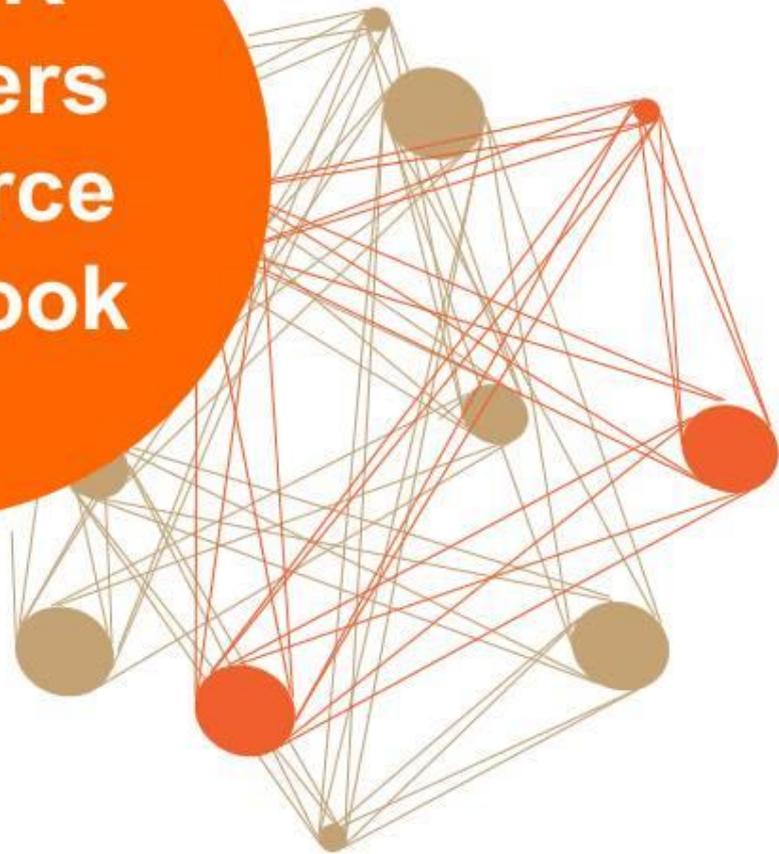


Association of Pharmacy Technicians UK
Foundation Pharmacy
Framework

**APTUK
Members
Resource
Handbook**



APTUK Foundation Pharmacy Framework

The Professional Leadership Body for Pharmacy Technicians

www.aptuk.org

Contents

[Foreword.](#)

[Introduction.](#)

[Frequently asked Questions.](#)

- [Who is the Framework \(FPF\) for?.](#)
- [How do I use it?.](#)
- [What support will I have?.](#)
- [Is it assessed?.](#)
- [How does it link with other frameworks?.](#)
- [I am not newly qualified, should I use it?.](#)
- [What next?.](#)

[Case Studies.](#)

- [Case study 1: Newly registered pharmacy technician.](#)
- [Case study 2: Rotational Pharmacy Technician.](#)
- [Case Study 3: Trainee Accredited Checking Pharmacy Technician.](#)

Foreword

Dear Colleague

The fact that you are reading this foreword is, in itself, a marker that you care about your professionalism! I am delighted to be able to introduce the Foundation Pharmacy Framework (FPF) Member Resource Handbook as the first step in a much bigger plan for providing important development tools to help our members; this will help you to reach the highest level of professional excellence.

The framework itself is not an assessment tool but is a guide to help you identify and understand your own areas of personal development during your early years practice. The framework will form the major part of your personal development portfolio. This can then provide potential employers with a source of evidence for your knowledge, skills and experience as well as demonstrating your attitude and behaviour to professionalism.

I commend the use of the framework and supporting members resource handbook to you and encourage you to adopt and use this to identify, recognise and develop your levels of practice to support patient care.

President, Association of Pharmacy Technicians (UK) and Board of National Officers

Introduction

Welcome to the APTUK Resource Handbook.

We understand that you are very busy but also very conscientious about wanting to develop your skills to support patient care and your career. With this in mind we have developed a handbook that should be user friendly and help you with using the APTUK Foundation Pharmacy Framework (FPF) to its full potential.

You will not need to read it cover to cover but you may like to dip in and out for advice or tips. After seeking views from a range of pharmacy technicians from a variety of practice areas there was overwhelming feedback to make the handbook realistic and to provide some case studies to help put the competences into practice. Hopefully you will find these useful.

The handbook has been structured to provide you with some useful tips at the beginning to support you with getting going as well as some background around why this work has been started.

