

THE PHARMACEUTICAL
SOCIETY OF IRELAND

CORE COMPETENCY
FRAMEWORK
for Pharmacists



2013



AN RIALTÓIR CÓGAISÍOCHTA
THE PHARMACY REGULATOR

Contents

Acknowledgements	2
Foreword	3
Introduction and Background	4
Applications of the Competency Framework	7
Application of the Competency Framework in Practice	8
The Structure of the Framework	10
Domain 1 – Professional Practice	11
Domain 2 – Personal Skills	13
Domain 3 – Supply of Medicines	15
Domain 4 – Safe and Rational Use of Medicines	18
Domain 5 – Public Health	22
Domain 6 – Organisation and Management Skills	23
References	25

Acknowledgements

The PSI would like to thank the International Pharmaceutical Federation (FIP) Pharmacy Education Taskforce (PET) competency team Prof Ian Bates and Dr Andreia Bruno for contributing their expertise generously and for their help and guidance over this project.

The PSI would also like to express its gratitude to the expert panel of pharmacists from all practice settings who provided their experience and expertise in pharmacy to adapt the global framework to the needs of Irish pharmacists.

The PSI would also like to thank Michelle Canny, occupational psychologist working with the HSE National HR Directorate, for the contribution of her expertise to this project.

Finally, the PSI would like to thank all the pharmacists that contributed to the online consultation process on the draft framework and provided the many comments and suggestions that have helped make the final version as inclusive as possible to all registered pharmacists.



Foreword

This first core competency framework for pharmacists in Ireland is the cornerstone of the PSI's programme to reform the education and training of pharmacists, both in terms of the qualification for practice and also for the continuing professional development (CPD) of registered pharmacists.

It will support a culture of lifelong learning and development in the pharmacy profession and will enable pharmacists to develop their professional practice and careers in line with the highest international standards. It also clearly demonstrates to patients, other healthcare professionals and the wider health system the key expertise that pharmacists bring to patient care and in particular to the vital role pharmacists play in the safe and responsible use of medicines in our society.

The consultation process with the pharmacy profession in the development of this framework was a very constructive and positive exercise, and the PSI is grateful to all those who engaged in the consultation. This framework represents the standard as set by agreement with the profession and provides a platform for future developments, including the acquisition of specialisation by pharmacists.

Through the CPD model for pharmacists in Ireland, we will continue to develop and improve the pharmacy profession in Ireland, to the benefit of patients, pharmacists and the wider health service. This framework will be a key tool in enabling those developments, and the PSI looks forward to continuing this important work in partnership with the pharmacy profession.

Eoghan Hanly

PSI President

August 2013



Introduction and Background

A competency framework for pharmacists was identified as a key requirement in the ongoing development of undergraduate and postgraduate education of pharmacists in Ireland, including Continuing Professional Development (CPD) ^{1,2}.

This competency framework will inform the educational standards, curriculum development and learning outcomes for undergraduate students.

The framework will also support the implementation of CPD structures for pharmacists in Ireland. It will assist pharmacists to enhance their practice and patient outcomes through self-reflection and assessment to define their learning needs. In addition, it will provide a platform for the future development of advanced practice and specialist frameworks.

Pharmacists are medicines experts who possess a unique and complex body of knowledge and skills, and the competencies identified in the framework aim to describe in generic terms the competencies that are central to pharmacists performing effectively in professional practice. In addition, as the CPD model is focussed on the needs of the individual pharmacist as well as the wider profession, this also requires that the framework be flexible to meet the needs of pharmacists working in different settings.

Development of the competency framework

The competency framework for pharmacists in Ireland is based on a global competency framework for pharmacists drafted by the Pharmacy Education Taskforce (PET)³. The PET is a collaboration of the International Pharmaceutical Federation (FIP) with the World Health Organization (WHO) and United Nations Educational, Scientific and Cultural Organization (UNESCO).

Ireland was one of the first countries to use the global framework as a mapping tool and a number of sequential steps, including consultation with pharmacists and other stakeholders, were taken to tailor the draft global framework to the Irish pharmacy setting. These steps are outlined in figure 1. The first step was to adopt the FIP draft global competency framework for pharmacists as a mapping tool.

