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Vision
This pathway will train GP clinical pharmacists to work in general practice who will:

- offer patient-facing and person-centred consultations
- work within a multidisciplinary general practice team, offering outcome-focused medication reviews for people with multimorbidities taking multiple medicines
- focus on high-priority, common and long-term conditions or a broad range of medical conditions dependent on local need
- improve access to primary care, which supports people to manage their own health, medicines and long-term conditions
- deliver medicines optimisation and offer high-quality, safe and cost-effective prescribing expertise
- deliver clinics via patient appointments or as drop-in services
- support enhanced liaison and closer working with local community pharmacy
- deliver NHS England priorities and plans for medicines optimisation, health and wellbeing.

Core principles
The core principles supporting this pathway will ensure that GP clinical pharmacists will:

- be trained in a supervised setting supported by education providers and supervisors
- be given protected learning time (up to 28 days over the 18 month pathway) including study days and self-study
- identify their learning needs in relation to the pathway themes and develop a personal development plan (PDP) to prioritise their learning throughout the 18 month pathway
- be supported via local personal support (ie, mentoring, shadowing, learning sets, peer support, etc)
- work towards an independent prescribing qualification, if not held
- build on existing models of pharmacist work in GP practice
- develop an advanced practice portfolio, linked to the RPS Faculty
- use established competency frameworks alongside this pathway, including:
  - NHS Healthcare Leadership Model (and associated RPS Leadership development framework 2015)
  - RPS Advanced pharmacy framework
  - Single competency framework for prescribers
  - Consultation skills for pharmacy practice: practice standards for England
  - any relevant clinical pharmacy specialist group framework.
Core themes
The core themes for the learning pathway are:
1. Fundamentals of general practice
2. Prescribing (A) person-centred, safe and quality prescribing and (B) formal accredited prescriber qualification (via higher education institutes (HEIs) and defined by the General Pharmaceutical Council (GPhC))
3. Clinical assessment, examination and monitoring
4. Consultation and communication skills
5. Long-term condition management
6. Common ailments management
7. Medicines optimisation, multimorbidity and polypharmacy
8. Evidence-based medicine and safety
9. Leadership and management

Note
This pathway will be underpinned by the Royal Pharmaceutical Society Advanced pharmacy framework.

CPPE expects successful completion of the pathway will allow GP clinical pharmacists to apply for RPS Faculty membership.

GP clinical pharmacists will need to demonstrate that they have developed knowledge, skills, experience and behaviours for the nine core GPPTP themes. Each pharmacist will have different knowledge, skills and experience on entering the pathway which will have an impact on their individual learning needs and their personal development plan (PDP). The pathway is designed to be used flexibly to take into account differences in prior experience and the different roles of clinical pharmacists and senior clinical pharmacists.
Theme 1 – Fundamentals of general practice

Knowledge, skills, experience and behaviours

NHS structure and general practice
- Demonstrates understanding of NHS structure and how general practice fits into this
- Demonstrates knowledge of the general practice contract framework and commissioning of general medical services
- Identifies how the *NHS outcomes framework* and care out of hospital is used to improve the quality of care in general practice
- Demonstrates knowledge of the role of regulators in general practice
- Demonstrates knowledge of quality drivers such as the *Five year forward view report*¹ and new models of care innovation

Introduction to local general practice
- Demonstrates understanding of roles and responsibilities for each member of the general practice team
- Demonstrates understanding of the services, clinics and specialties existing in a local general practice and the network of healthcare professionals and services in a locality
- Researches practice population demographics and disease prevalence
- Demonstrates ability to find out about the community pharmacy, social care, secondary and tertiary care providers in the locality

Prescribing and repeat prescribing
- Demonstrates knowledge of the roles and responsibilities of different types of prescribers including non-medical prescribers
- Demonstrates ability to identify the features of good-quality prescribing
- Understands the principles of safe and effective repeat prescribing systems
- Determines which patients and which medicines are suitable for repeat dispensing
- Demonstrates ability to describe the local repeat prescribing policy and process and identifies good-quality repeat prescribing processes

Prescribing data
- Demonstrates knowledge of how prescribing data is produced and the strengths and limitations of the data
- Accesses practice-specific prescribing data, interrogates the data accurately, and uses the data to identify priorities for improving prescribing and patient care

Clinical information systems
- Demonstrates ability to use the local clinical IT system to access patients’ clinical records
- Documents activities using read codes and free text
- Demonstrates ability to run searches to identify groups of patients with a medical condition or taking a specific medicine
- Uses information as directed by information governance policies and procedures

Audit
- Demonstrates understanding of the audit cycle and derives criteria and standards from good-quality guidelines
- Chooses appropriate audit topics based on national guidelines, high-risk, high-volume or local priorities
- Overcomes local barriers to change and supports service improvement