The handbook will form part of further resources which will be developed to support members. The Education work stream team are committed to supporting you with demonstrating best practice and providing you with some tools to be able to do this.

For ease, the term employer refers to the person that is responsible for your development. This could be your line manager, pharmacist, section, unit or education lead. It's whoever will conduct your appraisal in terms of competence (your demonstration that you have the necessary skills and knowledge to undertake your role) and helps you with identifying any areas that you may like to develop in, either for your current or future roles.

The section below should help answer some of the frequently asked questions you may have about the framework and why you should be using it.

Frequently asked Questions



1. [Who is the framework for?](#)
2. [How do I use it?](#)
3. [What support will I have?](#)
4. [Is it assessed?](#)
5. [How does it link with other frameworks?](#)
6. [I am not newly qualified, should I use it?](#)
7. [What next?](#)

Who is the Framework (FPF) for?

The FPF is aimed at pharmacy technicians that are newly registered or for pharmacy technicians that have had a break and are just returning to the GPhC register.

The principle of the FPF is to provide a developmental pathway for pharmacy technicians. Traditionally post registration pharmacy technicians have gained experience whilst gaining the confidence of their employers to progress to an advanced role such as final accuracy checking in either dispensary or technical services, conducting a consultation or medicines management. The framework has been designed to support you on that journey and build on previous knowledge and skills to compliment it rather than ask you to keep demonstrating competences that you are performing on a daily basis.



Understand

You will have already demonstrated a great deal of knowledge and skills by completing your pre-registration qualification. So you will notice that all of those competences are not included in the framework. Therefore we are not looking for you to demonstrate for the FPF any of the curriculums you covered during your pre-registration training qualification. You do this every day in order to maintain your practice and stay on the register as a pharmacy technician. Evidence of this is produced in the form of mandatory CPD and appraisals. We want to support you with building on that in your next stage, known as foundation years, although as mentioned earlier if you are returning to practice or just want a refresher it's great for that too.

Identify

The next stage in your career is referred to as your Foundation years. Foundation years are described usually as your first two years in practice. This is the stage where you will grow in confidence and start to apply all of the underpinning knowledge and skills that you gained in your pre-registration training, take on more responsibility and be an active member of the pharmacy team. It's important to mention that at this stage you are responsible and accountable for your actions but you should still

have support and supervision whilst your confidence and expertise grow. Some employers have training schemes to support this stage of your career, if they do, fantastic, as you can use that scheme to produce evidence against the competences in the framework. If not then you can use the framework to devise some learning objectives to help you achieve them. We will explore this in a bit more detail later.

Ensure

The ensure stage is advanced practice. This is the stage in your career where you have demonstrated that you have the correct knowledge and skills through training and assessment that you can take on extended roles outside of the core training during pre-registration years; examples of these are Accredited Final Accuracy Checking, Medicines Management, Enhanced Services, Pre-In process checking in Technical services, Management of service and staff. Leadership is another key area at this level.

How do I use it?

It's completely up to you and your employer how you choose to make the most of the Framework as a developmental tool.

APTUK can provide you with some examples and ideas to get you going. People like to learn in different ways, so to prescribe a strict model to try and meet all the needs of all the different roles that pharmacy technicians are undertaking would be too difficult.

Self-assessment and Appraisal

Using the framework as part of the appraisal process is definitely one of the most effective ways for you to combine your development against your role. It's probably best if you have a read through the framework and mark off all the competences that you feel apply to you.

As you are doing so, consider the ones that you feel you may need to develop either through attendance at courses, shadowing, peer support etc. – highlight these to include in your personal development plan (this may have a different name depending on your employing organisation, it's the form you need to complete either annually or quarterly which lists all the areas you would like to achieve, for example you may have to accredited final accuracy checking or developing your feedback skills.)

The competences that you feel you are already practising competently may require some form of evidence before your employer can sign you off. There is some more information on types of evidence provided in the case studies section.

Employer led

Your employer may have already mapped the competences against any in-house, rotational or local training programmes that your organisation may use. In which case you will need to meet with your employer and discuss how this will be achieved.

What support will I have?

Being a member of APTUK you have support from your local branch – please look on our website www.aptuk.org under the branches and projects pages for information on your nearest branch (if there isn't one near to you, you could consider getting together with your peers to look at setting one up), this is a great way to share ideas and support each other. APTUK can offer support with that too.

You have access to this handbook which hopefully will provide you with ideas especially the case studies.

The Education Work stream of APTUK are also available to provide guidance and support to our members and have a network of framework champions that you can tap into. Please use our website to get in contact.

The organisation that you work for will have staff responsible for supporting you with developing your skills and knowledge, if you are unsure of whom they maybe please ask your employer.

