

Education, Training and Development – Role Model

ROLE MODEL (5.1)	ADVANCED STAGE I	ADVANCED STAGE II	MASTERY
Developmental Descriptors	Understands and demonstrates the characteristics of a role model to members in the team and/or service	Demonstrates the characteristics of an effective role model at a higher level.	Is able to develop effective role model behaviour in others.
Suggested knowledge, skills, experience and behaviours	Role model to peers and junior staff, and new starters.	Role model to peers, pharmacy team and at a local level.	Recognised as a role model for peers, and/or team at a national/strategic/higher level.
	Provides informal development support for peers, junior staff, and new starters.	Provides formal development support to peers, junior staff, new starters and/or multidisciplinary team.	Provides formal support to peers, and/or teams at a national/strategic/higher level.
	Provides mentorship to peers, junior staff and new starters.	Provides mentorship to peers, pharmacy team and at a local level.	Recognised as a mentor for peers, and/or teams at a national/strategic/higher level.
	Links to Leadership curriculum.		

Education, Training and Development – Mentorship

MENTORSHIP (5.2)	ADVANCED STAGE I	ADVANCED STAGE II	MASTERY
Developmental Descriptors	Demonstrates understanding of the mentorship process.	Demonstrates ability to effectively mentor others within the team and/or service.	Demonstrates ability to effectively mentor outside the team and/or service.
Suggested knowledge, skills, experience and behaviours	Working knowledge of the principles and practice of mentorship.	Implements principles and practice of mentorship.	Develops principles and practice of mentorship at a higher level.
	Experience of informal mentoring of others.	Experience of formal mentoring of others.	Development of mentoring culture in team and/or at a higher level.
	Mentors individuals (e.g. peers and junior team).	Mentors teams (e.g. junior team and/or local team).	Recognised as mentor for wider teams, e.g. senior teams and/or at a higher level.
	Experience as in Role Model (5.1) competency.		

Education, Training and Development – Conducting Education and Training

CONDUCTING EDUCATION AND TRAINING (5.3)	ADVANCED STAGE I	ADVANCED STAGE II	MASTERY
Developmental Descriptors	Demonstrates ability to conduct teaching and assessment effectively according to a learning plan with supervision from a more experienced colleague.	Demonstrates ability to assess the performance and learning needs of others. Demonstrates ability to plan a series of effective learning experiences for others.	Demonstrates ability to design and manage a course of study, with appropriate use of teaching, assessment and study methods.
Suggested knowledge, skills, experience and behaviours	Working knowledge of teaching and learning models and methods.	Responsible for effective delivery of teaching and learning models and methods.	Recognised as lead for teaching and learning models and methods.
	Experience of delivery of informal/formal teaching or training programmes (e.g. pre-registration trainee, nurses/midwives, junior doctors, or allied healthcare professionals (HCPs)/healthcare scientists (HCS), patients, undergraduates, counter assistants).	Designs/updates, manages and is accountable for training within the team (e.g. pre-registration trainee or general level training, such as teaching senior multidisciplinary team, certificate, diploma, MSc courses and specialist group teaching; including UKCPA, UKRPG, UKMI, BOPA, NPPG, HIVPA, UKOPG and others).	Recognised as lead for teaching, learning and workforce development at a recognised higher level.
	Provides education and training (under supervision) in area of practice.	Leads and supervises education and training in area or practice.	Leads on design and delivery of teaching and training in area of practice and/or at a higher level.
	Develops skills to assess others.	Responsible for assessing others.	Leads on the assessment of others.

Education, Training and Development – Professional Development

PROFESSIONAL DEVELOPMENT (5.4)	ADVANCED STAGE I	ADVANCED STAGE II	MASTERY
Developmental Descriptors	Demonstrates self-development through continuous professional development activity.	Facilitates the professional development of others.	Shapes and contributes to the professional development strategy.
Suggested knowledge, skills, experience and behaviours	Provides informal support to others on continuous professional development.	Facilitates professional development of others/supports professional development of team.	Responsible/recognised for developing a culture of reflective practice to support professional development at a higher level.
	Working knowledge of local continuous professional development and/or education and training strategies.	Implements local professional development and/or education and training strategies.	Recognised as lead for review and development of local and external professional development and/or education and training strategies.
	See competencies - Role Model (5.1); Mentorship (5.2); Conducting Education and Training (5.3), and Research and Evaluation curriculum.		

Education, Training and Development – Links Practice and Education

LINKS PRACTICE AND EDUCATION (5.5)	ADVANCED STAGE I	ADVANCED STAGE II	MASTERY
Developmental Descriptors	Participates in the delivery of formal education programmes.	Participates in education and training in an external environment.	Shapes and contributes to or is accountable for the creation or development of higher education qualifications(s)
Suggested knowledge, skills, experience and behaviours	Involved in local delivery of formal education of others (e.g. MPharm and/or pre-registration trainees, postgraduate teaching (under supervision)).	Involved in MPharm and/or multi-professional education and training.	Identifies educational opportunities in response to team or organisational needs.
	Provides formal training (e.g. on the wards, through presentations or through demonstration and instruction) for others (e.g. undergraduate pharmacy students on placement, vacation pharmacy students or pre-registration trainees or postgraduates, peers (nurses, medics, healthcare professionals), counter assistants).	Implements and develops formal training.	Leads on the development of formal training at a higher national and/or strategic level.
	Role as educator as part of team (e.g. participates in Expert patient education programmes (or equivalent)).	Role as educator within organisation and/or externally. See Research and Evaluation competency - Research Evidence into Working Practice (6.5).	Contributes to development of higher education in area of practice and/or at a higher level.

Education, Training and Development – Educational Policy

EDUCATIONAL POLICY (5.6)	ADVANCED STAGE I	ADVANCED STAGE II	MASTERY
Developmental Descriptors	Demonstrates an understanding of current educational policies relevant to working areas of practice.	Demonstrates ability to interpret national policy in order to design strategic approaches for local workforce education planning and development.	Shapes and contributes to national education and workforce planning and development policy.
Suggested knowledge, skills, experience and behaviours	Working knowledge of local and national education, training and development (ET&D) strategies.	Delivers and contributes to development of ET&D strategies.	Recognised as lead for development of strategies to implement local and national ET&D policies according to local needs and services, working with multidisciplinary teams/multiagencies/other professions.
	Applies local and national ET&D policies.	Implements local and national ET&D policies.	Recognised as lead for development of educational policy at a higher level. Contributes to national consultations in ET&D relevant to area of practice or specialist area.
	Understands local ET&D policies	Understands local ET&D policies and application to local organisational needs and services.	Understands national ET&D policies and application to local and/or national organisational needs and services.
	Knowledge of the appraisal culture in relation to individuals' development.	Understanding and implementation of the appraisal culture at a local level, within the team and/or organisation.	Leads on appraisal culture at a higher level, working with multidisciplinary teams/multiagencies/other professions.
	See Management competency - Managing Performance (5.5).		