ROYAL PHARMACEUTICAL SOCIETY

Thank you for agreeing to observe a candidate as part of the programme to credential as advanced-ready pharmacist. This is a brief guidance document to help you undertake your observation effectively.

What role will I play?

Your role is called a 'collaborator' or 'observer' and you will be observing the candidate and making judgments about their performance during a **supervised learning event (SLE).**

Observers may be other healthcare professionals, non-clinical colleagues and/or patients, depending on the nature of the supervised learning event and what is being observed. The important thing is that you, as a collaborator, have the appropriate knowledge, skills and experience to make a valid judgment of the pharmacist in that context. For example, a patient collaborator is very well placed to make a judgment on a pharmacist's ability to undertake an effective consultation but is unlikely to be able to effectively judge their ability to effectively assess neurotoxicity.

What is a supervised learning event?

Supervised learning events (SLEs) are work-place observations of a candidate's performance. They are undertaken using set forms which are stored on the candidate's e-portfolio.

How do I access the supervised learning event form?

The pharmacist will grant you access to the form(s) to complete prior to the observation by email. You will then be asked to record your judgments and provide feedback to the candidate using an electronic form accessed by this email.

What are the different SLEs for collaborators to complete?

There are a wide range of potential SLE templates for the candidate to choose from. The candidate will choose the most appropriate ones depending on the educational context and on what they are trying to evidence.

A copy of all the SLE templates in word format can also be accessed on the RPS website.

How do I make a fair and valid judgment of the candidate's performance?

Professional judgment is essential for assessing senior healthcare professionals, but we accept that judgments made in SLEs may be subjective. This is why we have asked candidates to present a broad range of different SLEs undertaken by a wide range of collaborators/observers so we can gain a broad view of their ability. Lots of varied evidence will help dilute any subjectivity.

To help ensure your judgment is valid and fair, we recommend that you:

- **Read the curriculum outcomes** - Consider the outcome(s) you are assessing in the SLE you are undertaking. You should discuss this with the candidate as they will need to map the evidence against the curriculum outcomes. Read the outcome(s) carefully as well as the descriptors which give greater detail about the level of performance expected of someone working at this level. Is the candidate meeting these? - **See appendix 1**

- **Trust your professional 'gut'** - these authentic assessments are trying to capture your holistic professional judgment based on your experience so do not ignore this.

- **Be honest** - your judgment and feedback will help the candidate to identify areas of strength and development. It is essential you are honest with your judgments and feedback so that candidates understand how they can progress. In addition, patient safety must be paramount so, if a candidate is not yet reaching the required standard, you must record this.

How do I provide effective written feedback?

Collaborators are required to provide written formative feedback for candidates following each SLE.

Each SLE form will ask you to identify:

- Strengths
- Areas for development
- Mutually agreed action points

When providing feedback, try to:

- **Be direct** – make sure the message is clear and not lost in long rambling sentences.
- **Be specific** – if you can, link the feedback directly to the wording in the specific outcomes and descriptors you are assessing against.
- **Be bespoke** – avoid generic bland statements and tailor the feedback to the candidate in front of you.
- **Be objective** – do not use emotive language, keep it factual and based on what you observed.
- **Be honest** – these assessments are low stakes and honest feedback is needed to help inform the candidate's learning.

Do supervised learning events need to be undertaken in person?

SLEs do not necessarily need to take place in person and may be undertaken remotely using digital technologies if this is possible and appropriate.

If you would like more information, please refer to the RPS core advanced pharmacist collaborator guidance and the RPS core advanced pharmacist curriculum.

Appendix 1

Domains, capabilities, outcomes and descriptors

The final column indicates mapping of the outcomes in this curriculum to the outcomes in the RPS Advanced Pharmacy Framework (2013)

Please remember that the descriptors are to guide individuals and supervisors to the level of performance and breadth of evidence required. Individuals are not required to include evidence in their e-portfolio for every descriptor.

