

Thank you for agreeing to observe a learner as part of their post-registration foundation pharmacist training. This is a brief guidance document to help you undertake your observation effectively.

What role will I play?

Your role is called a **'ticketed collaborator'** or **'observer'** and you will be observing the learner and making judgments about their performance during a **supervised learning event (SLE)**.

Observers may be other healthcare professionals, non-clinical colleagues and/or patients, depending on the nature of the supervised learning event and what is being observed. The important thing is that you, as a collaborator, have the appropriate knowledge, skills and experience to make a valid judgment of the pharmacist in that context. For example, a patient collaborator is very well placed to make a judgment on a pharmacist's ability to undertake an effective consultation but is unlikely to be able to effectively judge their ability to effectively assess their research skills.

What is a supervised learning event?

Supervised learning events (SLEs) are workplace observations of a learner's performance. They are undertaken using set forms which are stored in the learner's E-portfolio.

How do I access the supervised learning event form?

The pharmacist will grant you access to the form(s) to complete prior to the observation by email. You will then be asked to record your judgments and provide feedback to the learner using an electronic form accessed by this email.

More information on how to technically complete the supervised learning event forms can be found in the [E-portfolio technical guidance](#).

What are the different supervised learning events for collaborators to complete?

There are a wide range of potential supervised learning event templates for the learners to choose from. The learner will choose the most appropriate ones depending on the educational context and on what they are trying to evidence.

A copy of all the supervised learning event templates in word format can also be accessed on the [RPS website](#).

How do I make a fair and valid judgment of the learner's performance?

Professional judgment is essential for assessing healthcare professionals, but we accept that judgments made in supervised learning events may be subjective. This is why we have asked learners to present a broad range of different supervised learning events undertaken by a wide range of collaborators/observers so we can gain a broad view of their ability. Lots of varied evidence will help dilute any subjectivity.

To help ensure your judgment is valid and fair, we recommend that you:

- **Read the curriculum outcomes** - Consider the outcome(s) you are assessing in the supervised learning events you are undertaking. You should discuss this with the learner as they will need to map the evidence against the curriculum outcomes. Read the outcome(s) carefully as well as the descriptors which give greater detail about the level of performance expected of someone working at this level. Is the learner meeting these? - **See appendix 1**
- **Trust your professional 'gut'** - these authentic assessments are trying to capture your holistic professional judgment based on your experience so do not ignore this.
- **Be honest** - your judgment and feedback will help the learner to identify areas of strength and development. It is essential you are honest with your judgments and feedback so that learners understand how they can progress. In addition, patient safety must be paramount so if a learner is not yet reaching the required standard, you must record this.

How do I provide effective written feedback?

Collaborators are required to provide written formative feedback for learners following each supervised learning event.

Each supervised learning event form will ask you to identify:

- Strengths
- Areas for development
- Mutually agreed action points

When providing feedback try to:

- **Be direct** – make sure the message is clear and not lost in long rambling sentences.
- **Be specific** – if you can, link the feedback directly to the wording in the specific outcomes and descriptors you are assessing against.
- **Be bespoke** – avoid generic bland statements and tailor the feedback to the learner in front of you.
- **Be objective** – do not use emotive language, keep it factual and based on what you observed.
- **Be honest** – these assessments are low stakes (not pass/fail) and honest feedback is needed to help inform the learner's learning.

Do supervised learning events need to be undertaken in person?

Supervised learning events do not necessarily need to take place in person and may be undertaken remotely using digital technologies if this is possible and appropriate.

If you would like more information, please refer to the RPS post-registration foundation pharmacist E-portfolio guide for collaborators, the RPS post-registration foundation pharmacist E-portfolio guide for educational supervisors and designated prescribing practitioners and the [RPS post-registration foundation pharmacist curriculum](#).