Figure 1. Development of the Competency framework



Step 2 - Tailoring the global framework for Irish needs

The draft global framework was used as a mapping tool to review the competencies and behaviours to reflect Irish pharmacists’ practice. An expert group of pharmacy practitioners from all practice settings in Ireland was formed to review the global framework. Participants used their knowledge and practical experience to review and amend the competencies as identified in the global framework to those that would be required of pharmacists newly-registered to practise pharmacy in Ireland.

Step 3 - Benchmarking against established frameworks and national standards

To ensure that any framework in place is in line with international best practice and national policy, benchmarking of the framework was also conducted against current international frameworks for pharmacists, national frameworks in place for other healthcare professionals, and a number of key national healthcare policy documents.

Internationally competency frameworks are in place for many healthcare professions including pharmacy. Frameworks for pharmacists have been in place in Australia, New Zealand, Canada, the US and the UK for many years⁴⁻⁹ as well as competency frameworks for other healthcare

professionals, such as Canmeds¹⁰ for consultant physicians. Nationally a number of healthcare professions have competency frameworks in place including physiotherapists¹¹, health and social care professionals¹² and nurses¹³. Medical practitioners have defined the domains of good medical practice¹⁴. These well-established frameworks were used as a benchmark in the development of the framework for Irish pharmacists to ensure the standards are in line with international best practice and national healthcare policy. In addition, a number of international pharmacy¹⁵⁻¹⁷ and other healthcare professions' policy documents¹⁸⁻¹⁹ were consulted. Finally, a number of national healthcare standards²⁰⁻²⁴ and healthcare policy documents²⁵ were reviewed to ensure the framework was relevant for the Irish healthcare setting.

The purpose of benchmarking was to ensure that the framework was inclusive and in line with international and national best practice and that there were no significant omissions in the framework.

Step 4 - Profession wide consultation

The draft Irish framework was then released for consultation with all registered pharmacists using a structured online consultation process. A total of 485 responses were received. The length of time in practice and main area of practice of respondents were broadly in line with the register of pharmacists and therefore was a good representation of the profession. 93% of pharmacists found the framework clear and easy to understand and 87% of respondents agreed that the framework reflected the core competencies of a pharmacist. 85% of all respondents agreed that the domains and competencies identified in the framework would apply to their current area of practice and stage of career. Many useful comments and suggestions were also received from pharmacists on how the framework could be improved and pharmacists provided useful additional behaviours to the framework. The framework could therefore be considered as the competency standards set by both the regulatory body and the profession itself.

Step 5 - Finalise the Irish framework

Following consultation with the profession, the framework was updated and finalised to reflect the comments and suggestions received during the consultation process. A full report on the outcomes of the consultation process is available on the PSI website www.thePSI.ie.



Applications of the Competency Framework

The competency framework for pharmacists will be used for a number of purposes including:

- *To inform and develop plans for continuing professional development (CPD) by assisting pharmacists to reflect on their practice and identify learning needs and to provide guidance and structure for CPD over the changing demands of a pharmacist's career*

The competency framework is an essential part of the CPD model for pharmacists in Ireland. The CPD model is a portfolio-based approach that recognises all types of activities across the learning spectrum (workplace through to non-formal learning and formal assessed programmes) with the focus on the learning being driven by the pharmacist who identifies their own development needs through a reflective approach based on the skills and competencies required for their particular professional practice.

- *The development of curricula of university and pre-registration educational programmes and informing the educational standards for accreditation of undergraduate education and training*

A key recommendation of the Pharmacy Education and Accreditation Review (PEARs)² project was that new education standards for entry to the pharmacy register must be developed and so as to ensure optimum standards of care and safety for patients, these should focus upon the educational and professional outcomes or competencies required at registration.

- *To provide a platform for the development of specialisation and advanced practice within pharmacy*

The CPD model allows for the professional career development of individual pharmacists as specialist and advanced practitioners, as well as facilitating innovation and development throughout the profession and in pharmacy services for the ultimate benefit of patients and the public. The competency framework has been developed to allow this flexibility.

- *Finally, a competency framework provides a public statement of the professional role of a pharmacist*

The competency framework provides a useful benchmark for patients, other healthcare professionals, policy-makers and others of the key skills, knowledge, attitudes and behaviours associated with and expected of pharmacists.



Application of the Competency Framework in Practice

This competency framework is intended to support pharmacists in assessing and reflecting on their learning needs, in the context of CPD and lifelong learning.