DOMAIN 1: PERSON-CENTERED CARE AND COLLABORATION			
CAPABILITIES	**OUTCOMES**	**DESCRIPTORS**	**APF**
Communicates effectively when dealing with challenging situations, placing the person at the centre of any interaction.	1.1 Communicates complex, sensitive and/or contentious information effectively with people receiving care and senior decision makers.	Critically appraises complex information from a range of sources and communicates this clearly and confidently and in a format suitable for the intended audience, including senior stakeholders. Appropriately and effectively utilises different communication media, including face to face, telephone, written, video, social media and digital, to effectively engage with the intended audience (including patients, carers and senior stakeholders) within and beyond their care setting. Collects all pertinent information through active listening skills, effective questioning, and recognising and responding to verbal and nonverbal cues; ensures the individual feels valued and listened to.	2.1

Anticipates and identifies barriers to effective communication, adapts verbal and non-verbal communication style and deploys techniques to improve communication in a way that is responsive to the person's communication and language needs, preferences and abilities (e.g. speech and hearing problems, and different languages, cultures and levels of health and IT literacy).

Effectively adapts verbal and non-verbal communication in challenging situations demonstrating empathy and valuing the other person's point of view to achieve a suitable outcome. This includes managing hostility and significant conflict, overcoming resistance or hesitancy, the delivery of distressing or upsetting information, and/or engaging with people who are distressed, or suffering from acute severe physical (e.g. pain), mental or emotional illness or trauma, appropriately.

Employs and adapts appropriate communication techniques based on consultation models or frameworks to robustly explore the person's ideas, concerns, and expectations.

Communicates information about complex treatment regimens, including no treatment, and can clearly describe the risks and benefits of their use in terms which can be understood by the person (patient/carer/relative/healthcare professional) including where decision aids are lacking, or evidence is ambiguous.

		Presents sensitive and/or contentious information clearly and confidently to a broad range of stakeholders, including senior stakeholders, appropriately managing any arising conflict.	
	1.2 **Demonstrates cultural effectiveness through action; values and respects others, creating an inclusive environment in the delivery of care and with colleagues.**	Is aware of prejudices faced by different groups both in the workplace and when accessing healthcare and takes steps to negate the influence of these in their own practice and the practice of others, considering the impact of intersectionality. Creates a culture in the pharmacy and multidisciplinary team that is inclusive and respectful of people's and colleagues' religious, cultural and ethical beliefs, and their ideas and feelings. Proactively demonstrates equity and fairness in all aspects of day-to-day practice and promotes this in the wider team. Ensures they meet all their responsibilities under equality and human rights legislation and holds others to account.	N/A

		Challenges inappropriate behaviour and attitudes which are discriminatory, dealing with or escalating issues as appropriate	
		Gives positive practical support to people (colleagues or those accessing care) who may have learning support needs, be neurodiverse, feel vulnerable, victimised or unfairly treated.	
		Is aware of unconscious bias and takes steps to minimise this through education, inclusive practice and representation.	
Delivers person-centred care for individuals with complex needs.	1.3	Always keeps the person at the centre of their approach to care when managing challenging situations; empowers individuals and, where necessary, appropriately advocates for those who are unable to effectively advocate for themselves.	Places the highest priority on the needs (health, social, emotional, cultural) of individuals receiving care and effectively balances this with competing priorities.	N/A
			Discusses and collaboratively agrees goals of treatment with individuals receiving care.	
			Respects the autonomy of individuals to make decisions about their own care, even when this differs to their own professional opinion.	
			Assesses the capacity of individuals to make decisions with respect to the care being delivered by the pharmacist and effectively manages	

		situations where capacity is lacking, following best practice in applying relevant legislation.	
		Recognises people who may need support in articulating their healthcare needs and takes steps to enable this.	
		Advocates for individuals who are unable to advocate for themselves.	
Collaborates with stakeholders in	1.4 Builds strong relationships with	Is sought by colleagues in the wider pharmacy and multidisciplinary team to collaborate in the delivery of care for people with complex	2.2