Appendix 1: RPS post-registration foundation pharmacist curriculum capabilities, outcomes and descriptors

DOMAIN 1: PERSON-CENTERED CARE AND COLLABORATION		
CAPABILITIES	OUTCOMES	DESCRIPTORS
Communicates effectively, placing the person at the centre of any interaction	1.1 Communicates effectively with people receiving care and colleagues	<p>Assimilates and communicates information clearly and confidently, employs a full range of media including face to face, telephone, written, video, social media and digital, and takes into consideration the needs of the recipient(s).</p> <p>Considers the advantages, limitations and how to reduce the risks associated with different formats of communication, including non-face to face methods.</p> <p>Uses a range of question types and active listening skills, including recognising and responding to verbal and nonverbal cues, to engage people, ensure they feel valued and gather information effectively to support shared decision making</p> <p>Identifies barriers to effective communication and adapts verbal and non-verbal communication styles in a way that is responsive to the person/carer/family's communication and language needs, preferences and abilities (e.g. speech and hearing problems, and different languages, cultures and levels of health and IT literacy)</p> <p>Ensures appropriate access to information by making reasonable adjustments and / or using interpreters</p> <p>Enhances health literacy in people from a range of backgrounds, by providing tailored information, signposting to relevant information sources, facilitating communication, and checking understanding as appropriate</p> <p>Manages challenging communication situations where it is difficult to communicate effectively (e.g. noisy or distressing environments, when using PPE, conflicting situations or with people who are anxious, angry or confused)</p> <p>Communicates information about medicines and their use with people/carers and the multidisciplinary team to ensure they are used safely and effectively</p>
	1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or	Demonstrates cultural competence. Respects peoples and colleagues' religious, cultural and ethical beliefs, and their ideas and feelings without judgement, understanding the impact these have on health.

	<p>background; actively promotes this in their practice</p>	<p>Aware of own intrinsic cultural bias and how this could inadvertently discourage equality and diversity. Adapts their practice to work effectively, sensitively, and respectfully with others</p> <p>Proactively demonstrates equity and fairness in all aspects of day to day practice; meets the legal responsibilities under equality and human rights legislation</p> <p>Challenges inappropriate behaviour and attitudes which are discriminatory, and reflects on how their own values, attitudes and ethics might influence professional behaviour</p> <p>Gives positive practical support to people and/or colleagues who may have learning support needs, feel vulnerable, victimised, or unfairly treated</p>
<p>Delivers person-centred care</p>	<p>1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour</p>	<p>Develops a consultation style and structure informed by recognised consultation models and frameworks, that explores the person's ideas, concerns and expectations, and can be adapted to suit the person's needs</p> <p>Employs a variety of methods for consulting, appropriate to the person's need e.g. face to face, phone, video, email and newer technologies. Tailors the style, amount, frequency, and content of information to the person to support informed decision making and self-care</p> <p>Consults effectively to build rapport, develop a partnership approach, and empower the person. Takes a holistic view and wherever possible, develops personalised management plans that respect the person's autonomy and incorporate their perspective, health beliefs and preferences</p> <p>Elicits physical, psychological, and social information to place the person's problem(s) in context and responds appropriately</p> <p>Supports and motivates people's self-care by helping them to recognise the benefits of a healthy lifestyle and motivating behaviour change to improve health</p> <p>Explores the person's/carer's understanding of the consultation and checks they are satisfied with what has been agreed / recommended</p> <p>Uses a structured approach to accurately document the outcomes of consultations in the appropriate format and location, including in the digital environment.</p> <p>Maintains records sufficiently to enable optimal patient care</p>

	<p>1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person</p>	<p>Listens attentively to the person's/carer's experience and considers their perspective to develop an understanding of their needs; demonstrates respect, empathy, responsiveness, compassion, honesty and concern for their problems and personal characteristics</p>
	<p>1.5 Always keeps the person at the centre of their approach to care</p>	<p>Works in partnership with the person/carer negotiating a mutually acceptable personalised management plan that respects their values, beliefs, culture, ethnicity, preferences, health literacy and experiences.</p> <p>Uses patient decision aids, where appropriate, to support shared decision making and ensures people/carers have appropriate information about their medicines and management plan</p> <p>Recognises the physical and psychological impact of the health problem(s) and prescribing decisions on the person and where applicable, their carer/family</p> <p>Recognises that the decisions of a person with capacity are paramount. Where unsure about a person's capacity to be involved in shared decision making, seeks advice from other healthcare professionals and takes appropriate steps to manage treatment decisions in those lacking capacity</p> <p>Makes prescribing decisions based on the needs of the person and not the prescriber's personal considerations</p>
	<p>1.6 Supports and facilitates the seamless continuity of care for each person</p>	<p>Provides comprehensive continuity of care, taking into account all of the person's problems and their social situation, and potential emerging issues with appropriate action and contingency plan</p> <p>Agrees with the person and / or health and social care colleagues a variety of monitoring and follow-up arrangements that are safe and appropriate, whilst also enhancing patient autonomy</p> <p>Ensures the person / carer knows what to do if they have any concerns about the management of their condition, if their condition deteriorates, if they experience adverse effects from treatment, or if there is no improvement within an agreed timeframe</p> <p>Ensures prompt, accurate and complete information sharing and collaboration with the relevant health and social care teams to ensure an effective transition between settings</p> <p>Manages situations where care is needed out of hours* and enables the necessary arrangements</p> <p>* examples include, but are not limited to, when the GP practice is closed, an on-call service, palliative care service</p>