¹ *Five year forward view report*: A document published by the NHS in 2010 that sets out the vision for the future of healthcare in England.
Medicines optimisation
- Demonstrates understanding of the term medicines optimisation and how this can be used to improve patient outcomes relating to medicines
- Demonstrates knowledge of national drivers and policy underpinning medicines optimisation
- Accesses local information relating to formularies and medicines approved for use
- Promotes reduction in medicines waste
- Demonstrates knowledge of monitoring required for common and high-risk medicines
- Demonstrates understanding of disease state monitoring for long-term conditions
- Supports systems for monitoring medicines prescribed under shared care protocols
- Demonstrates knowledge of the role of community pharmacy in medicines optimisation

Evidence-based use of medicines
- Identifies trusted sources of evidence-based information
- Demonstrates ability to assess medicines-related questions and formulate an answer using effective communication
- Demonstrates understanding of the implications of the medicines licensing system and applies this to specials, liquids and medical devices

Medication review
- Demonstrates understanding of the principles of medication review and the evidence for medication review
- Identifies patients who may benefit from medication review
- Demonstrates ability to document medication review and appropriately refer
- Supports the multidisciplinary team to improve medication review
- Demonstrates a structured process for undertaking medication review
- Demonstrates ability to describe the principles of medicines reconciliation and to apply this to patients transferred across an interface, for example, discharged from hospital
- Demonstrates ability to reflect on patient-centred care and support patients to achieve better outcomes

Working with the multidisciplinary team
- Develops relationships with the wider multidisciplinary team and promotes networking opportunities
- Demonstrates effective working across the interface and with other care providers such as care homes
- Demonstrates effective team working and the promotion of skill mix

Patient-centred professionalism
- Demonstrates engagement in peer review
- Understands responsibilities with respect to confidentiality, equality and diversity, whistle-blowing and complaint-handling
- Demonstrates evidence for appropriate professional insurance and liability cover
- Demonstrates engagement with relevant pharmacy professional bodies

Public health
- Understands the important role that general practice plays in supporting and delivering the prevention and public health agenda
- Delivers public health interventions to support the health and wellbeing of patients and the public
- Supports and signposts to other local public health services via healthcare providers such as community pharmacy

Page 4
• Actively encourages and helps people to make healthier choices to achieve long-term behaviour change (using Making Every Contact Count approach)
Theme 2 – Prescribing: (A) person-centred, safe and quality prescribing (B) formal accredited qualification (via higher education institutes (HEIs) and defined by the General Pharmaceutical Council (GPhC))

Knowledge, skills, experience and behaviours (A)

Person-centred practice
- Adopts a person-centred approach, demonstrating key consultation skills and behaviours against the Consultation skills for pharmacy practice: practice standards for England and Medicines, Ethics and Practice (Section 2.1 MEP 38)
- Acts as a non-medical prescriber and prescribes within competency
- Demonstrates understanding of the regulations regarding prescribers and prescribing

Features of good-quality prescribing
- Influences good-quality prescribing and safe and effective repeat prescribing
- Demonstrates ability to apply the principles of evidence-based medicines and influences the multidisciplinary team to apply evidence-based medicine principles to prescribing
- Influences organisational change with respect to initiatives such as key therapeutic topics and supporting patient access to clinically appropriate medicines approved by the National Institute for Health and Care Excellence (NICE)
- Demonstrates ability to be involved in medication review including medicines optimisation, deprescribing and medicines reconciliation to improve patient outcomes
- Promotes cost-effective use of health resources and understands the pharmacoeconomics of medicines that underpins NICE recommendations
- Demonstrates ability to use appropriate sources to keep up to date and acts on safety alerts

Antimicrobial stewardship
- Promotes antimicrobial stewardship and engages the multidisciplinary team and patients in discussions about actions to support safe and effective use of antibiotics
- Takes action to reduce antimicrobial resistance, including promoting awareness of patients and professionals on how to use antibiotics in a responsible way
- Supports local implementation of the UK five year antimicrobial resistance strategy 2013-2018 including taking action to optimise prescribing practice and improve professional education and public engagement
- Demonstrates involvement in developing local antimicrobial prescribing guidance, promotes use of local guidance and peer support

Safe and effective repeat prescribing
- Evaluates and makes recommendations for improving local repeat prescribing and repeat dispensing based on good practice principles, aiming to promote adherence and patient-centred systems
- Promotes and facilitates the role of community pharmacy and supports referrals for services such as the new medicine service (NMS) and medicines use reviews (MURs)
- Promotes safe electronic prescribing
- Trains clinical and non-clinical staff in repeat prescribing management
- Demonstrates understanding of processes and regulations for controlled drugs prescriptions and influences processes for safe and legal controlled drugs storage
- Demonstrates application of tidy and safe patient record management and trains individuals and small groups in patient record management
Demonstrates active participation in development of standard operating procedures and/or guidelines

