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Professional development curricula for pharmacists 2018

About the Royal Pharmaceutical Society

The Royal Pharmaceutical Society is the dedicated professional body for pharmacists and pharmacy in England, Scotland and Wales. We are the only body which represents all sectors of pharmacy in Great Britain. We lead and support the development of the pharmacy profession including the advancement of science, practice, education and knowledge in pharmacy.

We ensure the voice of the profession is heard and actively promoted in the development and delivery of healthcare policy and work to raise the profile of the profession.

We put pharmacy at the forefront of healthcare and are the world leader in the safe and effective use of medicines. We are committed to supporting and empowering our members to make a real difference to improving health outcomes for patients.

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is governed are available on our website:**

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**Details of the current national pharmacy
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www.rpharms.com/about-us/how-we-are-run/english-pharmacy-board

Scottish Pharmacy Board members

www.rpharms.com/about-us/how-we-are-run/scottish-pharmacy-board

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1. Introduction

Pharmacists are registered healthcare professionals who have undertaken extensive education and training which involves an initial 4-year Masters of Pharmacy degree followed by a pre-registration training year or an integrated 5-year degree combining undergraduate studies and practice placements. Learning specific to the pharmacy profession include:

- Regulatory and Legal
- Ethical considerations
- Pharmacokinetics and pharmacodynamics including:
 - Drug therapy in renal impairment
 - Drug therapy in liver impairment
 - Therapeutic drug monitoring
- Formulation
- Licensing of medicines
- Communication in relation to medicines
- Leadership in relation to medicines and healthcare
- Research in relation to medicines
- Education in relation to medicines and the healthcare team

As such, at the point of registration, the pharmacist is expected to be:

- A clinician and scientist – an expert in medicines
- An educator and mentor
- A leader
- A manager
- A researcher and evaluator

To support ongoing career development and consolidation of knowledge and skills post registration, there is a need for continuing education.

Many pharmacists will undertake a wide scope of role e.g. as prescribers or advanced roles across a wide range of sectors including:

- Community pharmacy;
- Hospital pharmacy;
- Other care settings e.g. Care Homes, GP practices, Emergency Departments, NHS111/NHS24;
- Primary care;
- Secure environments;
- Industrial pharmacy;
- Academia.

A key function of a Royal College is to develop and steward professional development curricula for all areas of pharmacy practice. The RPS has developed curricula for all stages of practice. These, in conjunction with professional development frameworks, outline the knowledge, skills, experiences and behaviours that pharmacists should work towards, for general medical patient populations, specialist clinical areas, science, regulatory and industrial roles as well as public health.

The RPS Roadmap to Advanced Practice¹ outlines career pathways for pharmacists and pharmaceutical scientists, with a focus (at this time) on those with more patient facing roles. The Roadmap describes the elements for progression of their professional careers that anticipate the changing landscape of the delivery of healthcare to address the needs and expectations of patients and the public. The Roadmap also describes the support and development needs and the methods for assessment from day 1 as a student to the time of retirement from the profession.

Professional Development Curricula provide the detail and the knowledge and medicines expertise context for a flexible and adaptable workforce.

¹ Kopelman P, Bates I, Ward E, Duggan C. Royal Pharmaceutical Society Roadmap to Advanced Practice. London, 2016.

2. Scope

This document is for the RPS Boards and Assembly, pharmacy stakeholders and leaders, in particular those working in education and training development and provision, and those working in governmental health departments across Great Britain.

The Knowledge Interface Tool, currently under development for RPS members, is an electronic tool for simple navigation through the Professional Knowledge Guides (both core and specialist), with users being able to easily identify and filter to what is relevant to their own area of practice and development needs.

3. Purpose and Development of Professional Development Curricula

Purpose of Professional Development Curricula

- I. To allow a consistent approach for training and professional development activities.
- II. To provide comprehensive knowledge and expertise guidance for key knowledge, skills and behaviours from Foundation to Advanced Practice, both core and expert (specialist).
- III. To structure the development of Foundation and expert practice assessments, which will demonstrate Foundation and Advanced Practice across all areas of practice, and support revalidation and professional recognition.

