**Purpose Statement**

**Section 1 – What are the patient/population and service drivers for this curriculum?**

The healthcare needs of people are continuously evolving, and healthcare professionals are required to develop in line with this. The prescription of a medicine remains the most frequent intervention made in healthcare and, after staffing, medicines account for the second highest area of spending in the NHS.

For pharmacists, the increased burden, complexity and cost associated with medicines, the changing demographics of the people we care for (aging population, increased multi-morbidity, increasing mental health issues) and the constant emergence of new and more sophisticated treatments and technologies mean that the profession must adapt to develop pharmacists with the advanced knowledge, skills and behaviours to autonomously support people with complex needs .

Pharmacists must possess the knowledge and skills to provide holistic care that includes optimising the use of medicines and supporting people to get the optimal benefit from their use.

The number of people whose needs are at the complex end of the care spectrum is growing. Therefore, the number of pharmacists with the advanced knowledge and skills to autonomously support them also needs to grow. These pharmacists with advanced knowledge and skills must be able to robustly demonstrate their competence to assure employers, other professionals, patients, and the public of their ability to autonomously deliver advanced level care, including independently managing complete episodes of care. They will possess leadership skills to be able to positively influence practice in their locality, supporting individuals and groups to achieve and maintain improved health outcomes.

National strategy documents including the [NHS People Plan](https://www.england.nhs.uk/wp-content/uploads/2020/07/We_Are_The_NHS_Action_For_All_Of_Us_FINAL_24_08_20.pdf), [Advancing Pharmacy Education and Training Review](https://www.hee.nhs.uk/sites/default/files/documents/Advancing%20Pharmacy%20Education%20and%20Training%20Review.pdf) (England), the NES [Pharmacist Career Framework Review](https://www.nes.scot.nhs.uk/media/vzahxc4w/final-pharmacy-pg-framework-review_v1-1.pdf), [Achieving Excellence in Pharmaceutical Care](https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2017/08/achieving-excellence-pharmaceutical-care-strategy-scotland/documents/00523589-pdf/00523589-pdf/govscot%3Adocument/00523589.pdf) (Scotland) and [Healthier Wales](https://gov.wales/sites/default/files/publications/2019-10/a-healthier-wales-action-plan.pdf) (Wales) make it clear that the need for pharmacists with recognised and accredited advanced skills in all sectors of practice will continue to grow.

In line with this, greater numbers of people, in all settings, specialist areas and countries within the UK, will need access to advanced pharmacists who:

* are adaptable and can deliver person-centred care at an advanced level when and where it is needed
* possess enhanced clinical skills and take responsibility for autonomous problem solving and shared clinical decision-making
* have highly developed clinical reasoning skills and are able to intuitively deliver person-centred care to people with highly complex medical, psychological, social and cultural needs
* provide leadership within the multi-disciplinary team regarding the use of medicines and the overall delivery of care.
* Can educate, support and mentor others
* Improve practice and generate new evidence through quality improvement and research

While local populations, or individuals managed within different areas of clinical practice, may have different needs, it is critical that all advanced pharmacists in patient focused roles across the UK share a common set of capabilities at an advanced level across the four pillars of advanced practice as set by the RPS.

Meeting the outcomes set out in the curriculum through completion of the associated credentialing assessment provides patients, the public and other healthcare professionals with confidence in an individual pharmacist’s capability to practise at an advanced level and holistically manage an episode of care.

**Section 2 – How is the curriculum and credentialing structured to articulate and assure the knowledge/skills/behaviours required to meet these service needs?**

The core advanced curriculum, comprising of capabilities, outcomes and descriptors, aims to articulate the generic knowledge, skills, behaviours and experience required of a pharmacist entering into advanced practice in any patient focused role or setting. The articulated outcomes will be based on the advanced pharmacy framework, aligned to multi-professional Advanced frameworks to provide continuity and be at a level between the post-registration foundation pharmacist and consultant pharmacist curricula.

Additional complementary specialist curricula will be developed which may be added in a modular fashion to the Core Advanced curriculum.

Achievement of the Core Advanced credential will provide assurance that a pharmacist has demonstrated the required knowledge, skills and behaviours to be able to deliver care at an advanced level of practice. (see section 3).

In order to deliver advanced specialist services (in any sector), pharmacists may also need to demonstrate a further advanced but specialist s capability via an advanced specialist credential.

Individuals will be able to flexibly credential in advanced specialist modules as their career progresses, allowing for ease of transition between areas of clinical practice without having to re-credential across the whole advanced curriculum.

