

# APF Education, Training and Development Cluster

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## Background

All pharmacy professionals need to be able to demonstrate skills in the education, training and development of others. This is necessary to enable the workforce (and future workforce) to develop in the best ways possible, and improve the quality of services and outcomes for patients and service users. As pharmacists progress through their careers, it is inevitable that these skills will need to be developed further as more experienced roles will involve greater responsibility for supporting others. Advanced roles may involve responsibility for: the professional development of others, including role modelling and mentoring; assessing performance and learning needs of the workforce; planning and delivering effective learning experiences; and, designing strategic approaches for local workforce education and development in line with educational policies. This cluster covers the capabilities that pharmacists need in order to be effective in this element of their practice, the different stages reflect the skills required with progressive levels of responsibility and/or scope of influence while in advanced practice.

## Getting Started with the Education, Training and Development Cluster

- i. Read the APF Education, Training and Development cluster and familiarise yourself with the areas and competencies. Look at the 'evidence examples mapping tool' for ideas of examples of practice that may be relevant to your professional practice. Please feedback any examples you have that are not listed to us at the RPS.
- ii. Conduct a self-assessment exercise to see at which stage you feel you are currently practising. The 'evidence examples mapping tool' may help you to map your evidence against the appropriate Faculty stage for this process.

### Tips

- If you are reviewing the APF one section at a time it is useful to be familiar with the other clusters as many examples of practice will also cover different competencies across the framework; you may generate ideas for evidence for other clusters as you go along.
- You might not feel you have a major role in education, training or development if you do not have responsibility for the development of others or you are not in a position where the competencies are embedded into your job description or daily duties. However, remember that education, training and development starts with the self and extends to others as your career progresses. Also, many of the competencies at Advanced Stage I start with "knowing", understanding or participating in elements of education, training and development rather than leading on more strategic roles. Consider situations where you may have facilitated the development of others, including projects which may have involved aspects where you personally delivered education or training in order that the project was successfully delivered. Think about the principles of education, training and development outlined in the cluster and use them to plan your next involvement taking a more active or advanced role.
- Once you have identified some evidence you can add this to your APP on the RPS website.
- Discuss with others, e.g. your mentors and peer supporters how you can develop yourself to meet identified areas within the framework or find ways to fill gaps in your evidence for your portfolio.

### **Tip for Peer support**

Discussions with a colleague or group of colleagues can help share ideas and examples of how different areas can be approached within your field of practice. We know that this is a useful and supportive way to share development opportunities and solve problems.

## **Structure**

The cluster specifies the six individual competencies that are required to be effective in supporting the education, training and development of others.

Each competency is described at three stages of practice: Advanced Stage I, Advanced Stage II and Mastery.

**Advanced Stage I** - Either early stages of specialisation and advancement, or established in a role, performing well, advanced beyond foundation years.

**Advanced Stage II** – An expert in an area of practice, experienced. Routinely manages complex situations and a recognised leader locally regionally.

**Mastery** - Aligned to recognised leader in community or primary care; Consultant and corporate level practice in NHS; equivalent leads in academia; business/corporate leadership roles in industry; business or strategic leader in community. A nationally recognised leader in an area of expertise (often internationally), and have an extensive breadth of experience and expertise.

You may find you are currently at different stages within and between clusters.

The individual competencies for Education, Development and Training (cluster 5) are:

### **5.1 Role Model**

### **5.2 Mentorship**

### **5.3 Conducting Education & Training**

### **5.4 Continuing Professional Development**

### **5.5 Links Practice and Education**

### **5.6 Educational Policy**

Developmental descriptors in the framework explain what pharmacists are expected to be able to do at each stage, for each element of practice.

### **5.1 Role Model**

You can demonstrate that you understand the benefits of role modelling, and progressively develop effective role model behaviour. Initially people within your team or service may see you as a role model, but as you develop professionally the sphere in which you become a role model to others will expand. Ultimately your insight may enable you to develop effective role model behaviour in others.

The three stages are:

**Advanced Stage I** - Understands and demonstrates the characteristics of a role model to members in the team and/or service.