Development of Professional Development Curricula

- I. In pharmacy, the Foundation and Advanced Pharmacy Frameworks (FPF and APF) collectively act as proven competency development frameworks to support scope of practice professional development. These act as the necessary scaffolding and structure to allow practitioners to map progression and development of practice related competencies that span the pharmaceutical workforce²³⁴⁵⁶
- II. Professional Knowledge Guides, have been collated and produced through engagement with expert practitioners, RPS Partner organisations and accredited Pharmacy Foundation Schools across the UK. These Knowledge Guides, used alongside Professional Development frameworks and RPS assessment standards for Foundation and Advanced stages of practice, form the Professional Development Curricula for post registration career development. They additionally act as teaching and learning delivery guides for education providers.
- III. Development is overseen by the RPS Curricula Group Sub Committee (previously known as the RPS Curricula Panel), under the direction of the RPS Faculty and Education Board. The process is summarised in the development timeline published in the Roadmap to Advanced Practice¹
- IV. The RPS has built a validation and governance process around these Professional Development Curricula through working with partner groups and providers, as recognised practice experts.
- V. Professional development and progression will be recognised through the engagement of the practitioner with a life-long learning portfolio, mapped to the validated structures and tools described here, and supported by accredited education and training provision through pathways such as Foundation and Advanced National Training Programmes in conjunction with Partner organisations and RPS accredited providers.

² Kopelman P, Bates I, Ward E, Duggan C. Royal Pharmaceutical Society Roadmap to Advanced Practice. London, 2016.

³ Antoniou S, Webb DG, McRobbie D, Davies JG, Wright J, Quinn J, et al. A controlled study of the general level framework: Results of the South of England competency study. *Pharm Educ.* 2005;5(3-4):201-7.

⁴ Coombes, Ian; Avent, Minyon; Cardiff, Lynda; Bettenay, Karen; Coombes, Judith et al. Improvement in Pharmacist's Performance Facilitated by an Adapted Competency-Based General Level Framework (2010) *Journal of Pharmacy Practice and Research* vol. 40 (2) p. 111-118

⁵ Mills E, Farmer D, Bates I, Davies G, Webb DG. The General Level Framework: use in primary care and community pharmacy to support professional development. *Int J Pharm Pract.* 2008 Oct 1;16(5):325-31.

⁶ Wright D, Morgan L. An Independent Evaluation of Frameworks For Professional Development. Report of the MPC Workstream 2 Project : Independent evaluation of competency frameworks within pharmacy education in the UK. 2011.

- IV. Professional recognition processes, linked with formal and non-formal education processes, are in place through Foundation and Faculty assessments – advanced, expert and consultant.

The changing context of pharmacy practice

- I. Health care delivery opportunities for the pharmacy profession are continually evolving, with these evolving opportunities having a common core of the delivery of medicines expertise to varying patient populations and varying environments.
- II. The RPS Faculty and Education Board is responsible for ensuring that plans are in place to continually update and review Professional Development Curricula to ensure they are applicable to all areas of practice and reflect current requirements of the profession.
- III. Where there are gaps in the curricula, training providers will work with the RPS and expert groups to develop the curricula in line with existing curricula and standards.

Understanding the language of Professional Development Curricula

A glossary of terms used through Professional Development Curricula can be found in text box 1.