Collaborates with the wider pharmacy and multidisciplinary team	1.7	Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes	<p>Works with colleagues in multidisciplinary teams and looks for opportunities to collaborate with others to ensure consistency, continuity, and a holistic approach to patient care</p> <p>Establishes good working relationships with multidisciplinary colleagues within and across sectors by offering advice, assistance, being transparent, and working in partnership to ensure safe and effective prescribing and patient care</p> <p>Reflects on positive and negative aspects of team working, collaborating with others to share good practice, and improve teamwork and team performance</p>
	1.8	Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; seeking to use appropriate language to influence others	<p>Presents information, knowledge, and recommendations effectively and assertively to a wide range of team members in different settings to negotiate safe and effective prescribing and medicines use, and optimise patient care</p> <p>Challenges members of the multidisciplinary team constructively, when considered necessary for the benefit of patient care</p>
	1.9	Recognises the value of members of the pharmacy and multidisciplinary team across the whole care pathway, drawing on those both present and virtually, to develop breadth of skills and support own practice; delegates and refers appropriately, using the expertise and knowledge of others	<p>Respects and is receptive to the views of other pharmacy and healthcare professionals, and recognises and values diversity within the pharmacy and multidisciplinary team</p> <p>Seeks advice from, and provides advice to, other professionals and pharmacy team members according to their roles and expertise</p> <p>Refers appropriately to members of the pharmacy and multidisciplinary team and services across the care pathway; recognises wider primary, community and secondary care, and voluntary services</p> <p>Organises and delegates tasks appropriately to optimise effectiveness within the pharmacy and wider team</p>
	1.10	Supports members of the multidisciplinary team in the safe use of medicines and to meet the individual needs of those receiving care; effectively influences the decision-making process across the team regarding medicines, where appropriate	<p>Proactively works within and across teams to improve patient safety and delivery of care, utilises their own clinical knowledge of the safe use of medicines to influence, negotiate, assess prioritises and effectively manage complex situations</p> <p>Anticipates and identifies issues that may arise with people or medicine supply, proactively collaborating with others across the wider healthcare system to resolve and ensure seamless patient care</p>

DOMAIN 2: PROFESSIONAL PRACTICE

CAPABILITIES	OUTCOMES	DESCRIPTORS
<p>Applies clinical knowledge and skills in practice</p>	<p>2.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence</p>	<p>Applies clinical knowledge and skills to identify, prioritise and optimise pharmacological and non-pharmacological management of:</p> <ul style="list-style-type: none"> - common clinical conditions - acute and long term conditions - illness prevention and health promotion <p>Demonstrates critical thinking by analysing and applying information from multiple sources including the evidence base, local/regional/national guidelines, policies, and formularies to manage people who have a combination of acute and long term conditions</p> <p>Applies expertise and decision making in complex situations of multi-morbidity, frailty, polypharmacy and / or unlicensed medicine use; considers the mode of action and pharmacokinetics of medicines and how these may be altered (e.g. by genetics, age, renal impairment, pregnancy)</p> <p>Considers the condition(s) being treated in term of natural progression, severity, deterioration, and anticipated response to treatment</p> <p>Considers any relevant patient factors (e.g. breastfeeding, ability to swallow, religion, ethnicity, social support) and the potential impact on the choice, route of administration, formulation of medicines and adherence</p> <p>Considers the application of innovative healthcare technologies including genomic medicine, artificial intelligence, and advanced therapeutic medicinal products to promote the effective use of medicines and to improve patient care</p>
	<p>2.2 Undertakes a holistic clinical review of a person and their medicines to ensure they are appropriate</p>	<p>Prioritises people/groups for clinical review according to need and local priorities</p> <p>Undertakes clinical reviews in people with complex problems in a variety of settings (including remotely), ensuring a multidisciplinary approach; communicates and documents decisions and recommendations appropriately</p> <p>Works in partnership with the person, taking a pragmatic approach in the context of their beliefs, culture and preferences, and leads to the expectation that a prescription is not always required. Considers any</p>

