

Name of Candidate	Chris Johnson
Certified Learning for which accreditation is being sought	Doctor of Philosophy by Health Research
Awarding Organisation	University of Stirling
Date of Award	[insert date]
<p>Curriculum outcomes and/or assessment criteria</p> <p>Please list the learning outcomes or assessment criteria associated with the completed certified learning</p> <p><i>If no learning outcomes are available for your certified learning, please contact the Education team at <a href="mailto:education@rpharms.com">education@rpharms.com</a></i></p>	<ul style="list-style-type: none"> <li>• The PhD candidate must demonstrate their ability to apply appropriate research methods to a specialist topic or question, and display a critical understanding of the key issues and debates in their chosen field.</li> <li>• The PhD candidate must demonstrate evidence of an original and significant contribution to knowledge within the discipline.</li> <li>• The PhD these should be within the standard regulation limit of 80,000 words.</li> <li>• The PhD thesis may contain, or be the basis for, published peer-reviewed papers (see publications).</li> <li>• The PhD candidate must complete a viva voce (oral examination), where they must present their work in front of a panel of experts and justify why their thesis makes a valuable contribution to the field.</li> </ul> <p>Key personal objectives:</p> <ul style="list-style-type: none"> <li>• Quantitative methodology</li> <li>• Qualitative methodology</li> <li>• Dissemination and publication in peer reviewed journals.</li> </ul>
<p>Details of evidence provided (Learning outcomes, academic transcript etc)</p>	<p>1.1 PhD certificate of award</p> <p>1.2 PhD thesis</p> <p>1.3 Peer reviewed published PhD thesis articles:</p> <p>1.3.1 <u>Johnson CF</u>, Maxwell M, Williams B, Dougall N, MacGillivray S. Dose-response effects of selective serotonin reuptake inhibitor monotherapy for the treatment of depression: systematic review of reviews and meta-narrative synthesis. <i>BMJ Medicine</i>. 2022;1(1):e000017.</p> <p>1.3.2 <u>Johnson CF</u>, Williams B, MacGillivray SA, Dougall NJ, Maxwell M. 'Doing the right thing': factors influencing GP prescribing of antidepressants and prescribed doses. <i>BMC Family Practice</i>. 2017;18(1):72.</p> <p>1.3.3 <u>Johnson CF</u>, Dougall NJ, Williams B, Macgillivray SA, Buchanan AI, Hassett RD. Patient factors associated with SSRI dose for depression treatment in general practice: a primary care cross sectional study. <i>BMC Family Practice</i>. 2014;15:210.</p>

Please map the outcomes from the certified learning (as described above) to the consultant pharmacist curriculum below.

In assessing the prior certified learning for exemptions against the consultant pharmacist curriculum, only the achieved learning outcomes will be assessed.

Please only include learning outcomes in the table below, along with a statement as to whether your certified learning meets the specified outcome of the consultant pharmacist curriculum in full.

It is possible for one or more of your certified learning outcomes to be aligned to one or more of the consultant pharmacist curriculum outcomes.

Grey – Not eligible for APCL as high stakes outcome

	Capabilities		Outcomes	Evidence of certified learning that meets the consultant curriculum outcome at the equivalent level
<b>Domain 1</b>  Person-centred care and collaboration	Demonstrates high level communication and collaboration skills; able to communicate complex information to stakeholders in challenging environments to promote a collaborative approach across the healthcare system.	1.1	Effectively communicates with patients and colleagues in highly challenging and/or hostile environments; manages the situation collaboratively to resolution.	Not eligible for APCL
		1.2	Communicates highly complex, sensitive or contentious information to inform and influence senior pharmacy and non-pharmacy stakeholders from across the healthcare system; promotes a collaborative approach working across boundaries.	Not eligible for APCL
<b>Domain 2</b>  Professional practice	Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.	2.1	Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.	Not eligible for APCL
		2.2	Influences the delivery and quality assurance of clinical services across boundaries. <sup>1</sup>	

	Shapes and implements regional and national policy and strategy in their area of clinical practice.	2.3	Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.	Not eligible for APCL
		2.4	Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.	
		2.5	Translates expertise and research into the creation of new policy influencing practice beyond their organization. Demonstrably improving patient care.	Not eligible for APCL
<b>Domain 3</b> <b>Leadership &amp; management</b>	Leads on the strategic vision for implementing and innovating service delivery beyond their organization; manages service change effectively to deliver demonstrable improvements to patients care.	3.1	Creates and embeds a shared strategic vision for service delivery within their organization and beyond; relates goals and actions to wider strategic aims of the organization, profession and healthcare system.	