the wider pharmacy and multidisciplinary team to promote a collaborative approach across their team and/or organisation.		colleagues working as part of multidisciplinary teams influencing the delivery of positive healthcare outcomes at a team and/or organisational level.	needs and/or the development or delivery of services for groups of patients. Has excellent working relationships with senior multidisciplinary colleagues, working in partnership to ensure safe and effective patient care, including challenging the status quo when needed. Fosters effective team working through collaboration and creates a team dynamic and culture where all team members are encouraged to collaborate. Develops networks that extend beyond their care setting, organisation and/or area of clinical practice. Works collaboratively across their organisation to develop promote, and implement guidelines, policies, and strategies to influence change within their organisation.	
	1.5	Gains co-operation from senior stakeholders through effective influencing, persuasion and negotiation.	Clearly articulates recommendations as reasoned arguments for senior stakeholders in a range of settings to deliver improved outcomes for individuals and/or groups of service users.	2.1

			Respectfully, but assertively, presents opinions and recommendations that may be different to existing strategies, positively influencing the outcomes with their expertise.	
	1.6	Recognises, and respects, the role of others in the wider pharmacy and multidisciplinary team; optimises the care delivered for individuals and groups through appropriate delegation and referral.	Is sought as a reliable source of expertise, for complex cases, by a range of established and advanced clinicians from within the pharmacy and wider multidisciplinary team. Seeks advice from and/or uses appropriate onward referral mechanisms to enable patients to access care from the most appropriate clinician or care provider within primary or secondary care. Delegates work appropriately to members of the pharmacy team or wider multidisciplinary team to deliver high standards of care, maximising the potential of the team. Develops and implements ways of working that recognises contributions and maximises the output of the team.	2.2

DOMAIN 2: PROFESSIONAL PRACTICE			
CAPABILITIES	**OUTCOMES**	**DESCRIPTORS**	**APF**
Applies advanced clinical knowledge and skills in the delivery of care for individuals or groups with complex needs.	**2.1** **Delivers care using advanced pharmaceutical knowledge and skills for individuals and/or groups with highly complex needs, including where evidence is limited or ambiguous.**	**Applies clinical knowledge and skills to autonomously identify, prioritise and optimise medicines and other treatments in the management of people with complex medical, psychological and/or social needs.** **Recognises the psychological, social and physical impact of complex health/mental health problems on the person and takes appropriate action to support them to manage their conditions and medicines.** **Provides expert advice and clinical input to other senior and specialist clinicians in the delivery of holistic person-centred care, including pharmaceutical care, where evidence is limited or ambiguous.** **Anticipates pharmaceutical and clinical issues in individuals or groups with complex needs and acts appropriately and proportionately to minimise their impact.** **Enables the application of innovative healthcare technologies e.g. genomic medicine, digital health solutions, artificial intelligence and advanced therapeutic medicinal products.**	**1.1** **1.3**

				N/A
			Collaborates with the multidisciplinary team in the care of complex patients and/or patient populations based on the evidence-base and/or best practice.	
	2.2	Undertakes a holistic clinical review of individuals with complex needs, using a range of assessment methods, appropriately adapting assessments and communication style based on the individual.	Undertakes a person-centred consultation and/or clinical assessment* for people with complex medical, psychological and/or social needs in an appropriate setting taking account of confidentiality, consent, dignity and respect. Systematically performs physical and non-physical clinical examinations and assessments and is able to interpret physical signs accurately, adapting the process based on the needs of the individual (including cultural, physical and psychosocial needs). Autonomously requests and interprets relevant examinations and investigations to support assessment, diagnosis, monitoring and management of people with complex needs in a systematic and efficient manner. Makes appropriate clinical decisions in line with clinical decision-making tools, recognising the potential limitations of the tools employed and when alternative approaches should be employed.	N/A