Text box 1: Glossary of Terms

Term	Description
Professional Development Curricula	<ul style="list-style-type: none"> ▪ Provide a structure to support the development of confident and capable pharmacists. ▪ Provide access to knowledge guides (the detail), assessment processes and outcomes, applied competency development criteria and not least, a common and clear direction and purpose for continuing development. ▪ Quality assurance and clear evidence of validity and credibility are also additional key components.
Professional Development Frameworks (Developmental Frameworks)	<ul style="list-style-type: none"> ▪ Contain behaviourally described competencies, clustered together to provide a coherent picture of the range of capabilities required. ▪ Are independent of environment, and focussed on behavioural competencies and not functional tasks associated with a job or job description. ▪ Examples include Foundation Pharmacy Framework, Advanced Pharmacy Framework, Prescribing Competency Framework, Leadership Development Framework
Professional Knowledge Guides	<ul style="list-style-type: none"> ▪ Provide detail of the underpinning knowledge and expertise required for continuing education and professional career development ▪ Underpin the competency statements of the professional development frameworks, which additionally provide a basis for developmental progression and assessment. ▪ Examples include Core Advanced Knowledge Guide, Specialist Knowledge Guide - HIV
Professional Knowledge and Capability Guides	<ul style="list-style-type: none"> ▪ Provide detail of knowledge, skills and behaviours required for continuing education and professional career development ▪ They can be developed for any area of practice through the review and selection of relevant Professional Knowledge Guides and Professional Development frameworks. ▪ Examples include: NHS111 Knowledge and Capability Guide, Pharmacists in GP Practices (Wales) Knowledge and Capability Guide
Knowledge items	<ul style="list-style-type: none"> ▪ Individual statements relating to a specific topic.
Knowledge Interface Tool (KIT) (under development)	<ul style="list-style-type: none"> ▪ An electronic tool designed to allow easy navigation of the Professional Knowledge Guides, and allows users to filter and view knowledge guides by: <ul style="list-style-type: none"> ▪ Area of practice ▪ Stage of practice ▪ Topic <ul style="list-style-type: none"> ○ Including topics identified as high priority when working in different areas of practice

	The KIT will be linked to RPS e-portfolios, frameworks and assessment tools, allowing simple mapping of progress and advancement, along with identification of learning and development needs.
Assessments	<ul style="list-style-type: none"> ▪ Used to demonstrate the career-based application of expert knowledge, skills and experience set within a comprehensive competency framework applicable across a range of working environments. ▪ Examples include Case based Discussion, Peer assessment, Faculty assessment
Credentials	<ul style="list-style-type: none"> ▪ Awarded to recognise progression and successful completion of milestone assessments ▪ Examples include: Certificate of Completion of Foundation Training, Membership of the Faculty

4. How Professional Development Curricula align with GPhC Standards for Pharmacy Professionals and Revalidation

Professional Development Curricula support the development of confident and capable practitioners that demonstrate the [Standards for pharmacy professionals](#)⁷

Pharmacy professionals must:

1. Provide person-centred care
2. Work in partnership with others
3. Communicate effectively
4. Maintain, develop and use their professional knowledge and skills
5. Use professional judgement
6. Behave in a professional manner
7. Respect and maintain the person's confidentiality and privacy
8. Speak up when they have concerns or when things go wrong
9. Demonstrate leadership

These GPhC standards have been mapped to the outcomes of Foundation and Advanced stages of pharmacy practice in appendix 4 of the RPS Roadmap to Advanced Practice: Practice Outcomes for Foundation and Advanced Practitioners⁸.

The RPS lifelong portfolio has been designed to support pharmacists to develop and demonstrate their own professional practice, including the impact of their practice on patients and service users, and aligns to GPhC revalidation requirements.