		<p>factors which may lead to health inequalities. Encourages self-care where appropriate and considers mental health and physical health equally in a holistic approach to each person's individual needs</p> <p>Obtains accurate medication history including allergy, self-medication, use of complementary healthcare products, and previous allergic / adverse reactions</p> <p>Performs medicines reconciliation. Considers ongoing need for medicines, response to treatment, medication adherence, evidence-based prescribing, adverse effects, cost-effectiveness and up to date information about medicines (e.g. availability, pack sizes, storage conditions, excipients, costs). Also considers wider determinants of health e.g. social care, domestic situation and environmental factors</p> <p>Considers the environmental impact of prescribing recommendations and reaches a shared decision with the person if this is important to them (e.g. the carbon footprint of inhalers)</p> <p>Formulates management plan which includes clear benefit-risk assessment and monitoring parameters, frequency and timescale as appropriate. Modifies / adapts plan in response to ongoing monitoring and review of the person's condition and preferences; checks the person's/carer's understanding and that they are satisfied with the management plan</p> <p>Recommends prescribing interventions (adding, stopping, stepping up/down and/or optimising medication) where appropriate. Includes areas of uncertainty where evidence is lacking / conflicting.</p> <p>Accurately completes and routinely checks calculations relevant to prescribing and practical dosing</p> <p>Utilises the systems and technologies required to prescribe medicines safely and effectively</p> <p>Uses a structured approach to accurately document the management plan and prescribing decisions in the appropriate format and location, including the digital environment. Maintains records sufficiently to enable optimal patient care</p>
	<p>2.3 Gathers information and takes histories proficiently; conducts clinical examinations and assessments; develops diagnostic skills</p>	<p>Undertakes a person centred consultation and/or clinical assessment in an appropriate setting taking account of confidentiality, consent, dignity and respect</p> <p>Obtains valid consent to proceed with the clinical examination and/or assessment. Understands the issues that may arise when people lack capacity and across the different protected characteristics. Knows where to seek advice, if necessary</p>

		<p>Systematically obtains a structured history, including mental health and collateral history, in sometimes difficult or challenging conditions (e.g. unreliable or incomplete sources of information); including but not limited to patient symptoms, concerns, priorities and preferences. Utilises all relevant sources of information including carers/family</p> <p>Demonstrates clinical reasoning by gathering focused information relevant to the person's care and according to the presenting situation</p> <p>Accesses and interprets all available and relevant patient records to ensure knowledge of the person's management to date</p> <p>Systematically performs physical and non-physical clinical examinations and assessments (defined in skills guide) and is able to interpret physical signs accurately</p> <p>Requests and interprets relevant examinations and investigations to support assessment, diagnosis, monitoring and management in a systematic and efficient manner</p> <p>Understands the significance of the findings and results and acts on these as appropriate and in a timely manner</p> <p>Applies clinical decision making tools appropriately e.g. algorithms and risk calculators</p> <p>Formulates appropriate differential diagnoses and applies clinical judgement to arrive at a working diagnosis.</p> <p>Uses a structured approach to accurately document the outcomes of in the clinical assessment in the appropriate format and location, including the digital environment. Maintains records sufficiently to enable optimal patient care</p>
<p>Draws upon and critically evaluate appropriate information to inform decision making; manages uncertainty and risk appropriately</p>	<p>2.4 Accesses and critically evaluate appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making</p>	<p>Uses critical appraisal skills to interpret the evidence base and consider its validity and usefulness in a particular context; uses clinical reasoning and professional judgement to decide when to apply the evidence base to clinical decision making and when to challenge its use</p> <p>Recognises which statistical tests are appropriate when critically evaluating studies to judge the weight of evidence including validity, reliability and relevance</p>

