

| 1. Expert Professional Practice | | |
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| Competency | Advanced level | Mastery level |
| 1.1 Expert skills and knowledge | Applies expert knowledge and skills to manage the delivery of safe and effective pharmacy services within scope of practice | Applies expert knowledge and skills to develop, plan and implement safe, effective and high quality pharmacy services. |
| 1.2 Accountability | Demonstrates accountability for the quality of own professional practice and /or the professional practice of a team | Demonstrates professional accountability for service development and delivery which may include providing expertise and service delivery at a strategic or national level |
| 1.3 Professional autonomy <i>*Across boundaries can be interpreted as a multidisciplinary team, a strategic management team within same organisation, across organisations etc. The term is used within the RPS Advanced Pharmacy Framework</i> <i>**Referenced from the RPS Advanced Practice Framework</i> | Exercises professional autonomy when making decisions *across boundaries | **Interprets relevant policy and strategy in order to establish goals and standards for others, within scope of practice |
| 1.4 Professional judgement | Demonstrates effective use of professional judgement in complex scenarios and ability to view situations holistically | Demonstrates effective use of professional judgement in challenging or dynamic circumstances, where evidence is limited and/or conflicting |

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| 1.5 Evidence based decision making | Uses evidence to formulate opinions and justify ideas | Uses evidence to advance opinions by challenging own assumptions and beliefs |
| 1.6 Team work | Engages constructively with team members and promotes effective working relationships, to achieve organisational objectives | Leads and promotes effective working relationships across boundaries, to achieve strategic objectives |
| 1.7 Collaborative working | Works collaboratively with other health and social care professionals to deliver safe, effective and high quality pharmacy services | Works collaboratively across boundaries to build relationships and share best practice, to inform delivery of safe, effective and high quality services |
| 1.8 Inclusivity | Promotes an inclusive environment in relation to equality, diversity and inclusivity within scope of practice | Enables a culture where inclusivity, equality and diversity is embedded |
| 1.9 Communication | Demonstrates effective use of advanced communication skills such as influencing, negotiating and motivating in complex or sensitive situations Effectively communicates own professional opinion during discussions with service users, to inform an outcome | Demonstrates effective use of advanced communication skills in contentious or antagonistic circumstances Effectively articulates complex or controversial information to large groups and/or when working across boundaries |

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| <p>1.10 Consultation</p> <p><i>*For the purpose of this framework, the term 'consultation' is interpreted as "the act of exchanging information and opinions about something in order to reach a better understanding of it or make a decision, or a meeting for this purpose" and is not restricted to patient centred consultation</i></p> <p>https://dictionary.cambridge.org/dictionary/english/consultation</p> | <p>Applies effective *consultation skills, to deliver pharmacy services within own scope of practice</p> | <p>Adapts consultation skills when working across boundaries</p> |
| <p>1.11 Interpersonal skills</p> | <p>Demonstrates emotional intelligence, being able to understand own emotions and behaviours, and how this can impact on individuals or the wider team</p> | <p>Demonstrates emotional intelligence, being able to understand own and others' emotions and behaviours, and how this can impact on individuals or the wider team</p> |
| <p>1.12 External stakeholder engagement</p> | <p>Participates in consultations and contributes to stakeholder events relevant to scope of practice</p> | <p>Pro-actively seeks opportunities to consult at local, regional and national level on behalf of the organisation.</p> |

| 2. Management | | |
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| Competency | Advanced level | Mastery level |
| 2.1 Service delivery and management | <p>Monitors and manages the provision of pharmacy services to meet agreed standards and organisational / operational objectives</p> <p>Effectively manages conflict and service related complaints in line with organisational policies</p> | <p>Designs, implements and evaluates pharmacy service delivery in line with strategic objectives and ensure actions are addressed accordingly</p> <p>Sets goals and expectations for service delivery</p> |
| <p>2.2 Service development</p> <p><i>*technological advances is one example of a new process or practice, but this descriptor could apply to any new processes/practice</i></p> | <p>Manages the implementation of new processes and practices, e.g. *technological advances</p> | <p>Evaluates the need for service development or redesign based on a needs assessment</p> <p>Commissions and/or leads the implementation of new processes and practices</p> |
| 2.3 Governance | <p>Applies governance processes to practice and monitors, maintains and ensures adherence, escalating as appropriate</p> | <p>Ensures systems are in place to monitor and provide assurance to the organisation all governance related activities are conducted safely and effectively</p> |
| 2.4 Performance management | <p>Manages performance of individuals within the team and provides development opportunities</p> | <p>Creates a high performing culture, ensuring the application of a consistent approach to management practice</p> |
| 2.5 Change management | <p>Manages change effectively within area of practice</p> | <p>Evaluates the impact of change at a strategic level and adapts strategies accordingly</p> |