The specific behaviours identified in this core competency framework relate to those expected of a newly registered pharmacist for the first three years of their registration in Ireland.

During the consultation on the draft framework, a number of behaviours were identified as potentially challenging for newly registered pharmacists to achieve. The most frequently identified areas were in relation to the personal skills, namely decision-making skills, leadership skills, management skills and particularly human resources management. While it is acknowledged that at initial entry level a pharmacist's skills in some areas, especially in the development of the required personal and management skills, will be at beginning stage, over the early years of the pharmacist's career, development of these skills is extremely important and this is achieved through work experience, mentoring by more experienced colleagues and reflecting on practice issues as they arise.

It must also be acknowledged that pharmacists, even those newly qualified, have accountabilities and responsibilities both legally and professionally as registered pharmacists that involves them making key decisions in relation to a patient's medicine regime, working with and supervising staff in relation to medicines and providing leadership from a medicines point of view from an early stage of their career. As trusted healthcare professionals pharmacists are seen as leaders within their communities and are often the first point of contact for a patient with the health system. It is for these reasons that it is considered that development of these skills to a more advanced level over the initial stages of a career is very important for pharmacists and development of these skills should be considered and acknowledged through their CPD portfolio.

All newly-registered pharmacists will work under the direct or indirect supervision of a more experienced pharmacist, whether through the supervising and superintendent pharmacist structure or other senior managing colleagues in different practice settings, and it is important that these areas are identifiable as required learning needs during these early formative years.

Throughout their careers many pharmacists will change practice settings and roles and will often engage in more specialised and advanced practice as their career progresses. This framework aims to state the core competencies identified as unique to pharmacists and though each competency may no longer be relevant to a pharmacist's individual role, the core framework outlines the minimum standard expected should these competencies be required.

While it is not necessary for every competency to be exhibited in each and every interaction with a patient or other healthcare professional, throughout a pharmacist's practice the competencies and behaviours identified in the framework would be exhibited as required on a consistent basis. Therefore this framework outlines the competencies that one would expect to encounter when interacting with a pharmacist and the standards that are expected by the profession and others.

In addition in identifying the competencies and structure of the framework, it is aimed that this core framework can be customised to show the competencies that are required for specific roles, positions or services. Pharmacists can self-assess their abilities against the competency standards relevant to their role to determine areas in which further development is needed. The aim is not to disincentivise non patient facing roles but rather to outline the fundamentals of pharmacy practice and knowledge.

The Structure of the Framework

The competency framework contains six domains (**professional practice, personal skills, supply of medicines, safe and rational use of medicines, public health, organisation and management skills**). Each of the six domains has a number of competencies identified. A number of behavioural statements are given for each competency to demonstrate how individuals who have that competency will be behaving in practice.

Table 1: Core Competency Framework for Pharmacists

Domain	Competency
Professional practice	<ul style="list-style-type: none"> Practises 'patient-centred' care Practises professionally Practises legally Practises ethically Engages in appropriate continuing professional development
Personal skills	<ul style="list-style-type: none"> Leadership skills Decision-making skills Team working skills Communication skills
Supply of medicines	<ul style="list-style-type: none"> Manufactures and compounds medicines Manages the medicines supply chain Reviews and dispenses medicines accurately
Safe and rational use of medicines	<ul style="list-style-type: none"> Patient consultation skills Patient counselling skills Reviews and manages patient medicines Identifies and manages medication safety issues Provides medicines information and education
Public health	<ul style="list-style-type: none"> Population health Health promotion Research skills
Organisation and management skills	<ul style="list-style-type: none"> Self-management skills Workplace management skills Human resources management skills Financial management skills Quality assurance

DOMAIN 1

PROFESSIONAL PRACTICE

Competency:

1.1 Practises 'patient-centred' care

Behaviours:

- 1.1.1 Demonstrates a 'patient-centred' approach to practice
- 1.1.2 Ensures patient safety and quality are at the centre of the pharmacy practice
- 1.1.3 Educates and empowers the patient to manage their own health and medicines
- 1.1.4 Acts as a patient advocate to ensure that patient care is not jeopardised
- 1.1.5 Monitors the medicines and other healthcare needs of the patient on a regular basis and makes recommendations for improvement to the patient and other healthcare professionals as appropriate
- 1.1.6 Understands patients' rights to receive safe and high quality healthcare including pharmacy care and ensures that patient care delivered reflects evidence-based practice