**Independent prescribing qualification (B)**

- Develops a systematic, evidence-based and reflective approach to prescribing practice
- Practices safely, appropriately and cost-effectively as an independent prescriber within competency
- Meets the professional standards set out by the GPhC to enable registration to practice as an independent prescriber
- Identifies own learning needs, develops as a critically reflective practitioner, advances own learning to sustain continuing professional development and works at the forefront of the profession
Theme 3 – Clinical assessment, examination and monitoring

Knowledge, skills, experience and behaviours

Pharmacist’s role
- Explores a wider range of medical scenarios which can involve the support, care and treatment by pharmacists integrated with the roles of other members of the multidisciplinary team
- Improves knowledge of the theory of the medical consultation in order to improve management of complex patients
- Regularly updates resuscitation skills and basic life support
- Applies safeguarding children and vulnerable adults principles
- Participates in peer review and offers supportive feedback to others
- Demonstrates practical application of knowledge of confidentiality, data protection, equality and diversity, whistle-blowing and complaint-handling

Clinical assessment
- Integrates the principles of anatomy and pathophysiology relevant to health problems presenting in a range of body systems
- Contributes to urgent care support by increased understanding of history-taking and clinical examination
- Recognises commonly presenting conditions, both acute and long-term conditions, in a range of body systems
- Demonstrates an ability to take a clinical history, including recognition of red flags and referral criteria
- Demonstrates ability to make a clinical assessment including in patient groups where communication may be especially challenging
- Decides immediate treatment options, including appropriate referral, for commonly presenting conditions (including acute and long-term conditions) within a range of body systems
- Documents history and clinical findings in an appropriate format
- Demonstrates ability to complete a mental health assessment

Physical examination
- Uses physical assessment techniques (inspection, palpation, percussion and auscultation) and applies these to clinical examination of a range of body systems. Interprets normal and abnormal findings on physical examination for a range of body systems
- Demonstrates an ability to perform an examination of body systems in order to manage a wider range of conditions
- Applies the principles of hygiene and infection control in the clinical setting

Patient monitoring
- Monitors medicines including identifying high-risk drugs and shared care monitoring
- Monitors medical conditions in line with current recommendations and local/national guidance
- Understands how to request and interpret pathology reports
- Understands how to request and interpret clinical biochemistry
- Demonstrates ability to use Docman, Pathlinks, templates and other practice IT systems
Theme 4 – Consultation and communication skills

Communicating and consulting with patients - Consultation skills for pharmacy practice: practice standards for England (see appendix 1)

The practice standards (appendix 1) define the knowledge, skills, behaviours and attitudes that pharmacy professionals should be able to demonstrate when communicating and consulting with patients. The standards’ areas of competence are:

- Management of patient-centred consultations
  - Organisational and management skills to ensure patient consultations are delivered efficiently and effectively
  - Key consultation skills and behaviours, including those relating to health coaching and taking a patient-centred approach
- Specific skills
  - These include clinical assessment, referral, using best available evidence, communicating risks and benefits and providing written and verbal information
- A comprehensive approach
  - This is how healthcare professionals manage multimorbidity, co-ordinate and address the care of acute illness, chronic illness, health promotion and disease prevention during a consultation
- Community orientation
  - Understanding health needs of the population and balancing the needs of the individual and the wider community
- You as a pharmacy professional
  - These competencies address the contextual features such as environment, working conditions, degree of autonomy and the nature of the role that may affect the quality of consultations with patients. They address attitudes, values, capabilities, feelings and ethics and how these impact on patient care as well as possession and application of up-to-date pharmacological and pharmaceutical knowledge

Knowledge, skills, experience and behaviours

Communicating with general practice
- Articulates the evidence base for decisions and negotiates treatment issues when the evidence base is lacking, conflicting or based on opinion
- Influences the general practice team with respect to organisational change, prescribing decisions and implementation of the seven principles of medicines optimisation
- Trains the general practice team to use medicines safely and effectively
- Considers different learning styles and uses appropriate techniques and technologies to address different learning styles
- Promotes the professional role of pharmacists in the wider healthcare environment

Communicating with pharmacy
- Demonstrates working across the interface to build relationships and share information plans and resources with other pharmacy professionals
- Creates effective communication channels with community pharmacy, including patient referral for NMS and implementation of MUR and NMS recommendations
- Demonstrates ability to negotiate issues or requests with hospital pharmacy teams
Written and verbal communication methods
- Communicates with a wide variety of professionals and patients using written and verbal communication
- Communicates using NHS.net, applying awareness of information governance
- Demonstrates ability to use electronic systems to generate letters to patients and effectively communicate medical and medicines information in a patient-centred manner
- Demonstrates ability to produce written business cases and actively participate in implementing change and service development

Difficult conversations
- Demonstrates ability to communicate in a conflict situation
- Demonstrates ability to negotiate requests from patients for medicines that are clinically unnecessary or not recommended for NHS prescribing
- Demonstrates ability to negotiate patient expectations and influence patients and colleagues with regard to appropriate use of antibiotics and promotion of self-care
- Demonstrates ability to successfully negotiate complex treatment issues with patients and the multidisciplinary team

