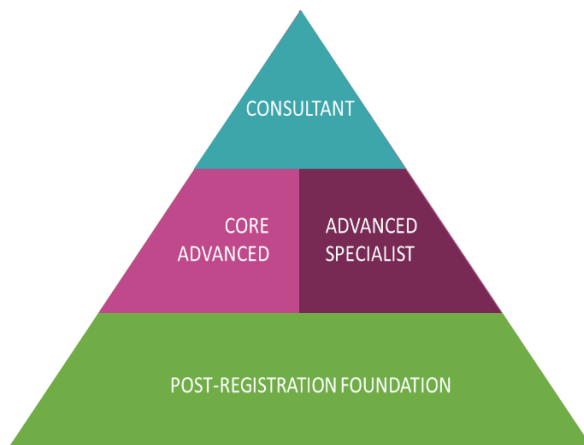


**Core Advanced  
Pharmacist  
Curriculum –  
Executive  
Summary**

# ROYAL PHARMACEUTICAL SOCIETY

## 1. What is the RPS core advanced curriculum?

The curriculum is underpinned by the [RPS Advanced Pharmacy Framework \(2013\)](#) and describes the expectation in terms of knowledge, skills and behaviours of entry-level advanced pharmacists, bridging the gap between the [post-registration foundation curriculum](#) and the [consultant pharmacist curriculum](#).



Structured **continuum of practice** for advanced pharmacists

Sets out expected outcomes for entry to advanced pharmacist roles and can be used to underpin approaches to training and development.

Articulates the capabilities needed to meet the current and future NHS needs and deliver improved patient care

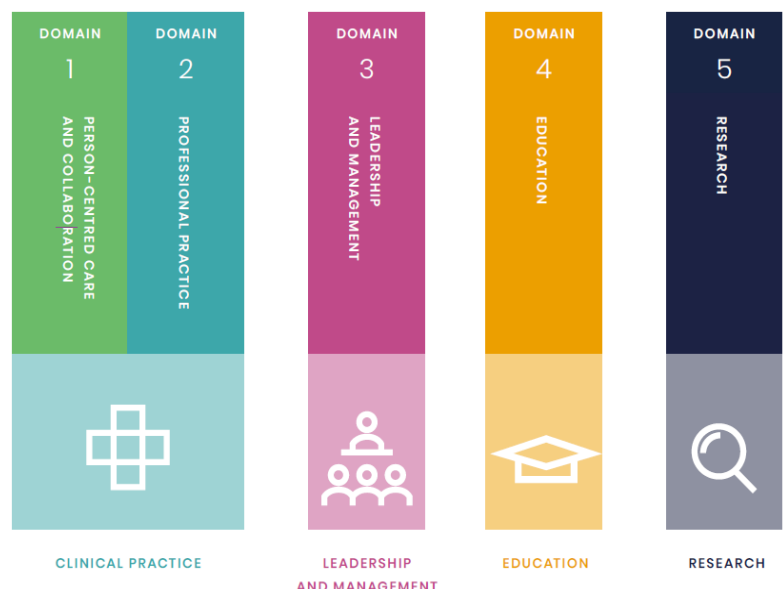
Develops a flexible, portable workforce

Building on the RPS post-registration foundation curriculum, the RPS core advanced curriculum articulates the requirements for advanced pharmacist to be able to deliver holistic care autonomously to people with complex needs. It also describes the leadership and management, education, and research capabilities expected of advanced pharmacists to be able to drive service change and improve outcomes for cohorts of people. It will support pharmacists to develop the skillset to progress towards RPS consultant pharmacist credentialing.

## 2. How is the curriculum learning structured?

The curriculum **outcomes** are based on the [RPS Advanced Pharmacy Framework](#) (predominantly at ASII) and have been structured into five common domains, mirroring the domain structure of the new GPhC IET standards and the RPS post-registration curricula. These also align closely to multiprofessional advanced frameworks.

