
FACULTY OF
CANCER PHARMACY



FACULTY OF CANCER PHARMACY (FCP)

**Applying for Advanced Level
Membership
and Fellowship of FCP**

**– The Advanced and Consultant Level
Competency Framework**

July 2008

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1. Introduction: The purpose of the framework

This framework provides standards of practice that define the competencies required for advanced level membership and fellowship of the Faculty of Cancer Pharmacy (FCP). This document outlines the FCP Advanced Level and Fellowship Framework (ALFF) and is based on the Advanced and Consultant Level Competency Framework (ACLF), developed and validated by the Competency Development and Evaluation Group (CoDEG) and adopted by the Department of Health (DoH) "*Guidance for the Development of Consultant Pharmacists*" March 2005. The process for applying for Advanced Level membership and Fellowship of the FCP is also outlined in this document.

Use of the FCP Advanced Level and Fellowship Framework will:

Guide associate members through the process of applying for Advanced Level membership or Fellowship.

Provide a self-assessment tool to assess the appropriate level of membership.

Support associate members in preparing the portfolio of practice that is required for Advanced Membership of the Faculty (which automatically leads to the Advanced Award of the College) or Fellowship of the Faculty (subject to ratification by the Fellowship Committee).

Provide a robust approach to assessment of associate members of the Faculty that apply for Advanced Membership or Fellowship.

By choosing this booklet, you have decided that you are working at an advanced or specialist level and are suitable for either advanced membership of the Faculty or Fellowship of the Faculty. The framework for both is the same but the level at which you are working will be different for both. As a rule of thumb, Advanced Membership is likely to be appropriate for:

Pharmacists who demonstrate a commitment to oncology practice. Any pharmacist called an oncology pharmacist or equivalent should be at or aiming for this level of practice. Pharmacists practicing at this level will have an in depth knowledge of the treatment and support of patients with a wider range of cancers. This is the minimum desirable level for a pharmacist practicing in oncology without the lead of a more experienced pharmacist.

Similar criteria apply to Fellowship, with potential candidates likely to have 5 years plus experience of working at a specialist level, and working at a regional or national level. This describes the activity of a pharmacist acknowledged to be a specialist in oncology pharmacy practice. Pharmacists operating at this level will usually have a more strategic view of oncology pharmacy.

They will have considerable in depth knowledge across a wide range of conditions.

Whilst the above will provide some guidance as to the appropriate level of membership for you, it is only by completing the framework that you are likely to have a true indication of this.

For information on general level membership, please refer to the relevant booklet.

For further information on the Faculty and its competencies, please refer to the Faculty membership handbook.

2. Achieving Advanced Level membership or Fellowship of the FCP

Associates wishing to apply for Advanced Level membership or Fellowship of the FCP are required to:

Complete the Framework in a way that best matches **your** skills, experience, knowledge etc (see section 5 of the document).

Submit a portfolio that provides evidence of the information contained in the Framework.

The level of attainment expected is equivalent to that required by the NHS for Advanced and Consultant Level practice and has been validated accordingly.

Advanced Membership: Requires **5** competency clusters to be demonstrated at **Excellence** and **1** at **Foundation**.

Fellowship Award: Requires **3** competency clusters to be demonstrated at **Mastery** and **3** at **Excellence**.

The ACLF can be found in section 5 of this document along with an explanation of the structure and its potential uses.

After submitting your completed framework and portfolio, an interview will be used as further validation. After this, the assessors may decide that a different membership category is more appropriate for your level of experience.

3. Key facts about the framework

The framework was developed by the Competency Development and Evaluation Group (CoDEG) and has been adopted by the DoH as the framework for the development and approval of Consultant Pharmacist posts in the NHS and in both Primary and Secondary Care.

The College was involved in the DoH commissioned audit of the framework. Members completed the audit and provided the results that demonstrated the framework has broad applicability for specialist pharmacists delivering prescribing and medicines management services in primary care.

The framework was designed initially for NHS employed pharmacists but the structure and content has broad applicability and relevance to pharmacists employed in the private sector (e.g. community pharmacy, other pharmacy organisations).