Is it assessed?

Probably the most frequently asked question and the most important. It is important that as professionals we are able to demonstrate that we have the necessary skills and knowledge to carry out our roles supporting patients.

APTUK currently will not assess any evidence that you produce, we will provide you with the tools you need to help you demonstrate to your employer and the General Pharmaceutical Council (GPhC) as our regulator that you meet the competences within the framework.

Your employer will work with you to discuss the way in which they will use the framework as a benchmark – for example your employer may want to witness you carrying out a particular task or seek feedback from your colleagues or service users. This ties in with current thinking about future re-validation models (please see the GPhC website www.pharmacyregulation.org if you want to know more) so if/when revalidation becomes the model to demonstrate fitness to practise, pharmacy technicians and employing organisations will be ready to produce evidence.

Your employer may find this assessment information useful as a guide when marking you against the competency statements.

The assessment rating is on a 4-point scale - rarely, sometimes, usually, consistently. Assessment should be referenced to the norm or standard practice that would be expected.

Rating	Definitions	Percentage Expression
Not in Scope	This competency does not link to PT role	
Rarely	Very rarely meets the standard expected. No logical thought process appears to apply	0 - 20 %
Sometimes	Much more haphazard than "usually"	21 - 50 %
Usually	Implies standard practice with occasional lapses	51 - 84 %
Consistently	Very rare lapses	85 - 100 %

How does it link with other frameworks?

As a profession we seem to be aware of lots of frameworks that we can use, so how does this one link with all the others available.

Royal Pharmaceutical Society (RPS) Foundation Pharmacy Framework

This framework was produced for members of the RPS in the same way APTUK has produced for its members. The APTUK framework complements the competences in the RPS framework which are targeted at pharmacists in the early years of their practice.

Both RPS and APTUK have worked together to ensure the frameworks support the pharmacy profession as a whole – patient care is at the centre of both frameworks and used together in a team approach will be of great benefit to skill mix.

Health Education England – Consultation Skills for Pharmacy Practice Framework

This framework provides a set of practice standards for pharmacy staff that consult with patients. APTUK were involved in the development of this framework and see it as a framework that will be used throughout your career as a pharmacy technician. APTUK recommend that you use this framework alongside any other that you choose to use to enhance your skills. Consultation and communication are implicit in the roles that we undertake.

The APTUK FPF does not duplicate any of the standards in this framework but expect that it will use it to help pharmacy technicians enhance their skills.

Advanced Practice Frameworks – Accredited Final Accuracy Checking (Dispensary Services), National Medicines Management Scheme, Pre & In Process Checking Accreditation (Technical Services)

These frameworks sit at the advanced level practice (ensure) as most employers require pharmacy technicians to have gained 1-2 years' experience before undertaking these roles. You can utilise the FPF to help you develop the skills required to go onto the advanced level practice.

APTUK have been fully engaged in the development of these frameworks which have been led by the NHS Pharmacy Education & Development Committee www.nhspedc.nhs.uk – please look at their website for more information.

The FPF has been developed to support pharmacy technicians who are growing in confidence, knowledge and skills to be able to undertake the next steps in their careers, preparing them for the increased responsibility that is required with the advanced practice roles.

General Pharmaceutical Council - CPD

The General Pharmaceutical Council currently require pharmacy technicians to submit CPD as part of the fitness to practice and stay on the professional register requirements. For more info please go to www.uptodate.org

The APTUK FPF does not require a CPD competence cluster as we feel this is already met by regulation requirements. However you may like to use some of the evidence and learning experience you undertake as part of evidence collation for the framework competences as CPD.

Don't forget APTUK has its own CPD officer who can provide members with help and constructive feedback – info on our website www.aptuk.org (ADD CPD link)

I am not newly qualified, should I use it?

This is completely up to you. Some pharmacy technicians may like to refresh their skills and knowledge in an area they have been practising in for a long time or for others this could be a very useful tool for return to work practice after a break.

There are no strict rules – the FPF is here to help pharmacy technicians who take their professional role seriously and want to demonstrate that are good at and more importantly safe at what they do.

Discuss the content with your employer, use your job description and look at it together using the FPF as a tool to help you identify your good practice and areas you may want a little support developing with – through education.

What next?

Hopefully, reading the above has provided you with background and answered any questions you may have so you are feeling inspired to get going...

To help you, the next section of the handbook will provide you with some case studies of pharmacy technicians that are going to use the framework. There may not be a case study that has your exact job title (we pharmacy technicians have such varied roles) in which case you should read them and adopt a pick 'n' mix approach to what's relevant to your practice.