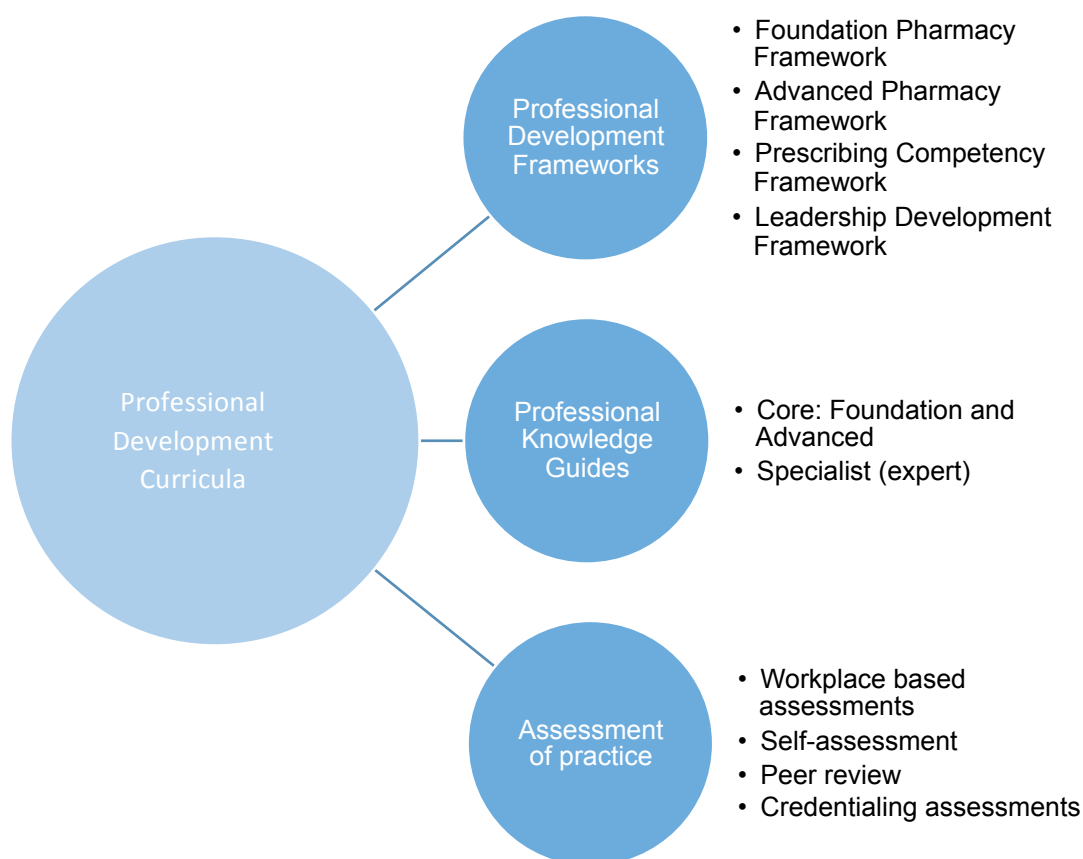
⁷ General Pharmaceutical Council. Standards for Pharmacy Professionals. London May 2017.

⁸ Kopelman P, Bates I, Ward E, Duggan C. Royal Pharmaceutical Society Roadmap to Advanced Practice. London, 2016.

5. Structure of Professional Development Curricula

The components of Professional Development Curricula for pharmacists are shown in figure 1.

Figure 1: Professional Development Curricula for Registered Pharmacists



5.1. Professional Development Frameworks

- I. Knowledge, skills, behaviours and experiences to develop and advance throughout a pharmacist career are outlined in:
 - i. Foundation Pharmacy Framework
 - ii. Advanced Pharmacy Framework
- II. Other developmental frameworks that can be used to develop practice at any career stage:
 - i. Prescribing Competency Framework
 - ii. Leadership Development framework

5.2. Professional Knowledge Guides

- I. Professional Knowledge Guides are a collection of knowledge items that constitute a mapping tool for continued pharmacy education learning and development.
- II. Knowledge items are individual statements relating to a specific topic. Relevant knowledge items are purposefully grouped together into knowledge guides.
- III. Professional Knowledge Guides can be described as core and specialist, for Foundation and Advanced Practice.
- IV. The language used in Professional Knowledge Guides has been standardised to align to Professional Development Frameworks. See section 5.4.1 regarding determination of staging of practice

5.2.1. Core Knowledge Guides

Knowledge items in core knowledge guides are those which should be developed by all practitioners throughout their Foundation and core advanced training period, regardless of area of practice. The focus and context of these competencies will depend on the role undertaken, whether the practitioner is in a patient facing role, a management role, work in manufacturing, legal and advice giving, drug design, development, research and evaluation, academia, primary care, hospital or community. As the role of pharmacists evolve, so will the knowledge guides to support development and advancement.