The interpretation and use of the ACLF by Faculty members is in the advanced level of practice of cancer pharmacy as a specialty. The evidence contained in a member's portfolio should therefore relate to this area of their practice when submitting portfolios for full membership.

4. Competencies and their uses

A **competency framework** is a collection of competencies that are thought to be central to effective performance.

4.1 What can the framework be used for?

Recruitment and selection.

To provide a robust approach to performance review (including assessment or accreditation, e.g. FCP).

To help individual FCP members, with their managers, who are already working in cancer pharmacy to identify knowledge gaps and skills and to identify training and development needs.

In the first instance we hope the framework will be used in helping to identify the training and development needs of those pharmacists currently in post and those newly recruited into such posts. In the medium term it should assist in the selection process for pharmacists working in the specialist aspects of cancer pharmacy.

4.2 Using the framework as a continuing professional development tool

Think of the framework as a means of guiding your reflections on practice.

Use it in a variety of settings to suit your needs (alone, peer groups, clinical lead). Developing your CPD requirements takes time and effort – speak to people about it.

You can download a copy from the College of Pharmacy Practice's website to allow you to use the framework flexibly to fit with your own needs.

5. The Advanced and Consultant Level Framework

5.1 Structure of the framework

This framework is made up of the following components:

The main areas of competency (dimension or competency cluster), which are:

- Expert Professional Practice
- Building Working Relationships
- Leadership
- Management
- Education, Training & Development
- Research & Evaluation

Each of these clusters then contains closely related competencies.

Each of these competencies has:

An overarching statement, which gives an overall idea of what the competency is about.

A number of statements, known as descriptors, which define how that competency would be recognised at three levels ranging from foundation to mastery.

The basic structure for one competency within a dimension is illustrated below:

Competency Cluster or Dimension

Expert Professional Practice				
<i>Improving standards of pharmaceutical care for patients</i>				
No.	Competency	Competency Level Descriptors		
		Foundation	Excellence	Mastery
1	Expert Skills and Knowledge	Demonstrates general pharmaceutical knowledge in core areas Is able to plan, manage, monitor, advise and review general pharmaceutical care programmes for patients in core areas	Demonstrates specialist pharmaceutical knowledge in a defined area(s) Is able to plan, manage, monitor, advise and review specialist pharmaceutical care programmes for patients in defined area(s)	Advances the knowledge base in the defined area Advances specialist pharmaceutical care programmes for patients in the defined area(s)

Levels of Practice or Performance

5.2 How to complete the framework

The framework is divided into two sections:

(i) Section One

This asks you to provide information relating to your current post, place of work and career progression. This can be placed in the front of your portfolio thus relating the content to your current job.

(ii) Section Two

This asks you to rate your current level of practice using the ACLF. As mentioned in the previous section, this comprises six clusters, each one divided into individual competencies. (The framework is included in this booklet and is also available as a separate booklet for completion and return as part of the accreditation process).

You should first read through each competency area of the framework, printed on the “even” page numbers.

On the “odd” pages, you are asked to assess your current level of practice for each competency (mark ONE box only) and also to mark as many evidence boxes as are needed to support this assessment.

1. Expert Professional Practice
(See opposite page)

			EVIDENCE											
			Member of, or provide advice to, local or Trust group or committee	Member of, or provide advice to, a regional, national or international group or committee	Active teaching role	Educational development, design & provision	Active research participation (includes publications)	Research development & leadership (also includes publications)	Professional standing & peer status	Documented expert practice	Managing process & leadership (local level)	Managing process & leadership (national level)	Staff management	Any OTHER appropriate documentation
1. Expert Skills and Knowledge														
Foundation	<input type="checkbox"/> Excellence	<input type="checkbox"/> Mastery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Patient Care Responsibilities														
Foundation	<input type="checkbox"/> Excellence	<input checked="" type="checkbox"/> Mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mark your self-assessed level of practice (see "Competency Cluster" on above page)

What evidence do you have to support your assessment? (See attached examples for help)

5.3 How to complete your portfolio

A portfolio has been defined as "a structured collection comprising labelled evidence and critical reflection on that evidence". Essentially, it is a collection of evidence demonstrating your learning, development, achievements and experience and how you have put your learning into practice. It offers a structured approach to analysing and recording your professional development, and provides a record and evidence of professional activities and training undertaken.