Competency:

1.2 Practises professionally

Behaviours:

- 1.2.1 Carries out duties as a pharmacist in a professional manner
- 1.2.2 Demonstrates awareness of the position of trust in which the profession is held and practises in a manner that upholds that trust
- 1.2.3 Treats others with sensitivity, empathy, respect and dignity
- 1.2.4 Takes responsibility for their own actions and for patient care
- 1.2.5 Maintains patient confidentiality
- 1.2.6 Obtains patient consent as required
- 1.2.7 Recognises their scope of practice and the extent of their current competency and expertise and works accordingly
- 1.2.8 Maintains a consistently high standard of work

Competency:**1.3 Practises legally****Behaviours:**

- 1.3.1 Understands and applies the Pharmacy Act 2007, as amended, and the orders, regulations and rules made thereunder
- 1.3.2 Understands and applies the requirements of both Irish and European pharmacy and medicines law
- 1.3.3 Demonstrates an awareness of other legislation relevant to their practice setting including as appropriate data protection law, health and safety law, employment law, consumer law, equality law and intellectual property rights
- 1.3.4 Demonstrates an understanding of the requirements of the regulatory framework to authorise a medicinal product including the quality, safety and efficacy requirements
- 1.3.5 Demonstrates an awareness of and adheres to professional indemnity requirements

Competency:**1.4 Practises ethically****Behaviours:**

- 1.4.1 Understands their obligations under the principles of the statutory Code of Conduct for Pharmacists and acts accordingly
- 1.4.2 Makes and justifies decisions in a manner that reflects the statutory Code of Conduct for pharmacists and pharmacy and medicines law
- 1.4.3 Recognises ethical dilemmas in practice scenarios and reasons through dilemmas in a structured manner

Competency:**1.5 Engages in appropriate continuing professional development (CPD)****Behaviours:**

- 1.5.1 Understands and accepts the importance of life-long learning for pharmacists
- 1.5.2 Demonstrates the ability to critically reflect on their own practice and skills, to identify learning and development needs
- 1.5.3 Takes personal responsibility for engaging in CPD and achieving learning and professional development goals
- 1.5.4 Identifies and undertakes appropriate learning activities and programmes that meet identified learning needs
- 1.5.5 Keeps knowledge and skills up to date

DOMAIN 2

PERSONAL SKILLS

Competency:

2.1 Leadership skills

Behaviours:

- 2.1.1 Inspires confidence and applies assertiveness skills as appropriate
- 2.1.2 Leads by example by acting to ensure patient safety and quality within the pharmacy environment
- 2.1.3 Builds credibility and portrays the profession in a positive light by being professional and well informed
- 2.1.4 Contributes to the initiation, development and continuous improvement of services for patients
- 2.1.5 Provides appropriate supervision to non-pharmacist staff and students

Competency:

2.2 Decision-making skills

Behaviours:

- 2.2.1 Demonstrates the ability to make accurate, evidenced based and timely decisions in relation to clinical decision-making and the management of patients
- 2.2.2 Makes decisions and solves problems in a timely manner
- 2.2.3 Gathers information from a number of reliable sources and people to enable them to make well-founded decisions
- 2.2.4 Communicates decisions comprehensively including the rationale behind decisions
- 2.2.5 Ensures that relevant professional, ethical and patient safety factors are fully considered in decisions into which they have an input
- 2.2.6 Distinguishes between important and unimportant issues
- 2.2.7 Demonstrates an attention to detail and accuracy in decision-making
- 2.2.8 Recognises when it is appropriate to seek advice from experienced colleagues, refer decisions to a higher level of authority or to include other colleagues in the decision

Competency:**2.3 Team working skills****Behaviours:**

- 2.3.1 Recognises the value and structure of the pharmacy team and of a multiprofessional team
- 2.3.2 Collaborates with other healthcare professionals to manage the care of a patient
- 2.3.3 Ensures effective handover between team members or to another healthcare professional to ensure continuity of patient care
- 2.3.4 Participates, collaborates and advises on therapeutic decision-making and uses appropriate referral in a multiprofessional team
- 2.3.5 Demonstrates a broad understanding of the services delivered by other healthcare professionals and disciplines