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| 2.6 Regulatory developments | <p>Appraises the impact of regulatory changes within own scope of practice</p> <p>Implements plans to address the impact of regulatory changes</p> | <p>Devises and manages plans to address the impact of regulatory changes</p> <p>Evaluates the impact of regulatory changes on pharmacy service provision</p> |
| 2.7 Resource management | <p>Manages the allocation of resources in accordance with recruitment and budget constraints</p> <p>Contributes to development of business cases to secure resources</p> | <p>Manages the budget and reconfigures use of resources and skill mix in line with organisational and strategic priorities</p> <p>Develops business cases to ensure sustainability of service delivery</p> |
| 2.8 Cross sector working | <p>Proactively seeks opportunities for cross sector partnership working, within own scope of practice</p> | <p>Creates and enables opportunities for cross sector partnership working to achieve strategic and organisational objectives</p> |
| 2.9 Project management | <p>Demonstrates ability to manage projects within defined timescales, using available resources</p> | <p>Lead and manages complex or lengthy projects, within defined parameters and budget constraints</p> |
| 2.10 Delegation | <p>Makes effective use of delegation and skill mix, to ensure that organisational objectives are met</p> | <p>Makes effective use of delegation and skill mix, to ensure that strategic objectives are met</p> |
| 2.11 Recruitment | <p>Effectively manages the recruitment process in line with organisational requirements</p> | <p>Demonstrates effective workforce planning to enable the safe and effective delivery of pharmacy services</p> |

| 3. Education, training and development | | |
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| Competency | Advanced level | Mastery level |
| 3.1 Role modelling | Utilises role modelling to communicate and embed professional behaviours, attitudes and values within the organisation | Creates a culture in which professional behaviours, attitudes and values are established and poor professional practice is challenged |
| 3.2 Supporting development of pharmacy colleagues <i>*Mentoring and coaching are professional development activities involving one professional helping another in a mutually enriching manner to foster learning and development based on an established relationship, premised on mutual trust, respect and openness</i> Ng (2012, p.25) | Implements appropriate development strategies, including *mentoring and coaching, to support colleagues, peers and learners to develop their professional practice Supports development of pre-registration, foundation and advanced level pharmacy professionals and pharmacy support staff | Shapes the development of appropriate strategies to support colleagues, peers and learners to develop their professional practice Supports development of advanced and mastery level pharmacy professionals and/or professionals outside the team or service |
| 3.3 Education | Develops and delivers training for peers, pharmacy professionals, multidisciplinary teams and/or patients. Uses a range of teaching methods appropriate to individual needs Manages the provision of education and training across an organisation in accordance with agreed standards | Has strategic oversight of the provision of education and training across an organisation Contributes to the development of educational policy at a strategic and/or national level |

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| <p>3.4 Assessment of competence</p> <p><i>*Assesses is defined as follows, 'to evaluate or estimate the nature, ability of quality of'. It is not restricted to assessment at Level 3</i></p> | <p>*Assesses evidence of competence at foundation and advanced level and provides constructive feedback</p> | <p>Assesses evidence of competence at advanced and mastery level and provides constructive feedback</p> |
| <p>3.5 Reflective practitioner</p> <p><i>*Reflexivity is defined as 'finding strategies to question our own attitudes, thought processes, values, assumptions, prejudices and habitual actions, to strive to understand our complex roles in relation to others'</i></p> <p>https://uk.sagepub.com/sites/default/files/upm-binaries/32441_01_Bolton_3e_Ch_01.pdf</p> | <p>Uses reflective practice models to analyse own practice and seeks feedback from others, to inform own learning and development needs</p> <p>Addresses development needs using appropriate activities and reflects on the impact</p> | <p>Demonstrates *reflexivity when evaluating own practice, to inform and prioritise professional development needs</p> <p>Addresses development needs using range of relevant strategies and evaluates the impact</p> |
| <p>3.6 Learning culture</p> | <p>Pro-actively identifies learning opportunities within the workplace and encourages learners, peers and colleagues to participate</p> | <p>Adopts and promotes a culture of learning and enquiry within the organisation and externally</p> |