Education
- Demonstrates ability to persuade or influence using academic detailing and social marketing
- Demonstrates ability to present to small and medium-sized groups of professionals using effective verbal and visual presentation skills
- Demonstrates ability to train individuals and small groups to improve systems and practice using effective teaching skills and inviting and acting on feedback
Theme 5 – Long-term condition management

Knowledge, skills, experience and behaviours – core to all long-term conditions

Person-centred care
- Supports enhancing the quality of life for people living with long-term conditions, implementing the House of Care framework\(^4\)
- Delivers personalised care which understands and supports the individual as an expert in their condition
- Participates in professional collaboration and long-term conditions improvement programme
- Demonstrates ability to identify the psychological aspects of long-term conditions and offer a holistic assessment
- Demonstrates ability to offer support and resources from charities and patient groups
- Demonstrates ability to disseminate good practice in shared decision-making with the multidisciplinary team

Long-term conditions
- Demonstrates ability to identify and manage long-term conditions for specific patients with multimorbidity
- Demonstrates ability to identify and manage long-term conditions in specific groups of patients, for example, older people, children or those with a mental health condition
- Demonstrates ability to document activity in the clinical system using read coding and available templates
- Demonstrates ability to advise on management and/or avoidance of drug interactions and adverse drug reactions in specific patients

Evidence-based treatment
- Applies advanced knowledge of evidence-based treatment to patient care
- Identifies and manages specific patients with long-term conditions
- Advises on the evidence-based treatment of long-term conditions
- Demonstrates active participation in multidisciplinary team meetings, discussing evidence-based treatments

Pathways of care
- Demonstrates ability to liaise with colleagues to improve local pathways of care and improve patient care and outcomes
- Demonstrates ability to involve patients in pathway design
- Demonstrates active participation in care-planning and co-ordination with the multidisciplinary team

Referral and interface
- Demonstrates ability to negotiate issues or requests between the GP surgery and hospital departments
- Demonstrates ability to recognise a situation outside competence and refers patients appropriately within the multidisciplinary team, in a timely manner and with appropriate safety-netting

Prescribing for people with learning disabilities and dementia or prescribing review for priority conditions
- Promotes medication review of psychotropic medication for people with learning disabilities\(^5\)

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- Demonstrates ability to liaise with the specialist psychiatrist and mental health pharmacy network regarding psychotropic prescribing for people with learning disabilities
- Promotes appropriate use of antipsychotics in dementia and reviews antipsychotic prescribing in partnership with the multidisciplinary team and social care
- Prioritises review of key medication issues arising from national or local policy or research
Theme 6 – Common ailments management

Knowledge, skills, experience and behaviours

- Demonstrates ability to assess effectiveness of consultation skills against the Consultation skills for pharmacy practice: practice standards for England
- Demonstrates relevant diagnostic skills (physical assessment techniques, questioning skills, interpretation of normal and abnormal findings, recognition of commonly presenting acute and long-term conditions)
- Demonstrates ability to decide immediate treatment options, including referral, and negotiate with the patient regarding treatment decisions
- Acts as an independent prescriber, prescribes within agreed local formularies and applies a personal formulary for minor ailment prescribing, agreed with the GP
- Identifies red flags and agrees referral pathways with GP
- Demonstrates ability to apply national and local guidelines to prescribing and recommendations for minor ailments
- Demonstrates ability to promote antimicrobial stewardship and negotiate patient expectations
- Demonstrates ability to actively work with local minor ailments services and signpost to other local health promotion/other relevant services, with appropriate safety-netting
Theme 7 – Medicines optimisation, multimorbidity and polypharmacy

Knowledge, skills, experience and behaviours

Patient-centred practice
- Adopts a person-centred approach, demonstrating key consultation skills and behaviours against the Consultation skills for pharmacy practice: practice standards for England and Medicines, Ethics and Practice (Section 2.1 MEP 38)

Medicines review and polypharmacy
- Demonstrates ability to take an accurate drug history, assess adherence, support self-care, discuss risks and benefits using decision aids as appropriate, negotiate treatment decisions and discuss prognosis
- Demonstrates ability to use practice systems to obtain information and document consultations
- Demonstrates ability to document activity relevant to the Quality and outcomes framework and accurately record information using read codes
- Agrees clinical and referral pathways with the GP
- Rationalises drug regimens in light of clinical indicators and reported symptoms and supports adherence
- Demonstrates ability to complete structured clinical medication review and train others to complete quality level 2 and level 3 medication reviews (at regular intervals, when a new long-term condition is diagnosed, following an adverse event, when moving between care settings, when a patient requests a review or when a patient discontinues medication)
- Demonstrates a multidisciplinary team approach to improving outcomes for people who take multiple medicines (polypharmacy) and have long-term conditions
- Refers patients to services and other practitioners as appropriate