Completion of the framework and summary should be based on your overall skill base and competence, and reflect both current and past experience.

It is important to realise that everyone's portfolio is individual and there is no 'right' or 'wrong' information to include in it. However, it is important that the layout of your portfolio mirrors the competencies of the framework. This is for two reasons:

To facilitate your own working and allow you to ensure that you have included evidence for each competency. It will also be helpful during the interview process.

To allow the assessors to ensure that you are accredited with the correct level of membership.

An electronic version of the ACLF portfolio is available from the College. While some people may find a portfolio template helpful, others may prefer to develop and use their own format.

When you start to complete your portfolio, you may find it helpful to consider the following areas to provide you with good examples.

Your job description / personnel specification

This will give you an overview of the job you do and the skills necessary to do it.

Your day-to-day work

During normal progression in any job, you develop new knowledge and skills without, necessarily, a corresponding change in job description. It is advisable to look at the activities you presently undertake and the abilities you need to perform them.

Training and education

You may already have a record of courses or conferences you have attended. Organisations like BOPA, the College, the Faculty, Centres of Postgraduate Pharmaceutical Education (CPPE), National Prescribing Centre etc may be able to provide you with more information. Attendance at courses will become more valuable and effective if you make a note of the main learning points of the session and how they might be used in practice. In some cases they will not be of everyday use, but they will enhance your knowledge of the setting in which professional services are provided and they will help you to identify how attendance may have improved your competencies.

CVs and job application forms

These can be helpful places to identify skills you have developed and initiatives you have been involved in.

Annual reviews, appraisals, action plans, and personal development plans

Membership of groups and organisations

Portfolios completed for RPSGB, CPPE etc

Your portfolio should contain documented evidence such as certificated continuing education, examinations, published papers, prepared guidance notes or protocols, etc. You may not have detailed records about every activity you have undertaken but you should try to include as much detail as you can. You may find it helpful to start to record more details about significant events that occur. This encourages a reflective approach to your practice so that you can analyse and evaluate your activities. When completing the portfolio, it is important to keep its ultimate purpose in mind: namely that the evidence contained within should demonstrate that competencies and criteria have been met.

Keep your evidence concise so that it is easy to read and understand. Keep your evidence structured e.g. keep details of all courses attended in one section. It may be helpful to include a contents page.

It is advisable to complete the portfolio over a period of time and to undertake small pieces of work at a time. Essentially, it is not the number of examples that is important but the 'depth' of them, what has been learned from the examples and how this has been incorporated into practice. Learning needs can also be included.

Do not use clear plastic presentation wallets in your portfolio; these can make it difficult for the assessors to examine the evidence you are supplying.

Hints and tips for preparing a portfolio:

Gather all your information together first – this may take some time depending on your starting point

Once gathered, it should only take a couple of weeks to write it all up

Work in 'bite' size pieces – it may be easier to start with recent events and work backwards rather than starting at the beginning of your career, where you might not remember much detail!

Record significant events in a diary

Keep programmes and attendance certificates from events/workshops

Compile a list of things you could write about, and then see how you can fit them into the categories

Start with straightforward things, then those you want to include/are proud of

It's up to you what you include

DO not use plastic wallets in your portfolio

Be concise – someone has to read it!

Ensure your portfolio is well-structured

Section 1 – Information about Your Professional Practice

Briefly describe your current role and how this relates to Cancer Pharmacy

The best description of my current level of practice in this area is (please select one description):

“Specialist in Training” (i.e. I have been working in this area for between 1 and 2 years)

“Experienced Practitioner” (i.e. I have been working in this area for more than 3 years)

“Leading-Edge Practitioner” (i.e. I have been working in this area for more than 5 years and am recognised outside my organisation for the contribution I make)

My career progression (please complete the following details):

Job Title:

Grade/Band:

Length of time employed in current post:

Type of Employing Organisation:

Length of time employed by this organisation (years):

Number of years since qualifying as a pharmacist:

Professional Qualifications (including post-graduate qualifications):

To which Professional Organisations you are a member/fellow/affiliated:

1. Expert Professional Practice				
<i>Improving standards of pharmaceutical care for patients.</i>				
No.	Competency	Competency Level Descriptors		
		Foundation	Excellence	Mastery
1	Expert Skills and Knowledge	<p>Demonstrates general pharmaceutical knowledge in core areas.</p> <p>Is able to plan, manage, monitor, advise and review general pharmaceutical care programmes for patients in core areas.</p>	<p>Demonstrates specialist pharmaceutical knowledge in a defined area(s).</p> <p>Is able to plan, manage, monitor, advise and review specialist pharmaceutical care programmes for patients in defined area(s).</p>	<p>Advances the knowledge base in the defined area.</p> <p>Advances specialist pharmaceutical care programmes for patients in the defined area(s).</p>
2	Patient Care Responsibilities	<p>Is accountable for the delivery of a pharmacy service to patients to whom they themselves directly provide pharmaceutical care.</p>	<p>Is accountable for the delivery of a pharmacy service to a defined group of patient.</p>	<p>Is accountable for the direct delivery of the pharmacy service for the defined area(s).</p>
3	<p>Reasoning and Judgement</p> <p>Including:</p> <ul style="list-style-type: none"> • Analytical skills • Judgemental skills • Interpretational skills • Option appraisal 	<p>Demonstrates ability to use skills in a range of routine situations requiring analysis or comparison of a range of options.</p> <p>Recognise priorities when problem-solving and identifies deviations from the normal pattern.</p>	<p>Demonstrates ability to use skills to make decisions in complex situations where there are several factors that require analysis, interpretation and comparison.</p> <p>Demonstrates an ability to see situations holistically.</p>	<p>Demonstrates ability to use skills to manage difficult and dynamic situations.</p> <p>Demonstrates ability to make decisions in the absence of evidence or data or when there is conflicting evidence or data.</p>
4	Professional Autonomy	<p>Is able to follow legal, ethical, professional and organisational policies/procedures and codes of conduct.</p>	<p>Is able to take action based on own interpretation of broad professional policies/procedures where necessary.</p>	<p>Is able to interpret overall health service policy and strategy, in order to establish goals and standards for others within the defined area(s).</p>

2. Building Working Relationships

Is able to communicate, establish and maintain working relationships and gain the co-operation of others

No.	Competency	Competency Level Descriptors		
		Foundation	Excellence	Mastery
1	Communication Including ability to: <ul style="list-style-type: none"> • Persuade • Motivate • Negotiate • Empathise • Provide Reassurance • Listen • Influence And <ul style="list-style-type: none"> • Networking Skills • Presentation Skills 	Demonstrates use of appropriate communication to gain the co-operation of individual patients, colleagues and clinicians Demonstrates ability to communicate where the content of the discussion is explicitly defined	Demonstrates use of appropriately selected communication skills to gain co-operation of small groups of patients, colleagues, senior clinicians and managers within the organisation Demonstrates ability to communicate where the content of the discussion is based on opinion	Demonstrates ability to present complex, sensitive or contentious information to large groups of patients, clinicians and senior managers Demonstrates ability to communicate in a hostile, antagonistic or highly emotive atmosphere
2	Teamwork and Consultation	Demonstrates ability to work as a member of the pharmacy team Recognises personal limitations and is able to refer to more appropriate colleague	Demonstrates ability to work as an acknowledged member of a multidisciplinary team Accepts consultation for specialist advice from within the organisation	Works across boundaries to build relationships and share information, plans and resources Sought as an opinion leader both within the organisation and in the external environment

