

Name of Candidate	Name
Certified Learning for which accreditation is being sought	Advanced Clinical Skills (HE7)
Awarding Organisation	University
Date of Award	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 education@rpharms.com</i></p>	<p><u>Clinical Skills Module</u></p> <p>Knowledge and Understanding</p> <p><input type="checkbox"/> Understand anatomy and physiology, signs and symptoms and treatment of pathophysiology of the emergency patient.</p> <p>Intellectual skills</p> <p><input type="checkbox"/> Demonstrate knowledge of the format of the classical history and an appreciation of the importance of each of the elements.</p> <p><input type="checkbox"/> Demonstrate understanding that history influences the rest of the consultation including examination, formulation of differential diagnoses and rational testing.</p> <p><input type="checkbox"/> Demonstrate knowledge of key risk factors associated with diseases that pose a significant threat to life or long term health (so called “Red-flag” symptoms).</p> <p><input type="checkbox"/> Demonstrate increased awareness and knowledge of child protection and safeguarding.</p> <p><input type="checkbox"/> Demonstrate knowledge of normal values for adults and an appreciation of how these are different both in childhood and in older age.</p> <p><input type="checkbox"/> Recognise physiological deterioration and know when to refer to a senior emergency medical team.</p> <p>Practical skills</p> <p><input type="checkbox"/> Demonstrate the ability to apply history taking skills in difficult groups, for example paediatrics, mental health and patients with learning difficulties.</p> <p><input type="checkbox"/> Demonstrate the ability to record accurately the history taken.</p> <p><input type="checkbox"/> Demonstrate the ability to utilise the Summary Care Record (SCR) in the ED, as part of the Medicines Reconciliation process.</p> <p><input type="checkbox"/> Demonstrate the ability to measure vital signs by commonly available methods (both high- and low-tech).</p> <p><input type="checkbox"/> Demonstrate the ability to recognise abnormal physiology (by vital signs), understand the causes of this and measures to correct these.</p> <p><input type="checkbox"/> Understand the need for, the performance of and demonstrate the ability to undertake an appropriate clinical examination for a range of body systems that include cardiovascular, respiratory, neurological, abdominal, musculoskeletal and ENT.</p> <p><input type="checkbox"/> Demonstrate the ability to record accurately findings from physical examination.</p>

- Demonstrate the basic ability in eliciting and interpreting clinical signs.
 - Understand the basis for both positive and negative clinical signs.
 - Recognise own limitations and to refer/discuss appropriately.
 - Demonstrate the ability to recognise the potential signs of abuse in vulnerable patients and know what to do with this suspicion.
 - Demonstrate the ability to recognise the signs of infection in patients, particularly sepsis.
 - Demonstrate the ability to recognise when adjunctive tests (eg PEFR, fundoscopy, etc. are needed and to either perform these or refer to colleagues).
 - Demonstrate the ability to propose a basic differential diagnosis.
 - Demonstrate the ability to suggest tests to refine differential diagnosis.
 - Recognise where to find and how to use expert advice, clinical guidelines and medical evidence.
 - Demonstrate the ability to suggest preference in treatment based on best available medical evidence.
 - Demonstrate the ability to understand the appropriate use of and interpretation of basic statistical tests, eg chest X-rays, ECGs and ABGs.
 - Understand the principles of Venepuncture and apply safely when managing patients, eg for taking blood samples for clinical samples and blood cultures.
 - Understand the principles of Immunisation for commonly used vaccines in the Emergency Department or Urgent Care setting and be able to administer these vaccines safely.
 - Advise in the preparation of commonly used parenteral medicines in the Emergency Department or urgent care setting, including physically reconstituting if required.
 - Administer Basic Life Support.
- Transferable skills and personal qualities**
- Identify individual learning needs and develop strategies to meet those needs.
 - Learn effectively for the purpose of continuing professional development and in a wider context throughout their career.
 - Evaluate own academic and personal progression.
 - Critically reflect on practice and how it can be enhanced and developed through learning by experience.
 - Manage change effectively and respond to changing demands.