5.2.2. Specialist Knowledge Guides

Knowledge items in Specialist (expert) knowledge guides are those which are specific to a certain area(s) of practice. Acquisition of specialist knowledge and skills can occur at **any stage of practice**, depending on the scope of practice of an individual.

Recognition of specialism can be achieved through expert practice assessment as a part of a recognised National Training Programme (specific programme will depend on area of expert practice). This assessment requires practitioners to demonstrate that they **consistently** apply both core and specialist knowledge and skills to deliver care and/or services in both simple and complex situations.

5.3. Factors influencing the development of capability

Context of practice and impact on prioritisation

The context of practice will determine the prioritisation of knowledge items within the Professional Knowledge Guides, as the frequency with which certain conditions or situations will be encountered may vary in different settings. Knowledge items relating to the most commonly seen conditions for each scope of practice have been identified in the Knowledge Interface Tool as priority 1* - top priority. This categorisation supports practitioners to take a systematic approach when prioritising and managing their learning and development.

Frequency

Common conditions or situations

Common conditions or situations describe knowledge and skills that are applied routinely within a domain of practice. Depending on the area of practice, this may be a combination of core and specialist knowledge items.

Uncommon or rare conditions or situations

Rare conditions or situations describe knowledge and skills encountered and practised rarely within a domain of practice. Depending on the area of practice, this may be a combination of core and specialist knowledge items. Uncommon or rare does not necessarily denote specialist or expert practice.

Complexity

The level of complexity that is able to be managed routinely and across a breadth of domains indicates stage of practice. The expectation of the level of complexity managed routinely varies between novice and expert practitioners.

5.4. Assessment of Practice

Types of assessments which allow practitioners to demonstrate competence as described in the Professional Development Curricula include:

- Case-based Discussion
- Pharmaceutical Care Assessments (also known as Mini-CEX)
- Consultation Skills Assessments
- Direct Observation of Practical Skills
- Multi-source and Peer Assessment tools
- Self-assessment: Reflective account tools, self-assessment of APF and FPF

- Faculty portfolio assessment (peer review)
- Faculty assessment: Record of Expert Professional Practice (peer review)
- Foundation portfolio assessment (peer review)
- Foundation practice assessment (peer review)

The RPS has developed assessment standards to recognise the completion of foundation stage of practice, and advanced practice. RPS Professional Knowledge Guides will be integral to the development of expert practice assessments, which along with Faculty assessment, will assess advanced generalist and specialist practice across all areas of the profession.

5.4.1. Staging of practice

- I. Knowledge acquisition should be progressive and cumulative throughout career stages. It is capability to apply knowledge in practice environments, in order to manage common, rare and specialist conditions or situations in simple and complex scenarios that is a determinant of the stage of practice. There is an obvious unpinning of patient safety considerations that additionally feeds into this developmental complexity.
- II. The experiential context is influenced by the level of knowledge, capability in application and demonstrable experience. The concept of ‘spiraling’ and the recognition of re-application of existing knowledge differently as we move forwards in careers is important. The importance of a “spiral curriculum” from MPharm, through pre-registration and then through Foundation and advancement is key.
- III. For example, Pre-registration training allows pharmacy professionals to consolidate learning from their undergraduate programmes and equips pharmacy professionals with the knowledge and skills to manage predominantly common conditions or situations competently.
- IV. Thereafter, Foundation stage (with support for development and even training) continues to build on pre-registration training. Over the first 1000 days of practice, pharmacy professionals will have the opportunity to gain experience, allowing competence and confidence to develop.
- V. Advanced stage of practice is where an individual can demonstrate that they routinely manage varying degrees of complexity, confidently and competently across the 6 domains of practice.
- VI. For this reason:
 - i. the segmentation of Foundation and Advanced Practice within Professional Development Curricula should be seen as a guide.
 - ii. there is no segmentation by stage within Advanced Practice Professional Knowledge Guides.

