

# Developing clinical pharmacists in general practice

The national learning pathway



**Acknowledgements**

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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*
  - *A competency framework for all 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*<sup>1</sup> 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.

## 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
- 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, and (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*
- 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<sup>2</sup>* 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**

The practice standards 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<sup>3</sup>
- 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<sup>4</sup>
- 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<sup>5</sup>
- 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*.

### 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.

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