No	3. Leadership <i>Inspires individuals and teams to achieve high standards of performance and personal development</i>			
	Competency	Competency Level Descriptors		
		Foundation	Excellence	Mastery
1	Strategic Context	Demonstrates understanding of the needs of stakeholders and practice reflects both local and national health care policy.	Demonstrates ability to incorporate national healthcare policy to influence local strategy.	Demonstrates active participation in creating national health care policies.
2	Clinical Governance	Demonstrates understanding of the pharmacy role in clinical governance. Implements this appropriately within the organisation	Influences the clinical governance agenda for the team.	Shapes and contributes to the clinical governance agenda at a higher level.
3	Vision	Demonstrates understanding of, and contributes to, the department and corporate vision.	Creates vision of future and translates this into clear directions for staff and supervisors.	Convinces others to share the vision at a higher level.
4	Innovation	Demonstrates ability to improve quality within limitations of service. Requires limited supervision.	Recognises and implements innovation from the external environment. Does not require supervision.	Takes the lead to ensure innovation produces demonstrable improvement in service delivery.
5	Service Development	Reviews last year's progress and develops clear plans to achieve results within priorities set by others.	Develops clear understanding of priorities and formulates practical short-term plans in line with department strategy.	Relates goals and actions to strategic aims of organisation and profession.
6	Motivational	Demonstrates ability to motivate self to achieve goals.	Demonstrates ability to motivate individuals in the team.	Demonstrates ability to motivate individuals at a higher level.

4. Management				
<i>Organises and delivers service objectives in a timely fashion</i>				
No.	Competency	Competency Level Descriptors		
		Foundation	Excellence	Mastery
1	Implementing National Priorities	Demonstrates understanding of the implications of national priorities for the team	Shapes the response of the team to national priorities.	Accountable for the direct delivery of national priorities at a higher level.
2	Resource Utilisation	Demonstrates understanding of the process for effective resource utilisation	Demonstrates ability to effectively manage resources.	Demonstrates ability to reconfigure the use of available resources.
3	Standards of practice	Demonstrates understanding of, and conforms to, relevant standards of practice	Accountable for the setting and monitoring of standards of practice at team level	Accountable for the setting and monitoring of standards at a higher level
4	Managing Risk	Demonstrates ability to identify and resolve risk management issues according to policy/protocol	Is accountable for developing risk management policies/protocols for the team, including identifying and resolving new risk management issues	Is accountable for developing risk management policies/procedures at a higher level, including identifying and resolving new risk management issues
5	Managing Performance	Follows professional and organisational policies/procedures relating to performance management. Refers appropriately to colleagues for guidance.	Is accountable for performance management for the team	Is accountable for performance management at a higher level.
6	Project Management	Demonstrates understanding of the principles of project management.	Demonstrates ability to successfully manage a project at team level.	Demonstrates ability to successfully manage a project at a higher level

4. Management Continued				
<i>Organises and delivers service objectives in a timely fashion</i>				
No.	Competency	Competency Level Descriptors		
		Foundation	Excellence	Mastery
7	Managing Change	Demonstrates understanding of the principles of change management	Demonstrates ability to manage a process of change for the team	Demonstrates ability to manage a process of change at a higher level.
8	Strategic Planning	Demonstrates ability to think 4-12 months ahead within a defined area. Plans the work programme to align with strategy. Demonstrates understanding of formal structures	Demonstrates ability to think over a year ahead within a defined area. Demonstrates understanding of culture and climate and ability to plan with the whole of the organisation in mind	Thinks long term and sector wide. Takes the long-term perspective. Demonstrates understanding of organisational politics changes in the external environment.
9	Working Across Boundaries	Demonstrates ability to extend boundaries of service delivery within the team	Demonstrates ability to extend the boundaries of the service across more than one team	Demonstrates the value of extending boundaries across professions/in the external environment.

5. Education, Training & Development				
<i>Supports the education, training & development of others. Promotes a learning culture within the organisation.</i>				
No.	Competency	Competency Level Descriptors		
		Foundation	Excellence	Mastery
1	Role Model	Understands and demonstrates the characteristics of a role model to members of the team	Demonstrates the characteristics of an effective role model at a higher level	Is able to develop effective role model behaviour in others
2	Mentorship	Demonstrates understanding of the mentorship process	Demonstrates ability to effectively mentor others within the team	Demonstrates ability to effectively mentor outside the team.
3	Conducting Education & Training	Demonstrates ability to conduct teaching efficiently according to a lesson plan with supervision from a more experienced colleague	Is able 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
4	Continuing Professional Development	Demonstrates self-development through routine Continuing Professional Development activity with facilitation	Acts as a Continuing Professional Development facilitator	Shapes and contributes to the Continuing Professional Development strategy at a local (outside of discipline) or external (within discipline) levels.
5	Links Practice and Education	Participates in the formal education of undergraduate and postgraduate students	Participates in the education and training of formal specialist interest groups in the external environment	Shapes, contributes to or is accountable for the creation or development of higher education qualification(s)
6	Educational Policy	Demonstrates an understanding of current educational policies in health services	Demonstrates ability to interpret national policy in order to design strategic approaches for local workforce education	Shapes and contributes to national educational policy.