Competency:**2.4 Communication skills****Behaviours:**

- 2.4.1 Uses effective verbal, non-verbal, listening and written communication skills to communicate clearly, precisely and appropriately
- 2.4.2 Communicates effectively with patients and their carers, with other healthcare professionals, other support staff, and other relevant third parties
- 2.4.3 Uses appropriate language and checks understanding
- 2.4.4 Demonstrates respect, cultural awareness, sensitivity and empathy when communicating
- 2.4.5 Demonstrates influencing and negotiation skills to resolve conflicts and problems
- 2.4.6 Demonstrates the ability to build positive relationships with patients, carers, colleagues and other healthcare professionals
- 2.4.7 Listens to patients and respects their views about their health and medicines

DOMAIN 3

SUPPLY OF MEDICINES

Competency:

Behaviours:

3.1 Manufactures and compounds medicines

- 3.1.1 Remains up to date with and applies pharmaceutical knowledge on the requirements of formulating and compounding of medicines
- 3.1.2 Demonstrates the ability to perform pharmaceutical calculations accurately
- 3.1.3 Applies pharmaceutical knowledge to select the appropriate route of administration and dosage form for the medicine
- 3.1.4 Applies pharmaceutical knowledge to select appropriate ingredients and excipients of the required quality standard for the manufacture and compounding of medicines
- 3.1.5 Effectively uses technical skills to prepare pharmaceutical products as appropriate to their practice setting
- 3.1.6 Prepares pharmaceutical products according to the standards required including local standard operating procedures (SOPs), guidelines, or good manufacturing practice (GMP) as appropriate
- 3.1.7 Applies knowledge to ensure the appropriate quality controls and monitoring are in place
- 3.1.8 Maintains appropriate records and documentation
- 3.1.9 Demonstrates an understanding of the legislative framework and requirements that govern the manufacture of medicinal products, including GMP

Competency:**3.2 Manages the medicines supply chain****Behaviours:**

- 3.2.1 Demonstrates knowledge of the medicines supply chain and selects reliable and appropriately authorised suppliers of medicinal products
- 3.2.2 Ensures that medicines are stored in appropriate facilities and environmental conditions to ensure stability, quality and safety of the medicinal product over its shelf life
- 3.2.3 Stores medicines in a safe, organised, systematic and secure manner
- 3.2.4 Works with documented policies and procedures to implement an effective stock management and rotation system, including systems for forecasting patient needs and demands and contingency plans for shortages and discontinuations
- 3.2.5 Works with documented policies and procedures to manage the recall of medicines, including the assessment of impact on patient care and required patient follow-up
- 3.2.6 Ensures there is no conflict of interest or inappropriate inducements in the sourcing and supply of medicines
- 3.2.7 Demonstrates an understanding of the legislative framework and requirements that govern the distribution of medicinal products including Good Distribution Practice (GDP)
- 3.2.8 Encourages patients to return any unused, unwanted or expired medicines to the pharmacy for safe disposal

Competency:**3.3 Reviews and dispenses medicines accurately****Behaviours:**

- 3.3.1 Validates prescriptions ensuring that prescriptions are authentic, correctly interpreted and in line with legal requirements
- 3.3.2 Manages, organises and prioritises the dispensing of prescriptions according to professional judgement and up to date clinical knowledge
- 3.3.3 Applies knowledge to undertake a therapeutic review of the prescription to ensure pharmaceutical and clinical appropriateness of the treatment for the patient
- 3.3.4 Consults the available patient medical and medicine history or record

- 3.3.5 Screens and manages the prescription or other medicines requisition for any potential clinical problems including therapeutic duplication, interaction with other medicinal products (including interactions with non-prescription medicinal products, herbal products or foods), incorrect dosage or duration of treatment, allergic reactions and clinical abuse and/or misuse
- 3.3.6 Consults with the prescriber or patient for further information and clarification when required
- 3.3.7 Documents and records clinical and professional interventions
- 3.3.8 Selects the correct medicine, strength and pharmaceutical form in accordance with the prescription
- 3.3.9 Accurately dispenses medicines in an organised, safe and systematic way according to procedures and applies sequential accuracy checks
- 3.3.10 Identifies the interchangeability and bioequivalence of different proprietary products where applicable
- 3.3.11 Packages medicines to optimise safety and stability including any appropriate re-packaging and inclusion of patient information
- 3.3.12 Labels medicines with all the relevant required clinical and cautionary or advisory information and in line with legal requirements
- 3.3.13 Uses patient counselling skills to educate the patient and provide all the required information to ensure safe and rational use of the medicines
- 3.3.14 Keeps accurate, up-to-date records on supplies in line with full legal requirements and to ensure a complete patient medication record
- 3.3.15 Demonstrates extensive knowledge of dispensary practice software they employ and an appreciation of the potential and limitations of systems
- 3.3.16 Effectively supervises staff in carrying out tasks in relation to dispensing