Case Studies

Included are case studies for pharmacy technicians at different stages:

- Newly registered Pharmacy Technician
- Rotational Pharmacy Technician
- Trainee Accredited Checking Pharmacy Technician
- Trainee Medicines Management Pharmacy Technician
- Prison Services – Not completed yet
- Community Pharmacy Technician– Not completed yet
- Clinical Commissioning Group (CCG) Prescribing Support– Not completed yet

We will be continually adding case studies onto our website to help other members, so if you design your own and are happy to share it (anonymously if you wish) please send it to us.

Remember, this is the starting point of your career and APTUK will be with you every step of the way offering you tools to assist as your career grows.

Case study 1: Newly registered pharmacy technician

Background:

AS is a dispensary based pharmacy technician who registered with GPhC two months ago. She recently started as a rotational technician within the Trust. Her first rotation is in the dispensary and she has completed her initial role induction tasks. AS is keen to build on the knowledge and skills she gained from her NVQ Level 3, to play her full part in the team. Her line manager has suggested she reviews her skills against the Foundation Pharmacy Framework to consolidate her learning and identify some development goals over the next twelve months. AS's line manager wants to ensure the Trust are giving her the right support to develop her professional skills.

AS regularly carries out the following work tasks which she feels competent in:

- Dispensing, labelling, non-complex patient counselling, dealing with queries, mentoring new students

Objective:

AS will be meeting with her line manager for a 3 month initial personal review meeting. She has been given a copy of the new APTUK Foundation Pharmacy Framework and wishes to utilise the resource to help focus on her development over the next twelve months.

Preparing for review:

The framework should be used in conjunction with AS's personal development plan and review (PDR) and job description to help her highlight areas of good practice and identify further learning and development opportunities.

The following questions could be used to support preparation for the meeting:

Demonstrating competence/good practice

- Using the framework are there any areas that you feel you have demonstrated competence e.g. have you ticked the 'consistently' column? If so what evidence do you have to support this?
- What resources have I used to support my learning in the past? Which did I find useful/not so useful?

- What resources may be available to me? (Journals, e-learning, group learning packages, structured learning, short courses, colleagues, specialists, support group websites, drug representatives etc.)
- How could my colleagues support me?
- Do any of my colleagues have specialist areas of knowledge that I can learn from?
- Have I had any past experiences I can learn from? Questions I haven't been able to answer or perhaps where I have made an error. Turn a negative into a positive and consider what could be gained from the incident – how could I ensure I am able to perform more effectively next time.

Supporting development:

Identifying achieved competencies:

As AS is a newly qualified pharmacy technician and will have demonstrated her competence for basic tasks during completion of her NVQ qualification. As she is currently working within the dispensary setting and reasonably confident, she will need to think about the other rotations upcoming within the department and preparing for development of further knowledge and skills. Looking at the tasks she regularly engages in and the sections within the NVQ and in-house training programme she has completed so far, the following competencies may be suitable to be considered for discussion at this review.

Cluster	Competency completed	Activities completed / supporting evidence	Linked to PDR objective
1 Patient and Pharmaceutical care	1.1. Patient engagement	Patient interaction - making appropriate referrals	
	1.3. Selection of medicinal product	Has sometimes identified drug-drug interactions to the pharmacist	

	1.5 Provision of medicinal product	Always checks the prescription is clear, complies with legal requirements and correct medicines are selected and appropriately labelled	
	1.6. MI and patient education	Always provides appropriate written information	
2. Professional Practice	2.1. Organisation	Always prioritises work appropriately, is punctual and organised. Demonstrates initiative and uses time effectively	
	2.2 Effective communication	Communicates clearly with patients and carers Is confident to communicate with nurses and healthcare professionals Communicates well with mentor	
	2.3. Team work	Recognises own role and value of others in the pharmacy team Works well as an effective team member	
	2.4. Professionalism	Has completed IG training and shows good awareness about maintaining confidentiality Is thorough in her completion of legally required documentation Has discussed legislation affecting patient care in recent	

		<p>assignment</p> <p>Is honest and accountable, e.g. has reported a recent omission in following up an order.</p> <p>Demonstrates compassion when dealing with patients and commitment to ensuring their needs are met for their care</p>	
	2.5. Education and learning	Provides a good role model for our new students	
3. Personal practice	3.1. Gathering information	Usually able to access information from appropriate sources	
	3.2. Knowledge	Recent pharmacology and knowledge gained through NVQ and technical certificate.	
	3.3. Analysing information	Always appropriately refers problems	
	3.4. Providing information	Always provides accurate information when asked	
4. Management and organisation	4.1. Clinical governance	<p>Has read and signed relevant SOPs</p> <p>Implements safe systems of work within scope of practice</p>	

	4.4. Organisation	Has described Trust organisational structure during recent induction process	
	4.5. Staff engagement	Has assessed own performance against our team behaviours matrix and completed a skill scan at recent induction	
	4.7. Procurement	Has demonstrated vigilance during recent stock check of own area.	
	4.8. Storage and supply	Has demonstrated good understanding of storage requirements from recent assignment and also during induction week in stores.	