Emergency Medicine Module
Knowledge and understanding

	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate the ability to understand the principles governing patient care in the NHS (autonomy, beneficence, non-maleficence, capacity and consent).<input type="checkbox"/> Understand and critically analyse the underpinning professional, ethical and legal aspects of emergency care.<input type="checkbox"/> Understand the laws and guidance around capacity and consent and what to do if there is uncertainty.<input type="checkbox"/> Demonstrate the ability to define what constitutes a risk to patient safety.<input type="checkbox"/> Understand local and national reporting mechanisms for patient safety.<input type="checkbox"/> Understand the principles of clinical audit and to contribute to departmental audits. <p>Intellectual skills</p> <ul style="list-style-type: none"><input type="checkbox"/> Recognise the limits of clinical competence, responsibilities as a registered health care professional and when and how to seek advice.<input type="checkbox"/> Critically reflect on practice and how it can be enhanced and developed through learning by experience.<input type="checkbox"/> Demonstrate innovation in practice through critical analysis and synthesis of the evidence base for practice.<input type="checkbox"/> Share and learn knowledge and skills with peers as part of group work and skills acquisition.<input type="checkbox"/> Demonstrate how developments in practice may be disseminated to the multidisciplinary team.<input type="checkbox"/> Demonstrate development in leadership by developing and disseminating innovative practice.<input type="checkbox"/> Recognise when an error has occurred and to understand the principles behind reporting and investigating this.<input type="checkbox"/> Contribute to strategies to improve patient safety (eg checklist development, IT systems).<input type="checkbox"/> Be aware of and keep up to date with national and local patient safety initiatives. <p>Practical skills</p> <ul style="list-style-type: none"><input type="checkbox"/> Demonstrate the ability to practice in accordance with local and national guidelines regarding infection prevention and control.<input type="checkbox"/> Demonstrate the ability to assess, plan, implement and critically evaluate the care of the adult emergency patient.<input type="checkbox"/> Demonstrate the ability to construct a management plan appropriate to the level of experience and training.<input type="checkbox"/> Using a systematic approach, demonstrate the ability to prioritise the management of care in the patient attending the emergency department or Urgent Care setting (adult or child depending on personal scope of practice).<input type="checkbox"/> Recognise a critically ill patient; know how to respond emergently and how to summon additional and senior help.<input type="checkbox"/> Recognise the need to discuss the management plan if there is any doubt or uncertainty.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the ability to recognise cases in which there may not be a single unifying diagnosis and construct a problem list appropriately. <input type="checkbox"/> Demonstrate the ability to refer patients to appropriate onward services from the Emergency Department or Urgent Care setting, either by facilitating admission to hospital or signposting to appropriate Primary Care services, eg Community Nursing or Community Pharmacy. <input type="checkbox"/> Practice in accordance with and enable the development of Antimicrobial Stewardship in the Emergency Department or Urgent Care setting. <input type="checkbox"/> Demonstrate the ability to contribute where appropriate to the investigation of patient safety incidents, particularly in areas where medicines have played a role in either causation or by omission. <input type="checkbox"/> Learn to manage effective team working by carrying out tasks within a small group in a structured situation, and by preparing and giving an oral presentation of data, information or the solution to a team task. <p>Transferable skills and personal qualities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify individual learning needs and develop strategies to meet those needs. <input type="checkbox"/> Share and learn knowledge and skills with peers as part of group work and skills acquisition. <input type="checkbox"/> Learn effectively for the purpose of continuing professional development and in a wider context throughout their career. <input type="checkbox"/> Evaluate his/her own academic and personal progression. <input type="checkbox"/> Critically reflect on practice and how it can be enhanced and developed through learning by experience. <input type="checkbox"/> Manage change effectively and respond to changing demands. <p>Assessment: O.S.C.E 120 hours supervised practice Portfolio of evidence</p>
<p>Details of evidence provided (Learning outcomes, academic transcript etc)</p>	<p>Certificate & transcript Programme Handbook</p>

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

In assessing the prior certified learning for exemptions against the core advanced 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 core advanced pharmacist curriculum in full or partially.