Deprescribing
- Demonstrates ability to identify patients who would benefit from deprescribing using clinical tools such as STOPP/START
- Influences the multidisciplinary team to identify patients who would benefit from deprescribing, using clinical tools such as STOPP/START, including people taking multiple medicines (polypharmacy), older people and people with long-term conditions
- Promotes rational and pragmatic use of diagnostic testing and manages patient expectations, especially in people over 75 years

Drug-related admissions
- Demonstrates ability to identify patients at risk of drug-related admissions and influences multidisciplinary team activity to reduce drug-related admissions (activities such as audit to identify high-risk or top ten medicines causing drug-related admissions, polypharmacy in older people, drugs increasing risk of acute kidney injury and post-discharge reviews)

Medicines reconciliation
- Completes medicines reconciliation for specific patients when they transfer between care setting in a timely manner and takes action to improve adherence
- Demonstrates ability to manage prescription accuracy and hospital letters and address problems raised during medicines reconciliation
- Demonstrates organisational responsibility for the medicines reconciliation process and trains other competent health professionals in quality medicines reconciliation

**Care homes**
- Promotes and embeds the role of pharmacists in care homes, with overall responsibility and accountability for medicines and their use
- Supports community pharmacy in its role to train care home providers to deliver safe management and administration of medicines and reduce waste
- Delivers medication review involving the resident/family member/carer and a team of health and social care practitioners
- Supports positive care planning for current and future health needs
- Promotes a co-ordinated service delivering consistently safe and high standards of care

**Domiciliary visits**
- Demonstrates participation in domiciliary and care home visits, effectively working with social care and the multidisciplinary team

**Interface and care pathways**
- Demonstrates active involvement in strategic decisions about medicines and developing care pathways that involve medicines use
- Demonstrates participation in developing initiatives with community pharmacy and promoting new ways to deliver care to improve access, outcomes and quality
- Demonstrates ability to communicate across boundaries between health and social care
- Demonstrates ability to identify any impact on local provision of care regarding specialised services delivery

**Networking and multidisciplinary support**
- Demonstrates ability to work within existing networks or create a professional network to support medicines optimisation
- Supports GP audit activity
Theme 8 – Evidence-based medicine and safety

Knowledge, skills, experience and behaviours

Evidence-based medicine
- Demonstrates ability to explain what evidence-based medicine means
- Applies evidence-based medicine principles to specific patients and populations to implement NICE guidelines, act on audit findings and reduce variation in prescribing
- Implements evidence-based medicine strategies supporting medication review, eg, PINCER and STOPP/START
- Demonstrates ability to negotiate tensions between cost-effective prescribing and medicines optimisation
- Applies information mastery principles to finding relevant and valid summaries of high-quality evidence
- Demonstrates an understanding of the major theories underpinning decision-making in health care
- Can explain and demonstrate the principles of patient-centred care and shared decision-making, including explaining risks and benefits of treatments to patients/carers in ways meaningful to them

Formularies, policy and guidance
- Demonstrates ability to manage formularies and advise on software to support prescribing decisions
- Demonstrates understanding of the limitations of Scriptswitch and equivalent schemes and negotiates tensions with the medicines optimisation agenda
- Demonstrates awareness of the area prescribing committee and uses its decisions routinely to inform practice and share with colleagues
- Demonstrates a working knowledge of shared care agreements and effectively supports implementation
- Raises awareness of red amber green (RAG) or equivalent schemes and area formularies influencing adoption in practice
- Demonstrates ability to actively participate/persuade or influence the multidisciplinary team to participate in CCG development and local prescribing incentive schemes
- Demonstrates ability to influence and implement initiatives to reduce waste
- Actively participates in the NHS England medicines optimisation programme
- Demonstrates ability to advise about the safe prescribing, procurement, supply and use of specials* and advises on choice of high-quality specials that are appropriate to patient need and cost-effective

Safety
- Demonstrates ability to advise on patient safety including regarding recalls, audits and incident recording and advise on appropriate systems to promote a safety culture, for example, Datix or equivalent
- Leads implementation of processes to identify, report, prioritise, investigate and learn from medicines-related safety incidents locally
- Demonstrates ability to manage introduction of new medicines safely and in line with NICE recommendations and local guidance
- Demonstrates ability to act on national patient safety alerts, within specified or locally agreed timeframes and promotes a safety culture
- Assesses the training needs of the multidisciplinary team to help patients and practitioners to identify and report medicines-related patient safety incidents and obtain regular feedback on progress
Medicines information
- Influences the multidisciplinary team to access trusted sources of evidence-based information
- Is sought as an expert to advise the multidisciplinary team about medicines-related questions
- Appropriately refers medicines information enquiries to UK medicines information and supports community pharmacy to appropriately access information

Audit
- Demonstrates ability to design and undertake audits against national standards, evaluate change against baseline and persuade or influence the multidisciplinary team to improve practice
- Leads quality improvement in response to audit and local/national priorities

* Medicines manufactured by a specials manufacturer, with or without end product analytical testing or non-licensed medicines
Theme 9 - Leadership and management

Leadership – Leadership development framework: developing leadership wherever you are (Royal Pharmaceutical Society, January 2015)

The Leadership development framework outlines behaviours required to improve patient and health outcomes, embedding the values of compassion and care.