			Formulates appropriate differential diagnoses and applies clinical judgement to people with complex needs to arrive at a working diagnosis. Appropriately triages and prioritises people for review or intervention. Uses clinical reasoning to appropriately prioritise interventions for individuals as part of a treatment plan, while employing a collaborative and shared decision-making approach. *Clinical assessment includes history-taking; identifying risk factors; mental health assessments; requesting, undertaking and/or interpreting diagnostic tests; and conducting health needs assessments	
	2.3	Demonstrates effective clinical reasoning skills, making autonomous, evidence informed, person-centred decisions about treatment for individuals or groups with complex clinical needs, managing risk	Autonomously makes appropriate clinical decisions and prescribing interventions (adding, stopping, stepping down and/or optimising medication) for people with complex needs, ensuring the treatment plan is documented clearly and communicated to all relevant clinicians involved in the patients care. Receives and appropriately answers a variety of medicine related and clinical enquires from senior and specialist clinicians and individuals and carers with complex needs.	1.3

		in the presence of significant uncertainty.	Manages clinical uncertainty by critically appraising existing evidence, which may be limited or ambiguous and best practice guidance and applying it to individuals with complex needs.	
	2.4	Acts to improve the health of the population and reduce health inequalities.	Accesses local and national data and resources to identify relevant local population health priorities and drivers for inequality. Identifies and implements population health interventions to improve the overall health of individuals and groups for whom they provide care and to reduce health inequalities. Utilises appropriate techniques (e.g. behaviour change techniques) to meaningfully engage and motivate people to improve their health, including those with complex healthcare, social and psychological needs or have previously been unable to successfully engage with self-care interventions. Takes action to improve accessibility to care for those from communities which may find it more challenging. Acts to improve the health literacy of people to improve their access to care.	N/A

			Acts to manage the complexity of intersecting factors that contribute to health inequality e.g. language barriers, neurodiversity, socio-economic factors, cultural factors.	
Assures the professional practice of self and supports effective performance of others.	2.5	Makes, and is accountable for, own decisions and takes responsibility for performance at a team and/or service level.	Demonstrates a critical understanding of their broadened level of responsibility and autonomy.	1.2 4.3
			Is accountable for clinical decisions and treatment plans developed for patients with complex medical, psychological and social needs.	
			Proactively seeks feedback from a range of sources, including those for whom they provide care, using appropriate methods.	
			Uses data e.g. key performance indicators, audit, and/or quality improvement methodologies, to monitor their own practice and the performance of the service and/or team.	
	2.6	Defines and articulates own advanced scope of practice to others; uses professional judgement to appropriately seek help when needed for complex and/or high-stakes decisions.	Can define and articulate the limits of own competence and professional scope of practice.	1.4
			Seeks advice or uses appropriate onward referral mechanisms to enable patients to access care from the most appropriate clinician or care provider within primary or secondary care.	

		Appropriately identifies and mitigates the potential risks of their actions or inaction in care delivery.	
		Demonstrates professional judgement in appropriately seeking help for activities that are beyond their scope or level of practice.	
		Reviews the impact of their practice as part of the service to identify learning and/or alter their scope of practice.	

DOMAIN 3: LEADERSHIP AND MANAGEMENT

CAPABILITIES	OUTCOMES	DESCRIPTORS	APF
Enhances the delivery of local pharmacy healthcare services through leadership; manages change effectively to deliver demonstrable improvements to care.	3.1 Pro-actively contributes to defining a strategic vision for their team and/or service in collaboration with other senior stakeholders; engages others to support the delivery of the strategic vision.	Collaborates with senior decision makers; providing input into defining a strategic vision for their team and/or service, ensuring alignment with existing and emerging organisational and national policies. Engages appropriate stakeholders from within and beyond their immediate care setting in developing strategy or vision at a team and/or service level. Supports team members to set objectives that are aligned to the organisational strategy and vision. Communicates purpose and vision clearly, influencing individuals from across teams and/or professional groups to work together in to achieve a common goal. Actively seeks contributions from across the team of ideas and solutions to improve services including amplifying the voices of those who may feel marginalised or disenfranchised.	3.3 4.8