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

Grey – Not eligible for APCL as high stakes outcome

Domain	CAPABILITIES		OUTCOMES	
Domain 1 Person-centred care and collaboration	Communicates effectively when dealing with challenging situations, placing the person at the centre of any interaction.	1.1	Communicates complex, sensitive and/or contentious information effectively with people receiving care and senior decision makers.	Not eligible for APCL
		1.2	Demonstrates cultural effectiveness through action; values and respects others, creating an inclusive environment in the delivery of care and with colleagues.	<p>No specific learning outcome aligned to the Core Advanced curriculum identified.</p> <p>APCL is not recommended</p>
	Delivers person-centred care for individuals with complex needs.	1.3	Always keeps the person at the centre of their approach to care when managing challenging situations; empowers individuals and, where necessary, appropriately advocates for those who are unable to effectively advocate for themselves.	Not eligible for APCL
	Collaborates with stakeholders in the wider pharmacy and multidisciplinary team to promote a collaborative approach across their team and/or organisation.	1.4	Builds strong relationships with colleagues working as part of multidisciplinary teams influencing the delivery of positive healthcare outcomes at a team and/or organisational level.	<p>From Learning outcomes:</p> <ul style="list-style-type: none"> - Demonstrate how developments in practice may be disseminated to the multidisciplinary team. - Share and learn knowledge and skills with peers as part of group work and skills acquisition. - Demonstrate development in leadership by developing and disseminating innovative practice - Recognise the need to discuss the management plan if there is any doubt or Uncertainty - Demonstrate the ability to refer patients to appropriate onward services from the Emergency Department or Urgent Care setting, either by facilitating admission to hospital or signposting to appropriate Primary Care services, eg Community Nursing or Community Pharmacy.

			<ul style="list-style-type: none"> - Learn to manage effective team working by carrying out tasks within a small group in a structured situation, and by preparing and giving an oral presentation of data, information, or the solution to a team task <p>There is some alignment in terms of working with other healthcare professionals however the articulated standard of the core advanced curriculum requires demonstration of building <u>strong</u> relationships and influencing the delivery of positive healthcare outcomes at a team and/or organisational level.</p> <p>There is insufficient alignment to recommend APCL (although candidates are likely to have relevant evidence in their existing portfolio).</p>
		1.5	<p>Gains co-operation from senior stakeholders through effective influencing, persuasion and negotiation.</p>
		1.6	<p>Recognises, and respects, the role of others in the wider pharmacy and multidisciplinary team; optimises the care delivered for individuals and groups through appropriate delegation and referral.</p>
			<p>From Learning outcomes:</p> <ul style="list-style-type: none"> - Recognise the need to discuss the management plan if there is any doubt or Uncertainty - Demonstrate the ability to refer patients to appropriate onward services from the Emergency Department or Urgent Care setting, either by facilitating admission to hospital or signposting to appropriate Primary Care services, e.g. Community Nursing or Community Pharmacy. - Learn to manage effective team working by carrying out tasks within a small group in a structured situation, and by preparing and giving an oral presentation of data, information, or the solution to a team task - Demonstrate how developments in practice may be disseminated to the multidisciplinary team. - Share and learn knowledge and skills with peers as part of group work and skills acquisition.

				<ul style="list-style-type: none"> - Demonstrate development in leadership by developing and disseminating innovative practice <p>The Learning outcomes above were considered to align to outcome 1.6 of the Core Advanced Curriculum and exemption is recommended</p>
Domain 2 Professional practice	Applies advanced clinical knowledge and skills in the delivery of care for individuals or groups with complex needs.	2.1	Delivers care using advanced pharmaceutical knowledge and skills for individuals and/or groups with highly complex needs, including where evidence is limited or ambiguous.	Not eligible for APCL
		2.2	Undertakes a holistic clinical review of individuals with complex needs, using a range of assessment methods, appropriately adapting assessments and communication style based on the individual.	Not eligible for APCL
		2.3	Demonstrates effective clinical reasoning skills, making autonomous, evidence informed, person-centred decisions about treatment for individuals or groups with complex clinical needs, managing risk in the presence of significant uncertainty.	Not eligible for APCL
		2.4	Acts to improve the health of the population and reduce health inequalities.	
	Assures the professional practice of self and supports effective performance of others.	2.5	Makes, and is accountable for, own decisions and takes responsibility for performance at a team and/or service level.	<p>From learning outcomes:</p> <ul style="list-style-type: none"> - Recognise the limits of clinical competence, responsibilities as a registered - health care professional and when and how to seek advice <p>While there is some alignment between the described outcomes and outcome 2.5 of the Core Advanced Curriculum, the requirement to be</p>