6. Research & Evaluation				
<i>Uses research to deliver effective practice. Identifies and undertakes research to inform practice.</i>				
No.	Competency	Competency Level Descriptors		
		Foundation	Excellence	Mastery
1	Critical Evaluation	Demonstrates ability to critically evaluate medical and review pharmacotherapeutic literature	Demonstrates application of critical evaluation skills in the context of specialist practice	Is recognised as undertaking peer review activities within the speciality.
2	Identifies Gaps in The Evidence Base	Demonstrates ability to identify instances where there is a gap in the evidence base to support practice	Demonstrates ability to formulate appropriate and rigorous research questions within the speciality	Demonstrates ability to design a successful strategy to address research questions within the speciality.
3	Develops and Evaluates Research Protocols	Demonstrates ability to describe the core features of research protocols	Demonstrates ability to design a rigorous protocol to address previously formulated research questions	Demonstrates active involvement in the critical review of research protocols.
4	Creates Evidence	Demonstrates ability to generate evidence suitable for presentation at local level	Demonstrates ability to generate new evidence suitable for presentation at research symposium	Demonstrates authorship of primary evidence and outcomes in peer reviewed media.
5	Research Evidence Into Practice	Demonstrates ability to apply research evidence into own practice	Demonstrates ability to apply evidence-based practice within the team	Is able to use research evidence to shape organisational policy/procedure.
6	Supervises Others Undertaking Research	Demonstrates understanding of the principles of research governance	Is able to contribute to research supervision in collaboration with research experts.	Is a research project supervisor for postgraduate students.
7	Establishes Research Partnerships	Demonstrates ability to work as a member of the research team	Demonstrates ability to establish new multidisciplinary links to conduct research projects	Demonstrates ability to show leadership within research teams concerning the conduct of specialist research.

EXAMPLE OF COMPLETED FRAMEWORK

NOTES

For convenience we have listed the same evidence boxes for every competency.

You **DO NOT** have to tick **ALL** the evidence boxes provided each time you make a judgement, but you may tick **AS MANY** as you consider appropriate (see example below)

This respondent does not think that these evidence categories support his/her assessment or that they do not apply to the competency in question

2. Building Working Relationships (See opposite page)				EVIDENCE													
				Member of, or provide advice to, a local or Trust group or committee	Member of, or provide advice to, a regional, national or international group or committee	Active teaching role	Educational development, design & provision	Active research participation (includes publications)	Research development & leadership (also includes publications)	Professional standing & peer status	Documented expert practice	Managing process & leadership (local level)	Managing process & leadership (national level)	Staff management	Any OTHER appropriate documentation		
1. Communication																	
Foundation	<input type="checkbox"/> Excellence	<input checked="" type="checkbox"/> Mastery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teamwork and Consultation																	
Foundation	<input type="checkbox"/> Excellence	<input type="checkbox"/> Mastery	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

This respondent does not think that these evidence categories support his/her assessment or that they do not apply to the competency in question

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Laura Obiols, Research Pharmacist, School of Pharmacy, University of London