		Makes, and effectively communicates, decisions at a team and/or service level to achieve organisational goals.		
		Demonstrates authenticity, integrity, and role-modelling, leading by example at a team and/or service level.		
		Takes appropriate steps to mitigate barriers to achieving a strategic vision at a team, service and/or organisational level.		
	3.2	**Motivates and supports individuals and/or teams to improve performance.**	Communicates strategic vision effectively with individuals and/or teams, breaking it down into discrete operational deliverables; ensures individuals and/or teams understand how they contribute to achieving the vision.	4.5 5.1
			Sets appropriate goals and objectives for individuals and/or teams which align to organisational strategies; helps to motivate individuals to achieve these.	
			Provides effective feedback to individuals/teams that recognises good performance and identifies areas for improvement, engaging meaningfully in providing support in areas for improvement.	
			Responds to poor performance effectively and supports access to development opportunities; appropriately escalates ongoing concerns in line with organisational performance management policies whilst	

		recognising and considering systemic issues that may exist within performance management and complaints procedures. Acts as a role model to colleagues by demonstrating high levels of professionalism; treating all involved with dignity and respect. Recognises the differences in the people they work with, including the barriers or systemic limitations that they may have had to face and takes appropriate supportive actions. Acts as a role model supporting the pharmacy team and other healthcare professionals with issues relating to professional practice.		
	3.3	**Demonstrates team leadership, resilience and determination, managing situations that are unfamiliar, complex and/or unpredictable to deliver positive outcomes at a team and/or service level.**	Manages competing priorities at a team and/or service level, balancing risk and delivering positive outcomes. Creates a culture within the team which promotes and encourages innovation and/or improvement to services. Creates a team culture that normalises learning from errors; supports others to learn from incidents/near misses to improve practice.	3.6 4.7

		Directs and manages a diverse team workload effectively whilst maintaining quality and consideration for individuals receiving care and team members.

Supports and monitors a team's ability to achieve deadlines for day to day and longer-term tasks through effective management, prioritisation, delegation and facilitation.

Takes ownership of significant and serious problems, including resolving errors or incidents that have occurred.

Identifies issues which impact on safe and effective delivery of services and identifies appropriate solutions and/or escalates appropriately.

Recognises the difference between system issues impacting on individual and/or team performance as opposed to individual performance/resilience and acts accordingly.

Recognises the link between effective team working and safe service delivery and acts accordingly. |

Uses evidence, policies, resources and data as part of quality improvement to shape local service delivery to provide high standards of care and improve outcomes.	3.4	Critically analyses data as part of quality improvement and/or innovation in the development and delivery of services, the identification and mitigation of medicines-related risks, and the management of resources.	Interprets, adapts and applies current and emerging local and national medicines related guidelines and policies in the development and delivery of pathways and services at a local level.	3.1
				3.4
			Places service users at the centre of any service change, engaging them in identifying and co-producing solutions.	3.5
				4.2
				4.6
			Considers the impact of changes to services on inequalities e.g. impact on access, disproportionate impact on people with certain protected characteristics.	
			Employs quality improvement methodologies in the development and monitoring of improvements to services.	
			Analyses local and national data, including service user feedback and data relating to inequalities, in the delivery, development and improvement of clinical and pharmaceutical services.	
			Contributes to developing and implementing new working practices to demonstrably improve outcomes from medicines and care, including for people disproportionately disadvantaged by the current service.	

