

ACLF

Advanced to Consultant level Framework

**A developmental framework for pharmacists
progressing to advanced levels of practice**

ADVANCED AND CONSULTANT LEVEL COMPETENCY FRAMEWORK

HOW TO COMPLETE THE FRAMEWORK:

The document is divided into two sections.

The **first section** asks you to provide information relating to your current post, place of work and career progression.

The **second section** asks you to rate your current level of practice using the Advanced and Consultant Level Competency Framework. This comprises six clusters, each one divided into individual competencies. (The framework is printed as a booklet in landscape format).

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

On the “even” 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 needed to support this assessment.

Each evidence category provided represents a group of situations. To help you, a separate form is provided. In this form you will find several examples that describe the evidence categories. You will also find a worked example and a glossary to help interpret the terminology used. Please read these before starting to complete the documentation.

Following a pilot study we recommend that the exercise be undertaken in 3 sessions of 20 minutes. In making your judgements, we ask that you consider your previous experience, as well as the demands of your current position.

An example of how this questionnaire is completed is show below.

Expert Professional Practice <i>Improving standards of pharmaceutical care for patients.</i>			
No.	Competency	Competency Level Descriptors	
		Foundation	Excellence
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)
2	Patient Care Responsibilities	Is accountable for the delivery of a pharmacy service to patients to whom they themselves directly provide pharmaceutical care	Is accountable for the delivery of a pharmacy service to a defined group of patient

Competency Clusters and definitions (“odd” pages)

1. Expert Professional Practice <i>(See opposite page)</i>	EVIDENCE											
	Member of or provide advice to a local / 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 publication work)	Research Development and Innovation (includes publication work)	Professional Standing & Peer Status	Documented Expert Practice	Process Management & Leadership (local level)	Process Management & Leadership (national level)	Staff Management	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 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 type="checkbox"/>	<input checked="" 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 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 to help)

1. Expert Professional Practice				
Improving standards of pharmaceutical care for patients.				
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	Is accountable for the delivery of a pharmacy service to patients to whom they themselves directly provide pharmaceutical care	Is accountable for the delivery of a pharmacy service to a defined group of patient	Is accountable for the direct delivery of the pharmacy service for the defined area(s)
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>Recognises 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	Is able to follow legal, ethical, professional and organisational policies/procedures and codes of conduct	Is able to take action based on own interpretation of broad professional policies/procedures where necessary	Is able to interpret overall health service policy and strategy, in order to establish goals and standards for others within the defined area(s).

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

No	3. Leadership			
	Inspires individuals and teams to achieve high standards of performance and personal development			
	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.

No.	4. Management			
	Organises and delivers service objectives in a timely fashion			
	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				
Organises and delivers service objectives in a timely fashion				
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				
Supports the education, training & development of others. Promotes a learning culture within the organisation.				
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.

No.	6. Research & Evaluation			
	<i>Uses research to deliver effective practice. Identifies and undertakes research to inform practice.</i>			
	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.

Overall comments

GLOSSARY OF TERMS USED IN THE DRAFT COMPETENCY FRAMEWORK

Term	Explanation
Clinical Governance	A framework through which NHS organisations are accountable for continuously improving the quality of their services and safeguarding high standards of care by creating an environment in which excellence in clinical care will flourish.
Continuing Professional Development (CPD)	A systematic, ongoing, cyclical process of self-directed learning
Core Areas	To be defined by specialist interest groups Demonstrates a level of proficiency in the core areas of pharmacy practice
Defined Area	The pharmacist's area of specialist responsibility
Dynamic Situations	Where the context of the problem is changing and requires regular evaluation
Evidence-Based Practice	Using good quality evidence to make sound clinical decisions
External Environment	Outside of the pharmacist's employing organisation
Facilitator	One who encourages self-directed learning
Higher Level	A greater level of organisational complexity than that of the pharmacist's team (as defined above).
Local Environment	Within the pharmacist's employing organisation
Mentor	One who advises on how skills should be performed in the workplace
National Priorities	Health care priorities identified in the Department of Health's Public Service Agreement
Peer Review Activities	Expert opinion is sought to undertake a review of published work(s) in the pharmacist's area of practice.
Pharmaceutical Care	The responsible provision of drug therapy for the purpose of achieving definite outcomes that improve a patient's quality of life.
Role Model	One whose behaviour is copied by a learner
Specialist Pharmaceutical Knowledge	To be defined by specialist interest groups
Team	The staff (pharmacy or multidisciplinary) or care group with which the pharmacist works most closely