DOMAIN 4

SAFE AND RATIONAL USE OF MEDICINES

Competency:

Behaviours:

4.1 Patient consultation skills

- 4.1.1 Consults with the patient and/or carer to obtain relevant patient medication and disease history
- 4.1.2 Uses appropriate communication and questioning techniques to gather relevant patient information
- 4.1.3 Structures consultations against a protocol and uses the patient consultation area appropriately
- 4.1.4 Assesses symptoms and diagnoses based on objective and subjective measures, if appropriate, using appropriate diagnostic aids and tests
- 4.1.5 Selects appropriate non-prescription medicines for minor ailments taking into account patients' preferences
- 4.1.6 Advises patients when and what circumstances in which to seek further medical intervention
- 4.1.7 Applies first aid when required and acts to arrange follow-up care
- 4.1.8 Maintains, reviews and updates patient medication history and records in a manner respectful of the confidentiality of patient information and in line with legal requirements
- 4.1.9 Ensures medicines selection and advice reflects best evidence and guidance in the relevant area
- 4.1.10 Provides honest, accurate and evidenced-based information on complementary and alternative medicines and therapies
- 4.1.11 Effectively supervises non-pharmacist staff in relation to non-prescription medicines
- 4.1.12 Documents interventions and maintains appropriate records

Competency:**4.2 Patient counselling skills****Behaviours:**

- 4.2.1 Discusses and agrees with patients the appropriate use of medicines
- 4.2.2 Maximises opportunities for counselling and providing information and advice to patients
- 4.2.3 Counsels patients in a structured and logical manner
- 4.2.4 Counsels patients in a manner respectful of the privacy of the patient including use of the patient consultation area when appropriate
- 4.2.5 Provides the patient with sufficient information to assure the safe and proper use of the medicine
- 4.2.6 Assesses patients' understanding and knowledge of the medicines and provides appropriate information and education
- 4.2.7 Uses language the patient is likely to understand
- 4.2.8 Educates patients in correct use of devices
- 4.2.9 Uses counselling aids to help the patient understand the information
- 4.2.10 Responds appropriately to more challenging or complex scenarios

Competency:**4.3 Reviews and manages patient medicines****Behaviours:**

- 4.3.1 Identifies, prioritises and resolves medicines management problems
- 4.3.2 Monitors medicines use and patient adherence, as appropriate, to ensure positive clinical outcomes are achieved and patient needs are met
- 4.3.3 Encourages and facilitates patient adherence
- 4.3.4 Liaises with and provides advice to the prescriber or other healthcare professionals to ensure optimal use of medicines by patients
- 4.3.5 Contributes to the cost-effective use of medicines
- 4.3.6 Recognises and manages adverse drug reactions
- 4.3.7 Recognises and manages inappropriate medicines including dosage problems
- 4.3.8 Recognises and advises on any additional patient monitoring required
- 4.3.9 Contributes to strategies on medication management including monitoring and improving medicines use

Competency:

4.4 Identifies and manages medication safety issues

Behaviours:

- 4.4.1 Identifies medication safety as a priority
- 4.4.2 Takes action to prevent, minimise, resolve and follow up medicines related problems
- 4.4.3 Maintains and contributes to a reporting system of pharmacovigilance
- 4.4.4 Reports adverse drug reactions and quality defects to the Irish Medicines Board
- 4.4.5 Takes steps to improve the safe use of medicines for patients in all practice settings
- 4.4.6 Encourages patients to be knowledgeable about their medication
- 4.4.7 Keeps abreast of emerging medication safety information through notifications, alerts, newsletters and other publications; reacts to and implements new safety information including any required patient follow-up and further staff education
- 4.4.8 Contributes to the implementation, auditing and addressing of risk management to avoid adverse events with medication
- 4.4.9 Contributes to implementing and maintaining a 'near misses' reporting system and error reporting system
- 4.4.10 Reviews, learns from and acts upon previous 'near misses' and 'dispensing errors'
- 4.4.11 Identifies, documents, acts upon and reports errors to include clear and open communication with patients
- 4.4.12 Discusses medication safety issues with other staff, identifies hazardous practices, contributes to the implementation of new procedures and practices to deal with medication safety risks or issues
- 4.4.13 Identifies medicines at higher risk of medication errors or with increased safety risks and takes steps to minimise and mitigate risks

Competency:

Behaviours:

4.5 Provides medicines information and education

- 4.5.1 Provides accurate, quality and safe information and advice to patients, the public and other healthcare professionals regarding medicines
- 4.5.2 Advises patients, the public and other healthcare professionals on the safe and rational use of medicines and devices including the use, contraindications, storage, and side effects of non-prescription and prescription medicines
- 4.5.3 Identifies and utilises appropriate evidenced based sources of information on medicines
- 4.5.4 Provides medicines information in response to queries in a manner appropriate to the recipient
- 4.5.5 Manages information appropriately including documentation
- 4.5.6 Accesses reliable information to ensure cost effective use of medicines
- 4.5.7 Provides education to patients, the public, students and other healthcare professionals on medicines

DOMAIN 5

PUBLIC HEALTH

Competency:

5.1 Population health

Behaviours:

- 5.1.1 Identifies the primary healthcare needs of patients taking into account the cultural and social setting of the patient
- 5.1.2 Engages with and implements national health and medicines policies and guidelines
- 5.1.3 Identifies the need for, plans and implements new services according to patients needs
- 5.1.4 Demonstrates an awareness of the public health resources available to patients and aids patients in availing of or contacting these services

Competency:

5.2 Health promotion

Behaviours:

- 5.2.1 Provides information, advice and education for patients and the public on health awareness, disease prevention and control, and healthy lifestyle and wellness
- 5.2.2 Identifies opportunities to engage in health promotion
- 5.2.3 Demonstrates support for initiatives in relation to health promotion
- 5.2.4 Identifies and utilises evidenced based sources of information on health

Competency:

5.3 Research skills

Behaviours:

- 5.3.1 Applies principles of scientific enquiry to investigate a medicine or practice related issue
- 5.3.2 Possesses the skills to initiate research and practice development activities
- 5.3.3 Understands and adheres to ethical research principles
- 5.3.4 Communicates and applies research findings

DOMAIN 6

ORGANISATION AND MANAGEMENT SKILLS

Competency:

6.1 Self-management skills

Behaviours:

- 6.1.1 Demonstrates organisation and efficiency in carrying out their work
- 6.1.2 Ensures their work time and processes are appropriately planned and managed
- 6.1.3 Demonstrates the ability to prioritise work appropriately
- 6.1.4 Takes responsibility as appropriate in the workplace
- 6.1.5 Demonstrates awareness of the responsibility of their position
- 6.1.6 Ensures punctuality and reliability
- 6.1.7 Reflects on and demonstrates learning from critical incidents

Competency:

6.2 Workplace management skills

Behaviours:

- 6.2.1 Demonstrates an understanding of the principles of organisation and management
- 6.2.2 Works effectively with the documented procedures and policies within the workplace
- 6.2.3 Understands their role in the organisational structure and works effectively within the management structure of the organisation
- 6.2.4 Works effectively with their supervising and superintendent pharmacist(s)
- 6.2.5 Addresses and manages day to day management issues as required in their position of responsibility
- 6.2.6 Identifies pharmacy resource requirements and manages those resources effectively as appropriate to their level of responsibility
- 6.2.7 Contributes to the management of the workplace in relation to medicines

Competency:**6.3 Human resources management skills****Behaviours:**

- 6.3.1 Identifies and manages human resources and staffing issues as required in their position of responsibility
- 6.3.2 Recognises and understands their supervision role in relation to non-pharmacist staff and medicines
- 6.3.3 Engages with systems and procedures for performance management
- 6.3.4 Supports and contributes to staff training and continuing professional development