		3.2	Leads on innovation and improvement to service delivery at organizational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care.	
		3.3	Motivates and effectively manages individual and/or team performance at an organisational level <sup>2</sup>	
	3.4	Manages resources effectively to maximise impact on patient care at an organizational level		

Contributes to the governance agenda at a senior level; effectively manages people, resources and risk at a team and/or service level to maximise the quality of patient care.

<sup>2</sup> This outcome does not require evidence of **direct** line management; individuals can achieve this outcome by providing evidence of indirect management and/r supervision which meets the outcome descriptors and may also provide retrospective evidence from previous roles.

		3.5	<p>Shapes and contributes to the governance agenda at a senior level within their organisation and beyond; develops and monitors standards of practice and risk management policies/protocols at a team and/or service level.</p>	Not eligible for APCL
<p><u>Domain 4</u> Education</p>	<p>Manages education provision across boundaries both within and outside of their organization; interprets national policy to shape the education and development of the workforce in their area of clinical practice.</p>	4.1	<p>Manages the professional development of individuals within a team and/or service.</p>	
		4.2	<p>Shapes and contributes to educational provision for patients and healthcare professionals in their area of expertise within and beyond their organization.</p>	
		4.3	<p>Interprets national policy to create strategic approaches to local workforce education, planning and development.</p>	

<b>Domain 5 Research</b>	<b>Critically evaluates the literature and evidence-base to inform and improve service delivery within their organisation and beyond</b>	5.1	<b>Applies critical evaluation skills in the context of their working practice; uses research and evidence-base to inform and develop practice and services improving patient care at an organisational level and beyond.</b>	Not eligible for APCL
	<b>Identifies gaps in the evidence base and designs research protocols to generate new evidence and improve patient care</b>	5.2	<b>Formulates research questions based on gaps in the evidence base; designs rigorous research protocols to address these and at organisational level and beyond.</b>	<ul style="list-style-type: none"> <li>The PhD candidate must demonstrate their ability to apply appropriate research methods to a specialist topic or question and display a critical understanding of the key issues and debates in their chosen field.</li> <li>The PhD candidate must demonstrate evidence of an original and significant contribution to knowledge within the discipline.</li> </ul> <p>The PhD learning outcomes above align to outcome 5.2 of the consultant pharmacist curriculum. Although the PhD learning outcomes don't explicitly state that research must address research questions beyond organizational boundaries it is implicit in the "significant contribution to knowledge within the discipline".</p> <p>Recommend exemption from outcome 5.3 of the consultant curriculum.</p>
		5.3	<b>Generates new evidence through research; communicates findings to influence practice and improve patient care beyond their organisation.</b>	<ul style="list-style-type: none"> <li>The PhD candidate must demonstrate their ability to apply appropriate research methods to a specialist topic or question and display a critical understanding of the key issues and debates in their chosen field.</li> <li>The PhD candidate must demonstrate evidence of an original and significant contribution to knowledge within the discipline.</li> <li>The PhD these should be within the standard regulation limit of 80,000 words.</li> <li>The PhD thesis may contain, or be the basis for, published peer-reviewed papers (see publications).</li> </ul> <p>The PhD learning outcomes above align to outcome 5.3 of the consultant pharmacist curriculum.</p> <p>Recommend exemption from outcome 5.3 of the consultant curriculum.</p>

	Works collaboratively to support research in their area of clinical practice	5.4	<b>Contributes to research supervision in collaboration with research experts.</b>	The PhD learning outcomes do not explicitly require the learner to or assess the candidate's ability contribute to research supervision. APCL is not recommended for outcome 5.4
		5.5	<b>Collaborates with the wider multidisciplinary team to conduct research projects.</b>	The PhD learning outcomes do not explicitly require the learner to or assess the candidate's ability collaborate with the wider MDT in conducting research projects. . APCL is not recommended for outcome 5.5