The outcomes are accompanied by **descriptors** which articulate the level and breadth of performance required, making the development pathway in each domain explicit from post-registration foundation to advanced and consultant level practice.



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## 3. How can training against the curriculum be delivered?

To be able to successfully demonstrate the outcomes of the programme of learning, experience of working in a patient-focussed role in at least one sector of pharmacy practice is essential.

The curriculum has been designed to offer significant flexibility to pharmacists in how learning and training is accessed and evidenced.

It is expected that the majority of pharmacists working towards advanced credentialing will direct their own development against the curriculum with appropriate support and supervision in the workplace.

Employers, statutory education bodies, higher education institutions and other training providers have an important role to play in supporting the individual pharmacists in their development, enabling appropriate supervision and mentorship as well as educational and vocational learning opportunities.

## 4. What are the key infrastructure recommendations for training programmes?

### Supervision

Learners should be supported by adequate educational supervision, practice supervision and mentorship.

### Feedback

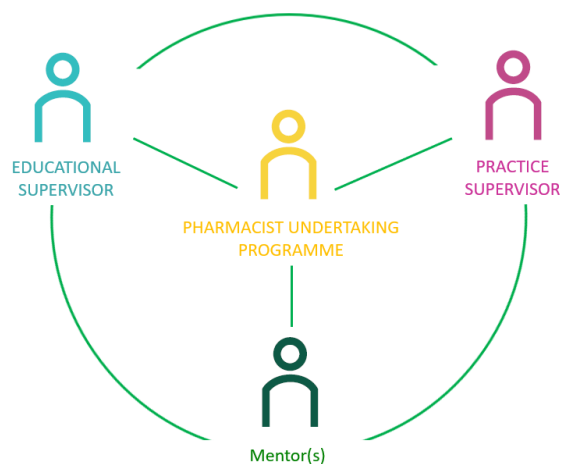
Feedback will be required from a broad range of suitable observers (collaborators)

### Learning experiences

Learners will need exposure to a variety of formal and vocational learning experiences including activities to support developing clinical and non-clinical capabilities.

### e-Portfolio

Prospective candidates will be given access to an RPS e-portfolio to compile their evidence



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## **5. How will achievement of the curriculum outcomes be assessed?**

Our recommended assessment strategy is an evidence based programmatic assessment which builds up an authentic picture of the learner's ability by undertaking multiple low stakes assessments throughout the duration of their training programme.

Supervised learning events can be used to demonstrate learning and may be undertaken remotely using digital technologies to ensure all learners have sufficient opportunities to undertake assessments.

The final credentialing decision will be made by an advanced pharmacist competency committee (APCC). Competence committees employ group decision making which involves expert individuals coming together and processing assessment information through the lens of their individual professional judgement to reach a collective decision on whether an individual has met the articulated standard.

To avoid burdensome duplication of assessment whilst maintaining the integrity of the assessment, a through accreditation of prior certified learning (APCL) process will be employed.

APCL gives recognition to learning which has been formally assessed and for which a certificate has been awarded; this process avoids duplication of assessment for individuals undertaking this programme. The process of giving recognition is based on a comparison of any previously certified level of performance against the outcomes and descriptors defined in this curriculum's programme of learning.

## **6. Who is expected to undertake RPS core advanced credentialing?**

The standard articulated in the curriculum, describes the capability expected of an entry-level advanced pharmacist, working in any sector, in a patient-focussed role.

Any pharmacist wishing to demonstrate that they have capability required to practice at an advanced level can undertake the credentialing process, irrespective of their RPS membership status.

Employers may begin to use advanced credentialing as an assurance mechanism as part of recruitment into advanced pharmacist roles.

Until now, there has been no guidance by the NHS or pharmacy regulators as to the expected capability or level of practice of an advanced pharmacist. This curriculum clearly sets out the standard expected of advanced pharmacists for the delivery and improvement of patient care now and in the future.