	decisions regarding the person receiving care	<p>Receives and answers a variety of medicine-related and clinical enquires from people, carers and healthcare professionals</p> <p>Uses appropriate information sources to answer medicine-related and clinical enquires across all healthcare sectors</p> <p>Communicates accurate, appropriate, and structured medicines information according to the needs of the patient and/or health and social care professionals, signposting as required</p>
2.5	Manages uncertainty and risk appropriately	<p>Manages clinical uncertainty by critically appraising the evidence-base, applying clinical reasoning and professional judgment to clinical situations, to make safe and logical decisions which optimise the balance of benefit to harm for the person</p> <p>Determines the patient's attitude to risk and discusses risks and benefits at the appropriate level, as part of shared decision making process</p> <p>Uses safety netting to ensure systems are in place to provide safe monitoring and follow up; provides and documents the specific advice given to the person. Considers written information to reinforce verbal advice.</p> <p>Considers use of unlicensed, off-label of medicines outside standard practice only when satisfied that an alternative licensed medicine would not meet the person's needs</p> <p>Uses processes that support safe prescribing in areas of high risk (e.g. transfer of information about medicines, prescribing of high risk medicines, transfer of care)</p>
2.6	Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary	<p>Outlines how published evidence for new medicines is evaluated, applied by NHS prescribing committees and considered for local / regional / national formularies</p> <p>Considers the cost implications of treatment options in terms of money, equipment and human resources (e.g. generic prescribing, IV v oral antibiotics) in clinical decisions, adhering to local/national formularies / formulary management processes where appropriate</p>
2.7	Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level	<p>Implements strategies, participates in prescribing projects, and undertakes medication reviews to improve safe and cost-effective prescribing, improve antimicrobial stewardship, support substance misuse services, and reduce polypharmacy and medicines waste</p> <p>Considers the impact of local demographics, ethnic and cultural diversity when tailoring holistic person-centred pharmaceutical care needs to individuals and the local population. Takes steps to address health inequalities.</p>

		<p>Incorporates the population based impacts of antimicrobial resistance and other communicable diseases on decisions about prescribing antimicrobials; ensures treatment and prevention measure decisions are aligned to relevant local and national guidance</p> <p>Complies with, and promotes local and national medicines management policies, guidelines, strategies, and campaigns to positively impact on medicine use (e.g. unlicensed medicines, high risk medicines, public/population health, antimicrobial stewardship, infection control, shared-care, prescribing efficiency projects)</p>
<p>Understands the value that data and digital technology can have, drawing upon these where necessary to drive care and improve outcomes</p>	<p>2.8 Analyses and uses data and digital technologies to inform clinical decision making, and improve clinical outcomes and patient safety</p>	<p>Uses devices, applications, software and systems relevant to different tasks and to support delivery of care; understands the functionality, benefits and limitations and how these impact on care</p> <p>Demonstrates shared decision making and co-ordination of care within the multidisciplinary team in the context of the electronic health record</p> <p>Applies health informatic standards for the recording of health data to increase the interoperability of systems; recognises the issues with non-adherence and the impact this has on the delivery of integrated care</p> <p>Describes the key attributes of data and information including quality, integrity, accuracy, timeliness and appropriateness, and can discuss their limitations within the context of intended use</p> <p>Uses a wide range of digital devices, technologies, software and applications in order to create, access, edit, monitor, store and share information, data and content</p> <p>Interprets data by running queries, reports and using appropriate analytical methods and descriptive statistics to discover patterns and knowledge</p> <p>Uses data to support clinical decision making and understand variation in care and health outcomes, highlight opportunities to reduce health inequalities and evaluate the impact of interventions</p> <p>Uses digital technologies to support diagnosis, self-care, shared decision making and monitoring people's responses to medicines e.g. sensors, wearables and smartphone apps; educates people/carers on their use and signposts to resources</p> <p>Utilises data-driven approaches to facilitate and enable quality improvement, change management and prioritisation of issues at an individual, population and service level; produces data visualisation to communicate findings effectively within the healthcare team</p>