The Leadership development framework domains are:

- Inspiring shared purpose
- Leading with care
- Evaluating information
- Connecting our service
- Sharing the vision
- Engaging the team
- Holding to account
- Developing capability
- Influencing for results

Knowledge, skills, experience and behaviours

Management

- Manages risk and implements change to reduce risk and promote a safety culture
- Demonstrates effective decision-making, including taking feedback from stakeholders
- Demonstrates ability to prioritise workloads and negotiate conflicting responsibilities
- Manages and survives change
- Demonstrates resilience in professional situations
- Demonstrates effective time management to deliver effective patient care and services
- Inspires and manages the local team, utilising a collaborative leadership approach
- Demonstrates ability to confidently contribute to practice meetings
- Demonstrates ability to mentor others
- Delegates effectively
- Demonstrates ability to manage projects within the practice and the locality
- Demonstrates ability to resolve conflict, report concerns and develop whistle-blowing policies for the practice or locality
References


Appendix 1 - Practice standards for England

Consultation skills for pharmacy practice: practice standards for England

For all pharmacy professionals

March, 2014

Developed by

CPPE

CENTRE FOR PHARMACY POSTGRADUATE EDUCATION

Endorsed by

ROYAL PHARMACEUTICAL SOCIETY

Health Education England
Foreword

These practice standards have been prepared as part of the Modernising Pharmacy Careers (MPC) programme to define the knowledge, skills, behaviours and attitudes that pharmacy professionals should be able to demonstrate when communicating and consulting with patients. Although primarily aimed for the start of a career as a pharmacy professional, they are also intended to guide pharmacy professionals in their early careers and beyond.

The document is one part of a framework being developed to support the professional development of pharmacists and pharmacy technicians in the areas of medicines optimisation and public health. It follows the same style as the framework used by the Royal College of General Practitioners (RCGP) for its GP curriculum and in particular, the contextual statement on the GP consultation in practice. We hope that you will find these standards helpful in the development of your consultation skills, enabling you to provide high quality services and patient-centred care.

We would like to thank the task and finish group who led the development of these standards, the Modernising Pharmacy Careers team at Health Education England and Lesley Grimes, senior pharmacist, learning development, CPPE for their contributions.

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This document follows the same style as the framework used by the Royal College of General Practitioners (RCGP) for its GP curriculum and in particular, the contextual statement on the GP consultation in practice, part of the RCGP curriculum for 2010 (used with permission).

In addition to the RCGP curriculum, the practice standards were developed with reference to various frameworks and guidelines including:

The medication-related consultation framework

A single competency framework for all prescribers
National Prescribing Centre: May 2012

Medicines adherence: NICE clinical guideline 76
January 2009

Foundation Pharmacy Framework: a framework for professional development in foundation practice across pharmacy
Royal Pharmaceutical Society 2014 (The standards link to cluster 1 of the framework, Patient and Pharmaceutical Care.)
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Structure of the standards

The practice standards have been developed around the following areas:

1. The management of patient-centred consultations
   a) Organisational and management skills
   b) Key consultation skills and behaviours, including those relating to health coaching and taking a patient-centred approach
2. Context-specific skills
3. Delivering a comprehensive approach to patient care
4. Understanding the health needs of your local population
5. The essential features that relate to you as a pharmacy professional
Areas of competence

1 Management of patient-centred consultations

This area of competence is about how you communicate and manage your consultations with patients. The competencies relate to the organisational and management skills and the key skills typically associated with good communication between pharmacy professionals and patients, which are needed to ensure patient consultations are delivered efficiently and effectively. It further builds on these skills by including specific competencies that relate to the context of taking a patient-centred approach and health coaching (see below for details), treating your patients as individuals, and working in partnership with them. It centres on the competencies required when entering into shared decision making with patients, while considering the patient’s own values, beliefs and expectations.