Identifying competencies for further development:

As AS embarks on her new rotations there will be opportunities for her to develop several skills including effective communication skills, organisation and team work which are all competencies which form part of the Professional Practice Cluster.

These should be incorporated into a SMART action plan.

Cluster	Competences to be completed	Suggested tasks/activities to be completed	Linked to PDR objective
1 Patient and P'ceutical care	1.1. Patient engagement	As AS starts her rotation in outpatients dispensary, there will be opportunities for using/developing questioning skills to assess patient needs alongside seeking their consent to ask these questions.	Next 3 months

	1.3. Selection of medicinal product	During outpatients dispensary rotation and work shadowing the medicines management team in next rotation, develop further skills in identification of drug interactions.	Following 6 months
	1.6. MI and patient education	Use every opportunity following phone requests to follow up provision of information for patient and ward staff, communicating findings clearly.	Following 6 months
2. Professional Practice	2.3. Team work	Use learning from 1.6 above, or other ad-hoc opportunities, recognising what you have learned from other healthcare professionals in MDteam, including/or support from non-clinical staff Consider size of team – small, large depending on task and area of work	On-going
	2.5. Education and learning	Show how you have linked development in your practice to learning from CPD/courses	Over next 12 months
3. Personal practice	3.1. Gathering information	Evidence from practice/maintenance logs in own area, e.g. Temperature monitoring, CD Entries, CPD records, participating in audits	Over next 12 months
	3.2. Knowledge	Show how you have learned from any adverse events, through CPD/discussion. These may be case studies or local events	Over next 6 months
	3.3. Analysing information	From events in 1.6, discuss/demonstrate how you have evaluated the information, appraised any options and made decisions using a logical	Over next 6 months

		approach.	
	3.4. Providing information	From 3.3 above show how you provided this relevant information in a timely manner , contributing and sharing information at team meetings	Over next 6 months
	3.5. Follow up	From 3.1 or 3.4 describe/demonstrate actions taken to follow up the problem or request	Over next 6 months
4. Management and organisation	4.1. Clinical governance	Demonstrate how you would record a critical incident following departmental procedures	Within 12 months
	4.4. Organisations	Draw a stakeholder map to show other organisations/networks that link with the work you are involved in, completing a small project, taking ownership for a task	Within 12 months
	4.6. Staff engagement	Support new staff in their development, e.g. Mandatory training, NVQs etc.	Within 12 months
	4.7. Procurement	Shadow the procurement manager to look at cost effective procurement processes and resolving ordering/supply problems	Next 9-12 month rotation

Case study 2: Rotational Pharmacy Technician

Background:

SZ is a hospital based rotational pharmacy technician who qualified four years ago. She has recently completed an in-house introductory medicines management competency programme and is currently based on the wards as part of a multidisciplinary team. The programme covered an induction to working in clinical environments, communication skills, medicines management essentials; safe and secure handling, waste management, problem solving and calculations.

Objective:

SZ will be meeting with her line manager for a 6 month personal development review in preparation for starting her first rotation since completing the in-house medicines management programme. She has been given a copy of the new APTUK Foundation Pharmacy Framework and wishes to utilise the resource to help focus her development over the next twelve months, with a view to starting the nationally recognised accreditations in Supply, Assessment of PODs and Medicines Reconciliation.

Preparing for review:

The framework should be used in conjunction with SZ's personal development plan and review (PDR) and job description to help her highlight areas of good practice and identify further learning and development opportunities.