Examples of the interplay between core advanced and specialist credentials are provided below.

**Example 1**: Concurrent – A pharmacist working in a specialist role (e.g. general practice pharmacist or community pharmacist) developing both their core and specialist capabilities within the speciality should aim to achieve advanced core and specialist credentialing concurrently.

**Example 2**: Sequential – A pharmacist working in a generalist role (e.g. a rotational post in secondary care) develops their core advanced practice skills and undergoes core advanced practice credentialing. They subsequently move into a specialist role or develop an area of specialist interest and undertake advanced specialist credentialing, at a later date.

**Example 3**: Transition – A pharmacist who has credentialed at advanced specialist level following either of the paths above, later moves role or develops an additional specialist interest (e.g. primary care pharmacist who develops a specialist interest in mental health).

Each circle represents a credentialing assessment. Core advanced credentialing must be achieved by all advanced pharmacists with specialist credentials being achieved concurrently or subsequently depending on the chosen career pathway.

The curriculum will set out the knowledge, skills and behaviours expected of advanced pharmacists who will:

* have developed their competence as a prescriber, in clinical and non-clinical domains, beyond the expectation of a Foundation level Pharmacist (as articulated in the post-registration foundation curriculum)
* have established clinical expertise, including diagnostic and clinical assessment skills, allowing them to provide person-centred care for people with highly complex needs
* act as a role model and a point of referral for pharmaceutical expertise from other less experienced pharmacists as well as senior clinicians from the wider multi-disciplinary team.
* deploy their clinical, leadership and management, research and educational expertise to improve patient outcomes for individuals and groups through direct care provision, as well as through service improvement.
* positively influence the teams in which they work, providing leadership at a service and/or team level.

Pharmacists will be expected to demonstrate achievement and sustained application of the knowledge, skills and behaviours described in the curriculum.

**Section 3 – What services/scope of practice will somebody who successfully completes the credential be assured to deliver?**

The advanced pharmacist curriculum will describe the requirements of an entry-level advanced pharmacist who will be able to:

* Provide holistic pharmaceutical care to individuals and populations with highly complex needs in dynamic local environments
* Deploy advanced clinical knowledge and skills in the autonomous delivery of holistic care for people with highly complex acute and long-term conditions
* Intuitively apply clinical reasoning and shared decision making in the holistic management of an individual’s episode of care
* Demonstrate well developed communication and collaboration skills, communicating highly complex information in challenging situations while maintaining and developing relationships
* Interpret and where necessary adapt regional and national policy for local implementation
* Contribute to the development and improvement of services that enhance care provision using robust quality improvement methodologies
* Effectively manage a service or team
* Identify, mitigate and escalate local systemic governance issues
* Identify learning needs for others, providing supervision, mentorship and developing and delivering educationally sound, high quality learning impacting at an organisational level on service delivery and/or patient outcomes.
* Interpret and apply new and emerging evidence in the delivery of pharmaceutical care at a team or service level
* Generate new evidence by leading, undertaking, contributing to and disseminating research

Individuals with these capabilities will have the following scope of practice:

* Manage highly complex clinical cases in collaboration with multidisciplinary colleagues by applying clinical reasoning and decision making to manage uncertainty and clinical risk
* Autonomously and holistically manage episodes of care
* Provide medicines-focused leadership to the multidisciplinary team within their organisation
* Influence and lead on improving the delivery of local clinical services, demonstrating creativity and innovation
* Effectively lead and manage a team or service to effective deliver pharmaceutical care
* Through the delivery of direct clinical care and influencing service delivery improve the health of individuals and cohorts of people
* Supervise, support and mentor the development of pharmacy and other healthcare professionals
* Develop and deliver educational interventions for a range of professional and non-professional audiences
* Conduct research and disseminate findings, adding to the evidence base

**Section 4 - How will inclusion and diversity in the workplace and the delivery of care be addressed?**

The Royal Pharmaceutical Society curriculum quality framework integrates legal obligations under the Equality Act 2010 and or Northern Ireland Act 1998 to ensure curriculum documentation and curriculum design is based on principles of equality and diversity and inclusion.

Advanced pharmacists are not only expected to understand the importance of equality, inclusion and diversity but hold these principles at the center of everything they do in the workplace taking appropriate action to address inequality, including aspects related to recruitment, training and leadership.

They should be culturally effective and be able to demonstrate that they:

* Promote equality of opportunity for all
* Actively create a culture of fairness and inclusion
* Ensure people’s differences are valued and patients are supported to access culturally appropriate care
* Challenge systemic barriers to inclusion and diversity