Patients should be put at the centre of their own healthcare and although you, the pharmacy professional, are the expert in medicines, the patient is also an expert within the consultation with respect to their health and social situation. It is important to view the patient holistically and consider the big picture of internal and external factors that may influence adherence to a management plan. This means understanding and respecting the values, culture, family structure and beliefs of your patients, and understanding the ways in which these will affect the experience and management of their health issues and the way in which they take their medicines.

a) Organisational and management skills

This means that as a pharmacy professional you are expected to:

1.1 Undertake the consultation in a supportive environment, taking account of safety, comfort, confidentiality, dignity and respect

1.2 Be able to describe common consultation models relevant to the pharmacy profession and demonstrate how you can apply these models in practice

1.3 Use patient medication records, and clinical records, when available, effectively as part of the consultation

1.4 Use time and resources efficiently and effectively

1.5 Recognise the roles of health and social care colleagues and draw on this expertise appropriately

1.6 Use skill mix appropriately to facilitate the administrative tasks associated with the consultation

1.7 Achieve meaningful consent and agreement to a management plan
1.8 Document a full history from the patient of their medication or any public health issues discussed

1.9 Keep accurate, legible and contemporaneous records to document the consultation.

b) **Key consultation skills and behaviours, including those relating to health coaching and taking a patient-centred approach.**

Coaching as a general concept helps people to set goals and identify ways of achieving them. Pharmacists have the relevant knowledge relating to medicines and health and wellbeing to provide the patient with the information they need, but can also use a coaching approach to give patients ownership of their own health goals. The coaching approach is based on evidence that taking a collaborative approach with the patient will increase the likelihood of behavioural change.¹

This means that as a pharmacy professional you are expected to:

1.10 Set the scene of the consultation professionally and appropriately while building rapport with the patient

1.11 Hear and acknowledge the patient’s agenda without interrupting and further balance with your own agenda before negotiating a shared agenda

1.12 Communicate positively and effectively throughout the session, using language that is appropriate and respectful to the patient (non-technical, non-jargon) that has the greatest positive impact on the patient

1.13 Share information and discuss options in an open, honest and unbiased manner to support the patient in assessing the risks versus benefits in relation to medicines-taking and making changes to lifestyle

1.14 Adapt your communication skills and consultation skills to meet the needs of different patients (e.g., for language, age, capacity, physical and sensory impairments)

1.15 Recognise that patients are diverse; that their behaviour, values and attitudes vary as individuals and with age, gender, ethnicity and social background, and that you should not discriminate against people because of those differences

1.16 Listen actively, focussing completely on what the patient is saying (and the non-verbal cues demonstrated by the patient) without interrupting, to understand the meaning of what is being said in the context of the patient’s desires

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¹ Definition adapted from that used by the London Deanery. Further information available from [http://www.londondeanery.ac.uk/global-news/coaching-for-health-training-programmes-march-2012](http://www.londondeanery.ac.uk/global-news/coaching-for-health-training-programmes-march-2012)
1.17 Demonstrate respect for the patient’s perceptions and support the patient in self-expression

1.18 Apply tools to facilitate the consultation (such as interview schedules) in such a manner that it does not detract from the patient focus of the consultation

1.19 Use questioning techniques that reflect active listening, draw out the information needed to gain maximum benefit from the discussion and challenge the patient at a level which is appropriate for them

1.20 Check understanding at points within the consultation while allowing the patient time and space to reflect

1.21 Negotiate a shared understanding of the issue and its management with the patient, so that they are empowered to take responsibility and look after their own health

1.22 Appreciate and respect the reasons for non-adherence to a management plan (practical and behavioural, intentional and non-intentional) when deciding how best to support patients; assess adherence in a non-judgemental way

1.23 Deal sensitively with the patient’s emotions and concerns

1.24 Explore the patient’s attitudes towards taking medicines, or following advice they have been given about their health and wellbeing, while identifying and respecting the patient’s values, beliefs and expectations

1.25 Advocate and provide ongoing support for new behaviours and actions to be taken by the patient, including those involving taking risks and fear of failure

1.26 Before concluding any consultation, determine whether the patient has sufficient information for their needs or whether they require further explanation, by providing them with further opportunities to ask questions

1.27 Demonstrate techniques to manage the conclusion of the consultation effectively, providing a safety net, while agreeing and summarising the plan appropriately in a timely manner

1.28 Use your own intuition appropriately and trust your ‘gut feeling’ and further apply the evidence base to support or deny this

1.29 Know that consultations with patients can have psychological and social as well as clinical components, with the relevance of each component varying from consultation to consultation

1.30 Identify the extent to which other healthcare professionals, relatives, friends and carers are involved in decisions about a patient’s health, while balancing a patient’s right to confidentiality
1.31 Understand that your patient’s views and perspectives may change during the course of a long-term condition

1.32 Accept that patients may wish to approach their health (and illness) in a non-scientific way. The reality for patients is that they make their own choices on the basis of their own values and not necessarily on the basis of clinical evidence.
2 Specific skills

There may be times during the consultation when specific skills need to be applied in order to establish additional information or communicate more specialised or detailed information to a patient. This area of competence is about the context-specific aspects of practice.

