, supervision and guidance to other members of the team for the benefit of the person receiving care
- 5.6. Provides constructive feedback for both individual development and continuous improvement
- 5.7. Motivates and leads others; acts as a role model and supports others in adversity or in managing challenging situations
- 5.8. Demonstrates willingness and ability to actively learn from others
- 5.9. Demonstrates an awareness of the context, environment and available resources within the team and makes use of these through appropriate delegation to achieve person-centred outcomes
- 5.10. Takes an active role in managing conflict within the team; employs appropriate strategies to support with conflict resolution

6. Quality Focussed and Personal Organisation

- 6.1. Is consistently accurate in their work and undertakes quality assurance processes, demonstrating attention to detail
- 6.2. Keeps accurate and comprehensive records (e.g., notes, labelling) for the purposes of ensuring safe and effective care
- 6.3. Good self-management; organises own time effectively to meet the required standards
- 6.4. Able to prioritise under time pressure; understands the importance of tasks and deadlines

- 6.5. Considers the best approach to take with their work to ensure the delivery of high-quality care
- 6.6. Uses information technology appropriately to effectively manage and organise work

7. Professional Integrity and Ethics

- 7.1. Works within the law, ethical guidelines, and regulations, including confidentiality, consent, personal safety, and safeguarding
- 7.2. Takes responsibility for self and is accountable for ones' own decisions, actions, or lack of actions
- 7.3. Demonstrates honesty and trustworthiness
- 7.4. Is open and honest about the mistakes they have made or when things have gone wrong
- 7.5. Is reliable and dependable in carrying out work duties and responsibilities
- 7.6. Recognises and values equality and diversity, treating everyone with courtesy, dignity and respect
- 7.7. Is prepared to challenge poor practice or behaviours, or speak up when errors or oversights or misuse of medicines are observed
- 7.8. Understands own clinical competence and works within this; is prepared to challenge if asked to do something outside of this

8. Personal Wellbeing

- 8.1. Appropriately handles and reflects on difficult situations, setbacks or challenges
- 8.2. Understands own emotions during interactions with others; does not allow emotions to influence decisions
- 8.3. Recognises when and how to seek and access support from relevant people or services to promote personal wellbeing
- 8.4. Has an awareness of own personal wellbeing and what will impact this; understands what is within ones' own control

9. Adaptability

- 9.1. Responds well to long-term change, and is willing to initiate change where appropriate
- 9.2. Agile; able to adapt to sudden changes in roles, demands or environment
- 9.3. Remains calm, and is able to work effectively, in high pressured or emotionally challenging situations
- 9.4. Works autonomously within the remit of their role
- 9.5. Manages uncertain or ambiguous situations, continuing to progress with necessary tasks

10. Commitment to the Pharmacy Profession

- 10.1. Understands and actively participates in the broader pharmacy landscape, how it is evolving and its position and interaction with the wider healthcare context, including how this aligns with the environmental sustainability and the global citizenship agenda, and the progression of a person's journey through this

- 10.2. Takes responsibility for understanding the differences associated with delivery of care across all pharmaceutical settings; proactively develops skills to work across all areas
- 10.3. Demonstrates an awareness of the business and financial responsibilities within healthcare, understands the cost implications of a decision
- 10.4. Champions the pharmacy profession to others and articulates the value that pharmacists add as part of the wider healthcare team
- 10.5. Engages in broader population health issues and seeks to address health inequalities within the local community, considering the wider implications of this on pharmacy practice