		<p>Describes the ethical, governance and patient safety considerations of using data and digital technologies and conveys these to people/carers</p> <p>Adheres to information governance, digital copyright, intellectual property and privacy rules and regulations</p>
Practises professionally	2.9	<p>Actively practises honesty and integrity in all that they do; upholds a duty of candour</p> <p>Acts in an open, honest and transparent way with people, carers, families and members of the health and social care team, when safety has (or potentially has) been compromised</p> <p>Apologises for errors and takes steps to minimise impact and prevent further incidents, reporting incidents/near misses as per organisation's policy</p> <p>Undertakes a reflective process and discusses incidents/near misses with senior colleague(s) to improve practice in the future</p>
	2.10	<p>Is accountable and responsible for own decisions and actions, understanding the potential consequences of these decisions across the whole care pathway</p> <p>Considers the risks and consequences of decisions which may impact on the immediate or follow-up care of a person or group of people across the patient journey</p> <p>Takes ownership of problems and proactively seeks to resolve them and challenge poor practice</p> <p>Justifies and documents deviation from guidelines and policy as appropriate</p>
	2.11	<p>Works within ethical guidelines and legal frameworks, including consent and confidentiality; seeks to gain permission from the person before accessing confidential records where necessary</p> <p>Effectively manages situations which are challenging in terms of ethics, consent, differential communication needs or capacity issues, and seeks advice when unsure</p> <p>Encourages scrutiny of professional behaviour, is open to feedback and demonstrates a willingness to change.</p> <p>Recognises and deals with factors that might unduly influence prescribing (e.g. pharmaceutical industry, media, people and colleagues)</p> <p>Works within NHS/organisational/regulatory and other codes of conduct when interacting with the pharmaceutical industry</p>
	2.12	<p>Recognises and works safely within own level of competence, understanding the importance of working within this; knows when it is</p> <p>Has a critical understanding of the limits of own competence and professional scope of practice</p> <p>Demonstrates knowledge of when and how to use local escalation policies; calls for senior help and advice in a timely manner or refers to more appropriate colleague(s)</p>

	appropriate to escalate a situation or refer	Demonstrates awareness of own limitations and conscious competency; assesses risk against their own professional limitations
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DOMAIN 3: LEADERSHIP AND MANAGEMENT		
CAPABILITIES	OUTCOMES	DESCRIPTORS
Promotes pharmacy services and develops the profession	3.1 Proactively demonstrates and promotes the value of pharmacy to the public and other healthcare professionals	<p>Collaborates with multi-professional / multi-agency groups across health and social care and the third sector, to deliver and improve person centred services</p> <p>Demonstrates the impact of pharmacy practice on service delivery, effectiveness, and quality (patient outcomes, experience and safety) by contributing to the evaluation and (where relevant) re-design of systems, processes and services to improve patient care</p> <p>Describes the health and social care landscape, and the interactions and connections across sectors, organisations and teams</p> <p>Promotes local and national public health campaigns and pharmacy services to the public and other care providers /networks using a variety of media</p> <p>Provides opportunistic health promoting interventions and motivates the public to engage with pharmacy services, and health promotion and disease prevention strategies</p> <p>Identifies and contributes to opportunities to reduce health inequalities</p> <p>Implements appropriate strategies to reduce the misuse of drugs</p>
	3.2 Communicates vision and goals to the wider pharmacy and multidisciplinary team to support with achieving group tasks	<p>Recognises how organisational goals are reflected in personal and team objectives</p> <p>Communicates purpose and vision with enthusiasm; creates opportunities to bring individuals and multidisciplinary groups together to share information and resources, and ensure team members have a clear understanding of expectations and goals</p> <p>Creates a supportive environment which encourages team members to contribute ideas and solutions to improve services, engage in decision making and achieve organisational goals; respects and values team members' contributions</p>

		Demonstrates authenticity, integrity, role-modelling and leading by example within team activities
Recognises opportunities for change, innovation and quality improvement	3.3	<p>Critically analyses business needs; is mindful of commercial aspects within the pharmacy context; recognises the changes to and the opportunities within the future role of pharmacists; seeks out opportunities to modify own approach and deliver / promote new pharmacy services</p> <p>Understands business needs within the pharmacy context (e.g. ensuring value for money, reducing waste, procurement, reviewing existing / introducing new services) and analyses available data both from within and outside of the organisation, including through obtaining feedback from service users</p> <p>Uses available information to inform change ideas to improve existing or develop new services</p> <p>Adopts a critical, analytical and reflective stance towards professional and business practice</p> <p>Understands local commissioning process for new and existing services</p> <p>Contributes to developing new services in response to local and national strategy, changing population health needs, organisational objectives and future direction, placing patient safety and optimal use of medicines at the centre of any changes</p>
	3.4	<p>Draws upon networks to understand the range of clinical, medicines-related and public health activities offered by pharmacy across sectors and the care pathway</p> <p>Builds multi-professional networks, across the interfaces of health and social care (e.g. through participating in communities of practice), promoting the exchange of knowledge, skills and resources to improve working relations and patient care</p> <p>Appropriately refers people and colleagues to pharmacy services and support / resources across all sectors of practice</p>
	3.5	<p>Is open to new approaches and ways of completing work tasks and appropriately challenges others to consider change to improve the quality of care; shares own innovative ideas to improve working practices, both internally and externally</p> <p>Uses evidence and knowledge to actively facilitate change that will improve services, and applies effective change management skills to contribute to implementing and evaluating changes</p> <p>Uses audit and quality improvement methodologies to improve working practices and reduce variation in care and service delivery</p> <p>Demonstrates initiative to develop alternative solutions to working practices and participates constructively in tests of change within organisation through collaborative working</p> <p>Shares work through local networks and the wider pharmacy / healthcare system to ensure innovation is shared and adopted</p>
	3.6	<p>Effectively identifies and raises concerns regarding patient safety; applies principles of risk management; seeks to improve</p> <p>Raises and escalates concerns, and is confident to constructively challenge others (including more senior healthcare professionals) where there is an issue with patient safety and/or quality of care</p> <p>Actively seeks to review processes, systems and practice to improve standards of patient safety, support safe prescribing, and minimise risk</p>