The following questions could be used to support preparation for the meeting:

Demonstrating competence/good practice

- Using the framework are there any areas that you feel you have demonstrated competence e.g. have you ticked the 'consistently' column? If so what evidence do you have to support this?
- What resources have I used to support my learning in the past? Which did I find useful/not so useful?
- What resources may be available to me? (Journals, e-learning, group learning packages, structured learning, short courses, colleagues, specialists, support group websites, drug representatives etc.)
- How could my colleagues support me?
- Do any of my colleagues have specialist areas of knowledge that I can learn from?

	medicinal product		
	1.3. Selection of medicinal product	<p>Has identified drug-drug interactions to the pharmacist</p> <p>Has referred drug-patient interactions to the ward pharmacist</p> <p>Has noted where certain medicines may be unsuitable for patients with specific disease states</p> <p>Has identified appropriate dose of medication for a patient and discussed with ward pharmacist</p> <p>Has worked with pharmacist to select an appropriate formulation for patients</p>	
	1.4. Medicines management		
	1.5. Provision of medicinal product	Always checks the prescription is clear, complies with legal requirements and correct medicines are selected and appropriately labelled	
	1.6. MI and patient education	<p>Need for information is identified and sourced from appropriate colleagues/ referred if necessary.</p> <p>Always provides appropriate written information</p> <p>Works with pharmacist and other pharmacy technicians to identify ways to support patients better to manage their medicines problems.</p>	
	1.7. Medicines Optimisation	<p>Has started to reference to relevant clinical guidelines and discuss with the ward pharmacist.</p> <p>Has discussed care plans with the nursing staff and</p>	

		<p>pharmacist and has an understanding of how to use appropriate documentation, and suggest/discuss potential interventions.</p> <p>Understands how to accurately prioritise patient referrals from identified problems.</p>	
<p>2. Professional Practice</p>	<p>2.1. Organisation</p>	<p>Always prioritises work appropriately, is punctual and organised.</p> <p>Demonstrates initiative and uses time effectively</p>	
	<p>2.2. Effective communication</p>	<p>Communicates clearly with patients and carers</p> <p>Is confident to communicate with nurses and healthcare professionals</p> <p>Communicates well with mentor</p>	

	2.3. Team work	<p>Recognises own role and value of others in the pharmacy team</p> <p>Works well as an effective team member</p>	
	2.4. Professionalism	<p>Has completed CPPE Professionalism and Trust IG training and shows good awareness about maintaining confidentiality</p> <p>Is thorough in her completion of legally required documentation</p> <p>Has discussed legislation affecting patient care in recent assignment</p> <p>Is honest and accountable, e.g. has reported a recent omission in following up an order.</p> <p>Demonstrates compassion when dealing with patients and commitment to ensuring their needs are met for their care</p>	
	2.5. Education and learning	<p>Provides a good role model for our new students</p> <p>Has mentored new staff and prereg pharmacy technicians</p> <p>Has supported new registrants with their CPD entries showing how their education has supported practice development</p>	
3. Personal practice	3.1. Gathering information	<p>Has a good awareness of how to access information from appropriate sources</p>	

	3.2. Knowledge	<p>Has built on initial learning about Pharmacology and interactions knowledge gained through NVQ and technical certificate, through commencement of a pharmacy Level 4 Clinical Services qualification.</p> <p>Has developed a sound methodology for recording CPD as better understanding of patient conditions and knowledge about new drugs is gained</p>	
	3.3. Analysing information	<p>Utilises information well and works with pharmacist to analyse complex data</p> <p>Always appropriately refers problems</p> <p>Has a logical approach to problem solving</p>	
	3.4. Providing information 3.5. Follow up 3.6. Audit and service improvement	<p>Always provides accurate information when asked</p> <p>Works well within team to provide relevant information and support in a timely manner</p> <p>Is careful to always follow up own queries and those referred on to others, to ensure issues are resolved.</p> <p>Has performed three monthly ward storage audits and made suggestions for improvement</p>	
4. Management and organisation	4.1. Clinical governance	Has a good working knowledge of clinical governance issues, maintaining safe systems, and is starting to apply some of the new governance knowledge in her	

	4.2. Service Provision	<p>level 4 award.</p> <p>Has read and signed relevant SOPs</p> <p>Implements safe systems of work within scope of practice</p> <p>Continuously looks to identify ways to improve service delivery, both from audit findings and making suggestions within appraisal.</p>	
	4.4. Organisation	<p>Has described Trust organisational structure during recent induction process</p> <p>Is starting to work well with colleagues from other organisations, e.g. Primary care , community pharmacies</p>	
	4.5. Training	<p>Has maintained self-development portfolio and achieved introductory competencies for medicines management technicians</p> <p>Has trained new staff on ward top-up and supply</p> <p>Has assessed own performance against our team behaviours matrix and completed a Skill scan at</p>	

	4.6. Staff engagement	recent induction	
	4.7. Procurement	Has demonstrated vigilance during recent stock check of own area.	
	4.8. Storage and supply	<p>Has demonstrated good understanding of storage requirements from recent audits and also in liaison within pharmacy stores.</p> <p>Has monitored storage temperatures and taken action when records showed out of limits results.</p> <p>Liaised with staff from other Trusts to source temporary supplies where stock was unavailable from the wholesalers.</p> <p>Informed prescriber and ward staff of delay in obtaining medicine and expected delivery time.</p>	

Identifying competencies for further development:

As SZ embarks on working on the wards to develop her skills further and achieve accreditation to work unsupervised, there will be opportunities to practice advanced roles within patient consultation, medicines reconciliation, optimisation and supply of medicines

Add competencies here which she could work on in the next six to twelve months. These should be incorporated into a SMART action plan.