Competency:**6.4 Financial management skills****Behaviours:**

- 6.4.1 Demonstrates the ability to effectively analyse and manage financial data and budgetary information
- 6.4.2 Demonstrates awareness of the health service reimbursement schemes through which patients are entitled to receive medication
- 6.4.3 Submits appropriate and accurate claims for reimbursement
- 6.4.4 Ensures appropriate reference sources are used to support applications for service reimbursement
- 6.4.5 Understands the principles of pharmacoeconomic assessment and medicines cost benefits analysis

Competency:**6.5 Quality assurance****Behaviours:**

- 6.5.1 Recognises quality as a core principle of medicines management and healthcare provision
- 6.5.2 Understands the role of policies and procedures in the organisational structure and in the provision of healthcare
- 6.5.3 Contributes to the development, implementation, maintenance and training of staff on standard operating procedures, as appropriate to their level of responsibility
- 6.5.4 Contributes to regular audit activities and reports and acts upon findings
- 6.5.5 Identifies and evaluates the evidence-base to improve the use of medicines and services, including risk management
- 6.5.6 Uses feedback from complaints and audit to improve and develop services in conjunction with their manager
- 6.5.7 Implements a system for documentation and record keeping

References

1. Review of International CPD Models. Pharmaceutical Society of Ireland. PA Consulting. Final Report June 2010

2. Pharmacy Education and Accreditation Reviews (PEARs) Project. Professor Keith Wilson and Dr Christopher Langley, Aston University. Commissioned by the Pharmaceutical Society of Ireland. Final Report June 2010

3. A Global Competency Framework Draft version August 2010. FIP Pharmacy Education Taskforce 2010.

4. National Competency Standards Framework for Pharmacists in Australia. Pharmaceutical Society of Australia 2010

5. Model Standards of Practice for Canadian Pharmacists. National Association of Pharmacy Regulatory Authorities (NAPRA) 2009

6. Professional Competencies for Canadian Pharmacists at Entry to Practice. NAPRA 2007

7. ACCP White Paper Clinical Pharmacist Competencies. The American College of Clinical Pharmacy. *Pharmacotherapy* 2008;28(6):806-815

8. General Level Framework, a Framework for Pharmacists Development in General Pharmacy Practice. Competency Development and Evaluation Group (CoDEG) 2007

9. Competency Framework for the Pharmacy Profession. Pharmacy Council of New Zealand. 2009

10. The CanMEDS 2005 Physician Competency Framework. The Royal College of Physicians and Surgeons of Canada 2005

11. Physiotherapy Competencies. Therapy Project Office, Health Service Executive (HSE) 2008

12. Management Competency Frameworks for Health and Social Care Professions and Clerical/Administrative Grades IV to Senior Management Inclusive. Technical Report. Pearn Kandola. 2003

13. Domains of Competence. An Bord Altranais

14. Good Professional Practice. Medical Council 2010

15. Developing pharmacy practice: A focus on patient care. WHO and FIP. 2006

16. Counseling, Concordance and Communication; Innovative Education for Pharmacists. International Pharmaceutical Students Federation (IPSF) and International Pharmaceutical Federation (FIP) 2005

17. The Role of the Pharmacist in Self-care and Self-medication. Report of the 4th WHO Consultative Group on the Role of the Pharmacist. The Hague, The Netherlands. 26-28 August 1998

18. Health Professions Education: A Bridge to Quality. Chapter 3. The Core Competencies Needed for Health Care Professionals. Institute of Medicine (IOM) of the National Academies 2003

19. WHO Medicines: rational use of medicines. Fact sheet N°338. May 2010

20. Pharmacy Act 2007 [Act No. 20 of 2007]

21. Regulation of Retail Pharmacy Businesses Regulations 2008 [S.I. No. 488 of 2008]

22. The Code of Conduct for Pharmacists. The Pharmaceutical Society of Ireland.

23. National Pharmacy Internship Programme. Programme Overview. Royal College of Surgeons in Ireland. 2009-2010

24. Draft National Standards for Safer Better Healthcare. Health Information and Quality Authority (HIQA) 2010

25. Building a Culture of Patient Safety: Report of the Commission on Patient Safety and Quality Assurance. Department of Health and Children. 2008



The Pharmaceutical Society of Ireland
The Pharmacy Regulator

E: info@thepsi.ie
W: www.thepsi.ie