	<p>the quality and safe use of medicines routinely</p>	<p>Reports prescribing errors, near misses and critical incidents and uses tools such as significant event analysis, human factors and / or root cause analysis to investigate them; develops and implements strategies to avoid and reduce recurrence of medication errors, and monitors the impact of any changes on patient safety</p> <p>Undertakes self-audit related to professional and prescribing practices</p> <p>Supports consistent, constructive and fair evaluation of the actions of staff involved in patient safety incidents</p> <p>Uses mechanisms to reflect on and learn from service user feedback and complaints in order to improve patient care</p> <p>Proactively involved in patient safety activities e.g. responding to safety alerts, reporting adverse events (i.e. Yellow Card reporting)</p> <p>Implements national / global priorities or initiatives to improve safe and effective use of medicines e.g. reducing antimicrobial resistance</p> <p>Applies infection prevention, control measures and management measures in populations, environments and people</p> <p>Contributes* to audit and quality improvement (using quality improvement methodology) projects to improve the vulnerable and effective use of medicines * 'Contributes' involves more than collecting data. The individual is not required to take the lead but should contribute to various aspects including the design, data collection, analysis, implementing and evaluating changes, and sharing learning</p> <p>Recognises and takes responsibility for safeguarding children, young people and adults, using appropriate systems for identifying, raising concerns, obtaining advice and taking action</p>
<p>Demonstrates self-awareness, resilience and adaptability</p>	<p>3.7 Demonstrates self-awareness and emotional intelligence within the role, reflects on and understands the impact a</p>	<p>Identifies own feelings, cognitive biases, emotions and prejudices, and understands how these can affect their own behaviour and decision making, and can impact on working relationships and delivery of care</p> <p>Identifies own personality type and adapts communication / ways of working when interacting with people with different personality types and in different situations</p>

	<p>situation may have on one's own health and wellbeing</p>	<p>Anticipates and manages the factors in work, home and the wider environment that influence day to day performance and wellbeing (personal or of others), including ability to perform under pressure; takes actions to minimise the impact, along with awareness of sources of support; accesses support if own behaviours risk impacting on patient safety and delivery of care</p> <p>Recognises and articulates own values and principles, understanding how they may differ to those of other people and groups, ensuring equality, diversity and inclusion at all times</p> <p>Demonstrates empathy to manage interactions successfully</p> <p>Contributes to a workplace culture which values and supports the wellbeing of its staff; seeks support appropriately regarding health or emotional concerns that might impact personal professional practice</p>
	<p>3.8 Remains composed even in challenging or high-pressured situations; develops and draws upon support network in challenging situations</p>	<p>Acknowledges conditions of uncertainty or unpredictability; remains productive by actively adapting plans or developing systems and processes to support decision making in complex situations; responds in a logical and calm manner</p> <p>Employs strategies to manage conflict and differences of opinion</p> <p>Uses multidisciplinary peer network and experienced colleagues for support when dealing with challenging situations; reflects and learns from the experience</p>
	<p>3.9 Effectively, efficiently and safely manages multiple priorities; maintains accuracy when in a challenging situation; manages own time and workload calmly, demonstrating resilience</p>	<p>Manages a diverse workload effectively whilst maintaining quality and consideration for individuals receiving care; demonstrates awareness of other people's workload, within pharmacy and the multidisciplinary team; assists appropriately and within limits of current capabilities</p> <p>Achieves deadlines for day to day and longer term tasks through effective time management, hand-over, prioritisation and delegation skills; adapts approach in response to demand and capacity</p> <p>Uses personal strategies such as reflection, debriefing, handing over to another colleague, peer support, and asking for help, to deal with and recover from challenges and setbacks; maintains a positive outlook learning from success as well as setbacks</p>
	<p>3.10 Adapts and works effectively in different environments within pharmacy by applying previous learning to new settings</p>	<p>Responds flexibly to working in different environments and helps others to do so; develops a structured approach to understanding the environment, activities and resource available to inform working practices, collaboration and decision making</p> <p>Can change pace and direction of work to accommodate and deal with unforeseen events, in day to day practice and with longer term goals</p>