This means that as a pharmacy professional you are expected to:

2.1 Undertake appropriate clinical assessments, using relevant equipment and techniques

2.2 Base treatment and management recommendations and referral decisions on the best available evidence

2.3 Make timely and appropriate referrals, using relevant information

2.4 Demonstrate the ability to communicate risks and benefits relating to medicines adherence and healthy living choices in a way that is meaningful to patients

2.5 Display the skills to offer patients health choices based on evidence so that an informed discussion can occur, taking into account patients’ values and priorities

2.6 Appreciate the limitations of the efficacy of evidence-based interventions in relation to adherence to agreed therapeutic aims

2.7 Recognise that building good relationships can be used to enhance adherence and apply this

2.8 Acknowledge that patients do not always provide a full picture of their health issues

2.9 Provide printed or written information when appropriate to supplement information given verbally.
Promoting health and wellbeing and being able to deliver public health interventions is now an essential part of pharmacy practice. This area of competence is about how you as a pharmacy professional should be able to manage co-morbidity, co-ordinating and addressing the care of acute illness, chronic illness, health promotion and disease prevention during the consultation.

This means that as a pharmacy professional you are expected to:

3.1 Use the consultation to educate patients about self-managing their conditions
3.2 Demonstrate a commitment to promoting health and wellbeing within the consultation
3.3 Use up-to-date sources of information to signpost patients, where appropriate, to other healthcare professionals and support groups
3.4 Acknowledge that ill health or progression of a long-term condition may affect a patient’s ability to understand information and make decisions
3.5 Aim for a consultation outcome in which both you and the patient achieve respective aims and are satisfied.
4 Community orientation

This area of competence is about the health profile of your population, understanding the health needs of your locality and balancing this against the health of the overall population. It addresses the competencies needed to understand the interrelationship between health and social care, and the tensions that may exist between individual wants and needs and the needs of the wider community.

This means that as a pharmacy professional you are expected to:

4.1 Manage the potential conflicts between individual health priorities, evidence-based practice and public health responsibilities

4.2 Understand the correlation between socio-economic deprivation and ill health

4.3 Have an appreciation of how the values and beliefs prevalent in the local culture can impact on patient care

4.4 Understand how the demography and ethnic and cultural diversity of your local population impact on the range and presentation of health issues

4.5 Identify and reflect on issues raised within individual consultations, such as unmet health needs and gaps in service provision, in order to promote the development of appropriate services for the community as a whole.
You as a pharmacy professional

The competencies or essential features (EFs) set out below relate to you as a pharmacy professional and your ability to apply the core areas of competence to your everyday practice in the workplace.

EF1 Contextual features

This essential feature is about understanding your own situation as a pharmacy professional and how it may influence the quality of your consultations with patients. Important factors are the environment in which you work, including your working conditions, degree of autonomy, nature of your role (employee, owner, manager etc) nature of your local community, and regulatory frameworks.

Examples of this are:

- **EF1.1** Recognising how consultations conducted via remote media (telephone and email) differ from face-to-face consultations, and demonstrating skills that can compensate for these differences
- **EF1.2** Understanding inter-professional boundaries with regard to clinical responsibility and confidentiality
- **EF1.3** Knowing local services and referral pathways to ensure appropriate continuity of care
- **EF1.4** Appreciating the role of the wider pharmacy team in the identification and resolution of health issues.

EF2 Attitudes and values

This essential feature is about your professional capabilities, values, feelings and ethics and the impact these may have on your patient care.

Examples of this are:

- **EF2.1** Recognising, monitoring and managing personal emotions arising from consultations with patients
- **EF2.2** Recognising how personal emotions, lifestyle and ill-health can affect your performance in consultations and your relationship with patients
- **EF2.3** Understanding that your attitudes, feelings and values are important determinants of how you practice
EF2.4 Reflecting on how particular clinical decisions have been informed by ethical concepts and values such as consent, confidentiality, truth telling and justice

EF2.5 Being able to clarify and justify your personal ethics to patients and to external reviewers.

### EF3 Pharmaceutical and pharmacological features

This essential feature is about how you as a pharmacy professional ensure you have up-to-date pharmacological and pharmaceutical knowledge and apply this to inform patients and aid decision making within the consultation.

Examples of this are:

 EF3.1 Demonstrating sufficient up-to-date clinical, pharmacological and pharmaceutical knowledge in relevant areas to provide the best information for patients

 EF3.2 Knowing the mode of action and pharmacokinetics of medicines

 EF3.3 Understanding the potential for adverse effects and how to avoid/minimise, recognise and manage them

 EF3.4 Recognising pharmacodynamic and pharmacokinetic drug interactions and their relative importance

 EF3.5 Having up-to-date information about relevant products (eg, formulations, pack sizes, storage conditions, costs)

 EF3.6 Applying the principles of evidence-based practice, including clinical and cost-effectiveness

 EF3.7 Exploring patient values and placing them in context with clinical evidence, so that you can develop an appropriate shared management plan

 EF3.8 Understanding the public health issues related to medicines and their use

 EF3.9 Appreciating the potential for misuse of medicines

 EF3.10 Applying knowledge relating to national policy and guidance relating to medicines use when making recommendations to patients and other healthcare professionals
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