Cluster	Competences to be completed	Suggested tasks/activities to be completed	Linked to PDR objective
<p>1.Patient and P'ceutical care</p>	<p>1.1. Patient engagement</p>	<p>As SZ starts her MMT accreditations, there will be opportunities for using/developing questioning skills to assess patient needs alongside seeking their consent to ask these questions.</p> <p>She will be able to work through the CPPE consultation skills module and strengthen her confidence to assess patient needs through discussion and helping to plan their medicines taking.</p> <p>SZ needs to ensure good record keeping and that consultations are consistently documented.</p> <p>SZ will make judgements about when she needs to refer pharmaceutical/health needs to other healthcare professionals</p>	<p>Next 3 months</p>
	<p>1.2 Need for the medicinal product</p>	<p>During conversations with the patient/carer SZ will develop a greater understanding of the patient's needs, lifestyle and how the medicines are used.</p> <p>In assessing a patient's own medicines SZ will develop an overall picture of the patient's medicines taking.</p> <p>After developing skills in assessing PODs, SZ will have the opportunity to participate in medicines history taking</p> <p>As SZ develops her roles within the medicines management team, she will become more</p>	<p>Following 6 months</p>

	<p>1.3. Selection of medicinal product</p> <p>1.4. Medicines Management</p>	<p>experienced in identification of drug interactions, referral of drug-patient and drug-disease interactions to the ward pharmacist</p> <p>As part of MMT accreditation supply module, discusses with pharmacist the formulation of medication where patient has swallowing difficulties. Alternative agreed with prescriber</p> <p>Undertake CPPE learning and in-house assessment for discussing Anticoagulation therapy with patients. Discuss INR monitoring and shadow pharmacist in anticoagulant clinic</p>	<p>Within 12 months</p>
	<p>1.6. MI and patient education</p>	<p>Ensure all information provided for patient and ward staff is clear and accurate, either when communicating verbally or in writing.</p>	<p>Following 6 months</p>
<p>2. Professional Practice</p>	<p>1.7. Medicines Optimisation</p>	<p>Prioritise actions where there are problems with medicines supply, e.g. Supply in MDS, liaising with patient's chosen community pharmacy</p> <p>After working through CPPE Medicines optimisation ELearning and assessment, work with patients to agree a plan for taking their medicine, which best fits their routine. Reflect on the effectiveness of discussions, and patient experience.</p> <p>Undertake audit to document interventions made within a chosen week. Where possible collect feedback from patient/carers, ward pharmacist and self-reflection</p>	

	1.8. Evaluation of outcomes		
	2.5. Education and learning	Show how you have linked development in your practice to learning from CPD/courses	Over next 12 months
3. Personal practice	3.1. Gathering information	Evidence from practice/maintenance logs in own area, e.g. Temperature monitoring, CD Entries, CPD records	Over next 12 months
	3.2. Knowledge	Show how you have learned from any adverse events, through CPD/discussion. These may be case studies or local events	Over next 6 months
	3.3. Analysing information	From events in 1.4, 1.6, 1.8 discuss/demonstrate how you have evaluated the information, appraised any options and made decisions using a logical approach. Demonstrate your critical thinking on each issue through your CPD	Over next 6 months
	3.4. Providing information	From 3.3 above show how you provided this relevant information in a timely manner	Over next 6 months
	3.5. Follow up	From 3.1 or 3.4 describe/demonstrate actions taken to follow up the problem or request	Over next 6 months
4. Management and	4.1. Clinical	Demonstrate how you would record a critical incident	Within 12 months