DOMAIN 4: EDUCATION

CAPABILITIES	OUTCOMES	DESCRIPTORS
Develops personally through proactively identifying learning opportunities and reflecting on feedback	4.1 Demonstrates a positive attitude to self-development throughout current and towards future career; proactively seeks learning experiences to support own practice, and has a desire and motivation to try new things	Proactively seeks and engages in learning and professional development opportunities within day to day practice and beyond, to keep abreast of evolving practice, emerging safety concerns related to prescribing, and advance their knowledge and skill set Actively participates in peer review and interprofessional learning activities Contributes to developing a culture of organisational learning to inspire future and existing staff; proactively responds to feedback to shape development activities
	4.2 Develops a personal development plan that reflects the breadth of ongoing professional development and includes potential innovations in medicine and practice development	Regularly reflects on performance to identify personal strengths, areas for development and potential barriers to achieving these Develops a personal development plan with specific objectives to address identified learning and development needs and maintain competency across all domains; specifically includes objectives to develop prescribing practice and maintain competence; evaluates success in achieving objectives and modifies accordingly Demonstrates how elements of personal development impact upon career planning, the needs of the organisation, and facilitate moving from being a competent to proficient pharmacist Keeps up to date with innovative healthcare technologies, medicines and practice development; recognises how they can augment clinical practice and improve patient outcomes
	4.3 Seeks feedback and support from colleagues and service users where appropriate; is receptive to information or advice given to them by others to make changes to own practice	Actively seeks and is open to receiving feedback, both positive and negative, from people, service users and colleagues Demonstrates change and improvement in practice as a result of reflecting on multi-source feedback and feedback from supervised learning events / other sources
Supports the education and development of colleagues	4.4 Acts as a positive role model and mentor within the pharmacy and multidisciplinary team, where appropriate	Acts as a positive role model and mentor, and supports less experienced colleagues and students to develop personal and professional values and behaviours through encouragement, motivation and support

		<p>Contributes to creating a diverse and inclusive workplace culture where everyone feels respected and valued</p> <p>Contributes to creating an environment that promotes good physical and mental health and provides pastoral support/signposting for people with mental health problems</p>
	<p>4.5 Effectively uses own expertise to provide the pharmacy and multidisciplinary team with education and training; supports and supervises less experienced members of the team</p>	<p>Actively seeks to share best practice, knowledge and skills with other members of the team, services users and people e.g. through educational sessions, informal discussion and feedback</p> <p>Plans and delivers educational activities for individuals and groups, from pharmacy, the wider multidisciplinary team, service users and individuals receiving care; develops training plans, relevant supporting material, uses teaching methods appropriate to the educational activity and considers the learners' needs</p> <p>Evaluates and reflects on the effectiveness of their educational activities; collates data and uses feedback to adapt approach when necessary</p> <p>Provides effective, timely and constructive feedback, informed by feedback models, to support the development of others</p> <p>Provides effective supervision for students and less experienced colleagues, identifying learning and development needs and raising concerns through appropriate channels when necessary</p>

DOMAIN 5: RESEARCH

CAPABILITIES	OUTCOMES	DESCRIPTORS
<p>Participates in research</p>	<p>5.1 Seeks to be involved in research activities; actively disseminates outcomes to appropriate audiences</p>	<p>Describes the differences between audit, service evaluation, quality improvement and research</p> <p>Critiques published literature and discusses with peers e.g. participation in journal clubs or peer review sessions</p> <p>Describes the core features of a research protocol and common research methodologies (including quantitative and qualitative) used in health services research and clinical research</p> <p>Applies the principles of good research practice when participating in research activities; understands the importance of ethical conduct, consent, confidentiality and governance arrangements to ensure research quality and safeguard the public</p> <p>Shares findings from a research project that has been undertaken locally/regionally/nationally and describes the implications on their practice / service provision to improve patient care</p>