Appendix 1: EXAMPLE of “EVIDENCE” CATEGORIES TAKEN FROM PRACTITIONERS

Category	Evidence examples
1. Member of, or provide advice to, a local or Trust group or committee	<p>Membership of trust committee e.g. Clinical Governance, Risk Management, Drugs and Therapeutics, Ethics, PEC, etc.</p> <p>Leader of the development and adoption of new policy or procedure at local level.</p> <p>Member of LPC</p> <p>Member of PCT/PCO committee</p> <p>Member of local RPSGB committee</p>
2. Member of, or provide advice to, a regional, national or international group or committee.	<p>Active member of specialist interest group</p> <p>RPSGB advisory panel member</p> <p>Member of a national strategic body</p> <p>Provide advice to professional/ strategy bodies at regional level and above.</p> <p>Involvement in the development and adoption of new policy or procedure at national level</p> <p>Leader on NSF education and training workforce implications of medicines management</p> <p>Board or committee member of regional, national or international group</p>
3. Active teaching role	<p>Lesson plans or teaching records of workshops/lectures/tutorials given</p> <p>CPD facilitator for pharmacy team</p> <p>Tutor for diploma students</p> <p>Writes review articles of national publication</p> <p>Teaching experience at a national symposium</p> <p>Honorary academic Supervisor of medical and pharmacy student projects</p> <p>Supervisor of PhD/MSc students</p> <p>Pre-registration tutor</p> <p>Teaching for undergraduate/ postgraduate students</p> <p>Trainer/tutor for organisations such as NPC or CPPE</p>
4. Educational development design and provision	<p>Lead role in developing formal academic qualifications</p> <p>Leads education and training for UK specialist interest group</p> <p>Development of education and training programmes</p>
5. Active research participation (includes publications)	<p>Editor of reference book or chapters in specialist area</p> <p>Author of reference book or chapters</p> <p>Published research papers</p>

	<p>Undertakes research work, and can provide a record of the research/audit presentation (oral/poster)</p> <p>MSc or Doctorate research studies</p> <p>Supports and facilitates research work of others</p>
6. Research development & leadership (also includes publications)	<p>Co-ordinator of research project/ward-based project</p> <p>Leader of a research project that involves a multidisciplinary team at local or national level</p> <p>Peer reviewer for academic journal</p> <p>Reviews of research protocols at local or national level</p> <p>Supervisor of PhD/MSc students</p>
7. Professional standing & peer status	<p>Job description</p> <p>Invited to speak at National/international conferences</p> <p>Written reports prepared for directorate meeting and verbal presentation.</p> <p>Communications via various media</p> <p>Records of consultation requests from clinicians and pharmacists from across the UK, national regulatory/ advisory bodies, courts of law, NICE/ NSF authority</p> <p>Assesses practice of specialist pharmacists across UK</p> <p>Sits on national working parties and/or advisory bodies</p>
8. Documented expert practice	<p>Documented examples of management of medication problems in complex cases</p> <p>Communication/Defending of controversial information to multidisciplinary peers</p> <p>Records of consultation requests for specialist advice from the organisation</p> <p>Responsibility for approving new drugs usage</p> <p>Implementation of trial data into local practice procedures and policy</p> <p>Development of Trust treatment guidelines/protocols</p> <p>Written trust policies</p> <p>Provision of guidance on best practice</p> <p>Strategy and policy development</p>
9. Managing process & leadership (local level)	<p>Contribution to a local strategy for pharmaceutical care</p> <p>Development of business plan for service</p> <p>Introduction of new services or new ways of</p>

	<ul style="list-style-type: none"> working Introduction of systems to reduce medication risk Co-ordinator of development of protocols handbook/formulary/shared care protocols Project management
10. Managing process & leadership (national level)	<ul style="list-style-type: none"> Development of national drug therapy/adherence/risk management guidelines Contribution to a national strategy for pharmaceutical care Development of standards of practice at national level Board or committee level membership of national professional bodies
11. Staff Management	<ul style="list-style-type: none"> Performance appraisal for staff Lead role in guiding the pharmacy team through service reconfiguration/staffing changes Feedback and notes from junior colleagues within the pharmacy team Feedback and notes from other professionals outside the pharmacy team Writing of job descriptions and person specifications Management of staff budget Line management of staff Identification of and procurement of additional staffing resources

N.B. This is not an exhaustive list of possible evidence but provides a guide of common examples.

Evidence provided in a portfolio should clearly state which competency or competencies it relates to.

Further guidance about portfolio submissions can be found in your Membership Handbook.

Acknowledgments:

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