The knowledge items are grouped by topic and scope of practice. Individuals can self-assess stage of practice based competence as described in the Professional Development Frameworks, and this self-assessment is validated through formal, structured peer assessment and review.

Assessment recommendations for recognition of Foundation and Advanced Practice can be found in section 3 of the RPS Roadmap to Advanced Practice.

6. Domains of practice

Professional Development Curricula encompass 6 domains of pharmacy practice:

1. **Professional Practice:** Improves the standards of pharmaceutical care for patients. This domain describes skills and knowledge which are specific to pharmacists and pharmaceutical scientists. This domain has been designed, in conjunction with the profession, to provide a broad scope of competency mapping, covering the wide scopes of practice encountered.
2. **Collaborative Working Relationships:** Is able to communicate, establish and maintain professionally-driven working relationships and gain the co-operation of others.
3. **Leadership:** Enables individuals and teams to achieve high standards of performance and

personal development linked with competent clinical and managerial leadership actions.

4. **Management:** Organises and delivers service objectives in a timely fashion.
5. **Education, Training and Development:** Supports the education, training & development of others. Promotes a learning culture within the organisation.
6. **Research and Evaluation:** Uses research to deliver effective practice. Identifies and undertakes research to inform practice.

Text box 2 signposts to where further detail of knowledge, skills, behaviours and experiences for each domain of practice can be found.

Text box 2: Domains of Pharmacy Practice

Domain	Knowledge	Competencies
1 Professional Practice Clinical Decision Making (eg patient facing) Regulatory Academic Education Research Industry	Professional Knowledge Guides: ➤ Core and Specialist (Expert) Prioritisation of contents is determined by: • Context Stage of practice is determined by: • Complexity	Foundation Pharmacy Framework Advanced Pharmacy Framework Prescribing Competency Framework
2 Collaborative working relations	Underpinning knowledge	Foundation Pharmacy Framework Advanced Pharmacy Framework
3 Management	Underpinning knowledge	Foundation Pharmacy Framework Advanced Pharmacy Framework
4 Leadership	Underpinning knowledge	Foundation Pharmacy Framework Advanced Pharmacy Framework Leadership Development Framework
5 Education, Training and Development	Underpinning knowledge	Foundation Pharmacy Framework Advanced Pharmacy Framework
6 Research and Evaluation	Underpinning knowledge	Foundation Pharmacy Framework Advanced Pharmacy Framework Research and Evaluation Toolkit

Professional Knowledge Guides are published online at www.rpharms.com to allow for continuous review and update.

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Association of Supportive and Palliative Care Pharmacy
Boots UK
British Oncology Pharmacy Association
British Pharmaceutical Nutrition Group
Cardiff University
College of Mental Health Pharmacy
Expert Group: Pharmacists in GP practices (Wales)
Expert Group: Urgent and Emergency Care – NHS111 (England and Wales)
HIV Pharmacy Association
Kings College London
Liverpool John Moores University
Neonatal and Paediatric Pharmacists Group
NHS Pharmaceutical Production Committee
NHS Pharmacy Education and Development Group
NHS Technical Services Education and Training
NHS Pharmaceutical Quality Assurance Committee
Pharmaceutical Aseptic Services Group
Primary and Community Care Pharmacy Network
Primary Care Pharmacists' Association
Robert Gordon University
Scottish Palliative Care Pharmacist's Association
Solid Organ Transplant Pharmacists Association

United Kingdom Clinical Pharmacy Association:
UKCPA Cardiac
UKCPA Care of Elderly
UKCPA Community
UKCPA Critical Care
UKCPA Diabetes and Endocrinology
UKCPA Education and Training
UKCPA Generalist
UKCPA Gastroenterology and Hepatology
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