				<p>accountable is not explicitly described nor is the requirement to take responsibility for performance at a team or service level.</p> <p>APCL is not recommended</p>
		2.6	<p>Defines and articulates own advanced scope of practice to others; uses professional judgement to appropriately seek help when needed for complex and/or high-stakes decisions.</p>	<p>Not eligible for APCL</p>
<p>Domain 3</p> <p>Leadership & management</p>	<p>Enhances the delivery of local pharmacy healthcare services through leadership; manages change effectively to deliver demonstrable improvements to care.</p>	3.1	<p>Pro-actively contributes to defining a strategic vision for their team and/or service in collaboration with other senior stakeholders; engages others to support the delivery of the strategic vision.</p>	
		3.2	<p>Motivates and supports individuals and/or teams to improve performance.</p>	<p>From learning outcomes:</p> <ul style="list-style-type: none"> - Recognise when an error has occurred and to understand the principles behind reporting and investigating this. - Contribute to strategies to improve patient safety (eg checklist development, IT systems). - Demonstrate development in leadership by developing and disseminating innovative practice <p>The mapped learning outcomes do not align to outcome 3.2 of the core advanced curriculum</p> <p>APCL is not recommended</p>

	Uses evidence, policies, resources and data as part of quality improvement to shape local service delivery to provide high standards of care and improve outcomes.	3.3	Demonstrates team leadership, resilience and determination, managing situations that are unfamiliar, complex and/or unpredictable to deliver positive outcomes at a team and/or service level.	Not eligible for APCL
		3.4	Critically analyses data as part of quality improvement and/or innovation in the development and delivery of services, the identification and mitigation of medicines-related risks, and the management of resources.	Not eligible for APCL
		3.5	Works collaboratively with multi-disciplinary resources across care settings to develop and implement strategies to manage risk and improve safety and outcomes from medicines and care delivery.	
Domain 4 Education	Develops themselves and others, by identifying learning needs and providing supervision, mentorship and support.	4.1	Reflects on practice to critically assess own learning needs and pro-actively engages in professional development.	<p>From learning outcomes:</p> <ul style="list-style-type: none"> - Identify individual learning needs and develop strategies to meet those needs. - Evaluate his/her own academic and personal progression - Critically reflect on practice and how it can be enhanced and developed through learning by experience - Learn effectively for the purpose of continuing professional development and in a wider context throughout their career. <p>The described outcomes of the Advanced Clinical Skills course are aligned to outcome 4.1 of the Core advanced Curriculum at an equivalent level.</p> <p>APCL is recommended</p>

		4.2	Supervises others' performance and development; provides high quality feedback, mentorship, and support.	
	Develops and delivers high-quality educational interventions that demonstrate impact at a team and/or organisational level.	4.3	Designs and delivers educational interventions that impact at a team and/or organisational level, supporting members of the pharmacy team, wider multi-disciplinary team, and/or service users, to safely and effectively use medicines.	Not eligible for APCL
Domain 5 Research	Critically evaluates and applies the evidence base to inform practice.	5.1	Interprets and critically appraises the evidence base to inform practice and care delivery at a team and/or service level.	Not eligible for APCL
	Undertakes research and/or quality improvement, using appropriate methods, to improve healthcare outcomes at a team and/or service level.	5.2	Identifies gaps in the evidence base; uses appropriate methods for addressing the identified gap(s), generating new evidence.	<p>From learning outcomes:</p> <ul style="list-style-type: none"> - Demonstrate innovation in practice through critical analysis and synthesis of the evidence base for practice. <p>The learning outcomes of the advanced skills module do not align to the expectations articulated in outcome 5.2 of the Core Advanced Curriculum in terms of identifying gaps and generating new evidence.</p> <p>APCL is not recommended</p>
		5.3	Implements changes at a team and/or service level based on the outputs of their research and/or quality improvement activity and disseminates findings.	

		5.4	Collaborates with others in undertaking research and supports others to engage with research and improvement activities.	
--	--	-----	--------------------------------------------------------------------------------------------------------------------------	--