| 4. Leadership | | |
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| Competency | Advanced level | Mastery level |
| 4.1 Professional leadership | Demonstrates professional leadership and actively promotes the pharmacy technician profession when working across boundaries | Demonstrates and promotes professional leadership at a local, regional and national level Raises the profile and influences understanding of the pharmacy technician profession |
| 4.2 Developments in professional practice | Shares examples of developmental or innovative practice within local and/or national networks | Contributes a conference poster, conference presentation, published article or published research to inform the development and understanding of pharmacy technician practice |
| 4.3 Excellence <i>*Excellence is defined as 'the quality of being outstanding or extremely good'</i> https://en.oxforddictionaries.com/definition/excellence | Demonstrates *excellence within scope of practice | Promotes a culture of excellence within the organisation and inspires others to demonstrate excellence |
| 4.4 Vision | Understands and contributes to the development of the organisations vision. Sets direction for the pharmacy team, within own scope of practice | Creates a vision of the future and translates this into clear directions for managers and staff. Influences others to share the vision |

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| 4.5 Innovation | Applies creative and innovative solutions to organisational issues | Empowers colleagues to trial innovative approaches to problem solving and developing services |
| 4.6 Motivation | <p>Demonstrates commitment to challenging self and accomplishing goals</p> <p>Implements motivational techniques to lead individuals and teams, including recognising and celebrating achievements</p> | Inspires, engages and motivates individuals and teams by developing a culture which values the contributions of the whole team and celebrates achievements |
| 4.7 Resilience | Uses strategies to enable self and team to build resilience and recover from challenges and set backs | Develops and leads a culture of support to promote staff safety, health and well-being |
| 4.8 Assertiveness | <p>Expresses opinions in a respectful, direct and honest manner, in challenging, emotive or contentious circumstances</p> <p>Empowers colleagues to express their opinions in a confident and constructive manner</p> | Demonstrates the competencies, skills and knowledge of an opinion leader |

| 5. Improving quality and safety | | |
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| Competency | Advanced level | Mastery level |
| 5.1 Audit | Undertakes audit of current practice and identifies and implements recommendations for improvement | A source of expertise in audit design and provision of advice in addressing identified deficiencies |
| 5.2 Improving quality and efficiency | Appraises service delivery and identifies opportunities to improve service user satisfaction Manages practice improvement projects using quality improvement methodology | Evaluates service delivery in line with organisational and/or strategic objectives Develops a culture of continuous improvement |
| 5.3 Standards of practice | Appraises individual and/or team practice against agreed standards and identifies areas for improvement Demonstrates ability to apply and monitor standards of practice at team level | Accountable for identifying, setting and monitoring best practice standards |
| 5.4 Evidence based practice | Leads the review and development of evidence based practice within scope of practice | Demonstrates authorship, or co-authorship of primary evidence and outcomes in peer reviewed media or conference presentation within scope of practice |

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| 5.5 Risk management | Accountable for identifying and managing risks and escalating areas of concern | Is accountable for the evaluation and management of organisational risk |
| 5.6 Data analysis | Demonstrates critical analysis of quantitative information and data | Demonstrates evaluation of quantitative information and data to formulate a conclusion |
| 5.7 Critical evaluation skills | Demonstrates ability to review and critically evaluate literature related to scope of practice | Demonstrates application of critical evaluation skills in the context of working practice Demonstrates ability to identify gaps in evidence base |
| 5.8 Research <i>*Applied research is defined as a 'type of research that is used to answer a specific question that has direct applications to the world. This is the type of research that solves a problem'. It differs from academic research</i> https://study.com/academy/lesson/basic-research-and-applied-research-definitions-and-differences.html | Demonstrates knowledge and application of applied research methods | Leads the development and application of applied research skills |
| 5.9 Research evidence in practice | Demonstrates ability to apply the research evidence base into working practice | Is able to use research evidence to shape policy and procedure at an organisational and/or national level |