**Advanced Stage II** - Demonstrates the characteristics of an effective role model at a higher level.

**Mastery** - Is able to develop effective role model behaviour in others.

## **5.2 Mentorship**

You can demonstrate that you understand the benefits of mentorship and progressively develop effective mentorship skills. Initially you may seek a mentor, but as you develop professionally you will develop increasingly effective mentoring skills, mentoring others both within and outside your team or service.

The three stages are:

**Advanced Stage I** - Demonstrates understanding of the mentorship process.

**Advanced Stage II** - Demonstrates ability to effectively mentor others within the team and/or service.

**Mastery** - Demonstrates ability to effectively mentor outside the team and/or service.

## **5.3 Conducting Education & Training**

You can demonstrate that you effectively contribute to the education, training and assessment of others. Initially this may involve delivering teaching, training or assessment under supervision. As you develop professionally you will increasingly be able to assess the learning needs and performance of others, and plan effective learning experiences. You may ultimately be able to design and manage programmes of learning.

The three stages are:

**Advanced Stage I** - Demonstrates ability to conduct teaching and assessment effectively according to a learning plan with supervision from a more experienced colleague.

**Advanced Stage II** - Demonstrates ability to assess the performance and learning needs of others.

Demonstrates ability to plan a series of effective learning experiences for others.

**Mastery** - Demonstrates ability to design and manage a course of study, with appropriate use of teaching, assessment and study methods.

## **5.4 Professional Development**

You can demonstrate that you have an active role in professional development of yourself and others. You may ultimately contribute to the professional development strategy for the pharmacy.

The three stages are:

**Advanced Stage I** - Demonstrates self-development through continuous professional development activity.

**Advanced Stage II** - Facilitates the professional development of others.

**Mastery** - Shapes and contributes to the professional development strategy.

## **5.5 Links Practice and Education**

You can demonstrate that you use your expertise and experience as a pharmacy professional effectively in the education, training and development of others; and, equally that you apply the approaches and theories of education, training and development where appropriate in your workplace.

The three stages are:

**Advanced Stage I** - Participates in the delivery of formal education programmes<sup>1</sup>.

**Advanced Stage II** - Participates in education and training in an external environment.

**Mastery** - Shapes, contributes to, or is accountable for the creation or development of higher education qualification(s).

### 5.6 Educational Policy

You can demonstrate that you understand, interpret and apply educational policy to optimise local, and perhaps ultimately national, workforce education and development strategies.

The three stages are:

**Advanced Stage I** - Demonstrates an understanding of current educational policies relevant to working areas of practice.

**Advanced Stage I** - Demonstrates ability to interpret national policy in order to design strategic approaches for local workforce education and development.

**Mastery** - Shapes and contributes to national education and workforce planning and development policy.

## An Example of Applying the Education, Training and Development Cluster to an Example of Your Practice (using an example from community practice)

You volunteered to look after a vacation student in the pharmacy over the summer. You were given a pre-existing timetable, but amended it because the student expressed a particular interest in the role of pharmacists in public health roles in the community.

*[5.4 Professional Development]*

During the placement the student informed you that they had learned a lot of things they didn't know about the pharmacist's role in public health, and showed an interest in why you did particular things. You noticed that the student was not just interested in what you did for patients but also how you behaved, especially when handling difficult situations and multi tasking. You identified the need to ensure that you demonstrated a professional approach at all times, and endeavoured to do so. You identified that you may be viewed as a role model by the student and discussed this with a colleague at an LPF meeting who suggested you recommended some books about role models.

*[5.1 Role model]*

From your reading you understood that role modelling has a lot to do with setting an example, and demonstrating appropriate professional approaches for future pharmacists. Following this you also thought about mentoring because the student started to ask your advice regarding their future career. You then applied to become a mentor through the RPS mentor service as you felt you would benefit from this.

*[5.2 Mentoring]*

You also had the opportunity to teach the student about the management of heart failure and hypertension in your pharmacy with patients for whom you had given public health advice.

*[5.3 Conducting education & training]*

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<sup>1</sup> In this context formal education programmes are defined as an externally accredited/recognised course, units or modules of education.

This example may also provide evidence for other clusters of the APF, for example:

<b>EPP</b> - Expert skills and knowledge
<b>CWR</b> - Communication
<b>L</b> - Innovation; Motivational