

Using the Competency Framework to support Continuing Professional Development

You can use the General Level Framework (GLF) to support your CPD (including linking the use of the GLF with RPSGB Plan and Record). It is recommended that you organise a portfolio of evidence to demonstrate competence against the behaviours in the framework that are relevant to your role. The section before each cluster in the handbook describes the interpretation of the competency and related behavioural statements. You should find these useful in completing the steps below.

STEP 1 ***Set the Scene***

- Familiarise yourself with the relevant competencies and behavioural statements (including their general interpretation) in the GLF
- Review the recording of CPD using the RPSGB Plan and Record Process

STEP 2 ***Determine the a)desired and b)current level of performance***

For **each of the behavioural statements** in Step 1 consider the following questions:

- a
 - What do I understand by this behavioural statement?
 - How does this behaviour relate to my job?
 - What is the desired performance level reasonable for my area of practice?
For some behaviours this may be defined by Regulatory, Professional or Organisational standards.
(If you are not sure about this for specific behaviours, you may wish to discuss this with colleagues, mentors or your manager as appropriate).
- b
 - What method(s) might I use to determine where my current performance lies?
 - Who might I involve in this process?
 - What evidence can I collect and document to support my current performance?
 - Am I achieving the desired performance level?

Be specific and think through these questions for each of the behavioural statements. Don't worry if you don't complete all the behavioural statements at once. It is far better to think through a few behaviours through in detail than glossing over many.

STEP 3 ***Identify your learning and development needs:***

1. Consider the **behavioural statements** where your current performance is **to the right of** (therefore below) the desired performance level.
2. These determine your learning and development needs for these competency areas.
3. To start with, choose a behaviour that
 - You would be most comfortable with
 - will be straightforward to determine your learning and development need within your working environment
 - Each behaviour could result in a **separate entry** for your CPD or alternatively you may find that one learning objective covers more than one behaviour/competency.
 - You can add competencies to the RPSGB list if necessary

Record each learning need in the Reflection section of Plan and Record.

STEP 4 *Planning and action: Filling the Gap*

1. Once you have determined the learning and development need **plan how you might meet that need**. This forms your **action plan**.
 - Write SMART objectives: Specific, Measurable, Achievable, Realistic, Timely
 - Determine an appropriate learning method that is realistic within the likely resource constraints in your workplace and your preferred learning style
 - You may find it easier to split them into short (1-4 months), medium (4-8 months) or long term entries (8-12 months). This will help you build your CPD record over a year (or time period that suits your CPD) and allow entries to coincide with planned events such as formal appraisals or CPD submission deadlines.
2. Complete the action you have decided on for each learning need.

Complete the Planning and Action sections of Plan and Record for each learning need.

STEP 5 *Evaluate and Demonstrate*

1. Complete the Evaluation section of Plan and Record for each CPD entry.
2. You will need to provide written evidence to demonstrate your achievement of, or movement towards, the desired performance level for the relevant competency/behavioural statements in your CPD plan. Examples of evidence include:
 - Case studies (i.e. prescription interventions, advice to patients or other health professionals) that relate to specific competencies and behavioural statements. Use the record of evidence form to record these.
 - Protocols, procedures, and other examples of systems you have put in place as a result of a learning action.
 - Audits and surveys completed
 - Formal Postgraduate training assessments
 - Evidence required by commissioners or employers (e.g. evidence required by PCTs for delivering the Community Pharmacy Contract).
 - Certificates of attendance at training events can be included but are **insufficient** as evidence **alone** as they do not describe the application of the knowledge/skills gained

For each source of evidence, you will find it easier to state the competency and behavioural statements the example relates to. One source of evidence can cover more than one behaviour across more than one competency area. If this is the case you will need to be able to explain this to your facilitator.

There is no set style or length required for the evidence for your record. Simple summaries that provide a focus for further discussion with your facilitator are fine.

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