EXAMPLE “EVIDENCE” CATEGORIES TAKEN FROM PRACTITIONERS

CATEGORY	EVIDENCE EXAMPLES
1. Member of, or provide advice to, a local or Trust group or committee	Member of the clinical governance committee Leader of the development and adoption of new policy or procedure at local level Member of directorate/ ethics committee Member of the trust CPD committee Member of multidisciplinary protocol review panels
2. Member of, or provide advice to, a regional, national or international group or committee.	Chair of national specialist interest group RPSGB advisory panel member Member of a national strategic body Provide advice to professional/ strategy bodies Leader of the development and adoption of new policy or procedure at national level Member of the peer assessment team for implementation of national guidance Member of a team that works with specialists from other hospital/organisations Leader on NSF education and training workforce implications of medicines management
3. Active Teaching role	Lesson plans or teaching records of workshops/lectures/tutorials CPD facilitator for pharmacy team Tutor for diploma students Examiner for MSc students Teaching at a national symposium Honorary academic Supervisor of medical and pharmacy student projects Supervisor of PhD/MSc students
4. Educational development, design & provision	Lead role in developing formal academic qualifications Leads education and training for UK specialist interest group Development of education and training programmes
5. Active research participation (includes publications)	Editor of reference book or chapters in specialist area Published research papers Undertakes research work Record of the research/audit presentation (oral/poster)
6. Research development & leadership (also includes publications)	Coordinator of research project/ward-based project Leader of a project that involves a multidisciplinary team at local or national level Peer reviewer for academic journal Reviews of research protocols at local or national level
7. Professional standing & peer status	Job description Invited to speak at National/international conferences Written reports prepared for directorate meeting and verbal presentation. Communications via various media Records of consultation requests from clinicians and pharmacists from across the UK, national regulatory/ advisory bodies, courts of law, NICE/ NSF authority Assesses practice of specialist pharmacists across UK
8. Documented expert practice	Documented examples of management of medication problems in complex cases Communication/Defending of controversial information to multidisciplinary peers Records of consultation requests for specialist advice from the organisation Apply ideas from the literature to patients in the specialist area Responsibility for approving new drugs usage Documented examples from ward round discussions Implementation of trial data into local practice procedures and policy
9. Managing process & leadership (local level)	Development of Trust treatment guidelines/protocols Contribution to a local strategy for pharmaceutical care Development of business plan for service Introduction of new services or new ways of working Introduction of systems to reduce medication risk Coordinator of development of protocols handbook/formulary/shared care protocols Documented audits of prescribing quality
10. Managing process & leadership (national level)	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
11. Staff Management	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 professional outside the pharmacy team

Appendix 4: How to complete the Questionnaire

AN AUDIT OF LEVELS OF PRACTICE IN DIFFERENT PHARMACY SPECIALITIES
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HOW TO COMPLETE THE AUDIT:

The document is divided into two sections.

The **first section** asks you to provide information relating to your current post, place of work and career progression.

The **second section** asks you to rate your current level of practice using the Advanced Level Competency Framework. This comprises six clusters, each one divided into individual competencies. (The questionnaire is printed as a booklet in landscape format).

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

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Competency Clusters and definitions ("odd" pages)

1. Expert Professional Practice <i>(See opposite page)</i>	EVIDENCE											
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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 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 type="checkbox"/>	<input checked="" 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 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 to help)