<p>organisation</p>	<p>governance</p> <p>4.2. Service provision</p>	<p>following departmental procedures</p> <p>Undertake CPPE risk management learning resource, and undertake a risk assessment in your practice area.</p> <p>Use results of ward audit to discuss and implement service improvements alongside ward staff and ward pharmacist</p>	
	<p>4.4 Organisations</p>	<p>Draw a stakeholder map to show other organisations/networks that link with the work you are involved in</p>	<p>Within 12 months</p>
	<p>4.6. Staff engagement</p>	<p>Support new staff in their development, e.g. Mandatory training, NVQs etc.</p>	<p>Within 12 months</p>
	<p>4.7 Procurement</p> <p>4.8. Storage and Supply</p>	<p>Shadow the procurement manager to look at cost effective procurement processes and resolving ordering/supply problems</p> <p>As part of MMT accreditation for Supply module SZ resolves supply issues promptly ensuring the patient receives medicines in a timely manner.</p> <p>SZ keeps patients and prescribers informed of supply issues</p> <p>SZ carries out three monthly ward storage audits</p> <p>(Cross-ref to Medicines management section)</p>	<p>Next 9-12 month rotation</p>

Case Study 3: Trainee Accredited Checking Pharmacy Technician

Background:

CB is a dispensary based pharmacy technician who qualified two and a half years ago. He is currently completing a 4 month rotation within the dispensary and has just been accepted onto the ACPT course. CB is a conscientious worker who strives to support the team and deliver a first class service. He has already identified time management as a skill he needs to develop. He is also very quick to ask for help when dealing with queries and new situations and his line manager is keen for him to develop his problem solving skills.

CB regularly carries out the following work tasks which he feels competent in:

- Dispensing, labelling, patient counselling, dealing with queries, mentoring new students

Objective:

CB will be meeting with his line manager for his 6 month personal development review meeting. He has been made aware of the new APTUK Foundation Pharmacy Framework and wishes to utilise the resource to help focus his development over the next six months.

Preparing for review:

The framework should be used in conjunction with CB's personal development plan and review (PDR) and job description to help him highlight areas of good practice and identify further learning and development opportunities.

The following questions could be used to support preparation for the meeting:

Demonstrating competence/good practice

- Using the framework are there any areas that you feel you have demonstrated competence e.g. have you ticked the 'consistently' column? If so what evidence do you have to support this?
- What resources have I used to support my learning in the past? Which did I find useful/not so useful?

- What resources may be available to me? (Journals, e-learning, group learning packages, structured learning, short courses, colleagues, specialists, support group websites, drug representatives etc.)
- How could my colleagues support me?
- Do any of my colleagues have specialist areas of knowledge that I can learn from?
- Have I had any past experiences I can learn from? Questions I haven't been able to answer or perhaps where I have made an error. Turn a negative into a positive and consider what could be gained from the incident – how could I ensure I am able to perform more effectively next time.

Supporting development:

Identifying achieved competencies:

CB will have demonstrated his competence for basic tasks during completion of his NVQ qualification. As he is currently working within the dispensary setting and preparing to start his ACPT qualification he may have developed further knowledge and skills. Looking at the tasks he regularly engages in and the preparation he has completed for his course the following competencies maybe suitable to be considered for discussion at his review.

Cluster	Competency completed	Activities completed / supporting evidence	Linked to PDR objective
1	1.1	Dispensing	
	1.3	Dispensing	
	1.4	Dispensing	
	1.5	Labelling / dispensing / giving out	

	1.6	Counselling patients	
	1.7	Some of these in dispensary / counselling	
	1.8	If dispensing issue and / or at counselling / participation in audits	
2	2.1	Some evidence could be gain but have indicated a weakness in this area	
	2.2	Counselling	
	2.3	Working in dispensary team	
	2.4	Dispensing role	
3	3.1	Maybe from dispensary queries?	
	3.2	Counselling	
	3.3	Some evidence could be gained but again has highlighted a weakness here with referrals	
	3.4	Dispensing / counselling queries	

4	4.1	Limited perhaps to SOPs / risks etc.	
	4.8	Maybe some dispensary supply?	

Identifying competencies for further development:

As CB embarks on his ACPT qualification there will be opportunities for him to develop several skills including effective communication skills, organisation and team work which are all competencies which form part of the Professional Practice Cluster. These should be incorporated into a SMART action plan.

Cluster	Competences to be completed	Suggested tasks/activities to be completed	Linked to PDR objective
1	1.2	Approval of medicines in checking	
	1.3	Within the check	
	1.4	Checking of clinical check completion and appropriateness	
	1.5	As 1.4	
	1.7	Guidelines to follow when checking	

	1.8	Feedback to dispensers if errors found	
2	2.1	Organising training	
	2.2	Feedback if dispensing errors found	
	2.4	Their checking training role	
	2.5	Role model for new responsibilities	
3	3.2	Drug underpinning knowledge for checking role (within checking course)	
	3.3	Example of working through an issue	
	3.4	Feedback on issues to dispenser	
	3.5	As 3.4	
4	4.1	Following SOPs	