		Utilises data-driven approaches to deliver quality improvement, change management and prioritisation of issues at an individual, population, service and/or organisational level that positively impacts on the safe and effective use of medicines.	
		Is responsible for the appropriate utilisation of resources (financial and/or staffing); uses robust data to monitor and/or allocate resource.	
		Contributes to business cases to support further resource and/or reconfigure current resource.	
	3.5 **Works collaboratively with multi-disciplinary resources across care settings to develop and implement strategies to manage risk and improve safety and outcomes from medicines and care delivery.**	Collaborates with the pharmacy and multi-disciplinary teams within and beyond their own care setting in the development and delivery of, and management of risks associated with, pharmaceutical and clinical services.	**3.2** **4.1** **4.4** **4.9**
		Contributes to the clinical governance agenda in their area of clinical practice, providing medicines related expertise to the multi-disciplinary team.	
		Takes responsibility at a team and/or service level for contributing to national/global priorities or initiatives to improve safe and effective use of medicines e.g. reducing antimicrobial resistance, reducing harm from medicines, reducing inappropriate polypharmacy.	

Shares work with the wider pharmacy / healthcare team, across healthcare organisations and/or settings to ensure innovation is shared and adopted.

Leads and manages the implementation of complex projects and programmes at a team and/or service level.

Works with the pharmacy and multidisciplinary team to investigate errors, near misses and critical incidents, using appropriate tools e.g. significant event analysis, human factors and / or root cause analysis.

Identifies trends/patterns in medicines related errors and coherently articulates identified risks to appropriate senior stakeholders, working with them to develop and introduce mitigations, monitoring the impact of any changes on patient safety.

Adheres to and promotes appropriate governance and equality principles in delivery of services (e.g. information governance, financial regulations, safeguarding, EQIAs etc.).

Demonstrates resilience in effectively managing challenging, high-pressured situations.	3.6	Demonstrates emotional intelligence when managing challenging and complex situations; remains composed and de-escalates potential and actual conflict situations.	Is receptive to challenge and prepared and able to challenge others constructively and sensitively.	N/A
			Identifies own feelings, cognitive biases, emotions and prejudices; understands how these can affect their own behaviour and decision making, and how these can impact on working relationships (cultural competence), and delivery of care.	
			Recognises the factors that increase the pressure faced at work and takes steps to mitigate and manage these to continue delivering care appropriately.	
			Identifies factors that can enhance or negatively impact on team dynamics; anticipates potential challenges within the team and takes action to minimise these.	
			Demonstrates compassionate leadership, displaying empathy when managing challenging situations, recognising the factors that may contribute to a negative response from team members and/or service users.	
			Employs strategies to avoid and de-escalate conflict while allowing for robust conversation where there are differences of opinion.	

		Provides support to colleagues when managing challenging and/or high-pressure situations, appropriately stepping in and/or escalating if necessary. Reflects on challenging situations and supports team members to debrief and reflect.	

Domain: 4 Education			
CAPABILITIES	**OUTCOMES**	**DESCRIPTORS**	**AP F**
Develops themselves and others, by identifying learning needs and providing supervision, mentorship and support.	**4.1 Reflects on practice to critically assess own learning needs and pro-actively engages in professional development.**	**Critically assesses and addresses own learning needs; develops an appropriate personal development plan to maximise clinical skills and knowledge as well as their own potential to lead and develop both care and services.** **Proactively seeks and engages in learning and professional development opportunities, in line with their personal development plan, staying up to date with evolving practice and implementing this at a team or service level.** **Instigates and participates in peer review and interprofessional learning activities.** **Demonstrates how their personal development reflects the needs of the people who access their services or for whom they provide care as well as the needs of their organisation and their own career aspirations.**	**N/ A**

			Proactively considers equality, diversity and inclusion as part of their personal development plan	
			Uses appropriate tools to actively seek feedback, both positive and negative, from individuals receiving care, service users and colleagues, mentees and learners; is open to and acts on the feedback received.	
	4.2	Supervises others' performance and development; provides high quality feedback, mentorship, and support.	Supervises others in the workplace, taking responsibility for evaluating their performance against defined standards and/or agreed objectives, making formative and where appropriate summative judgements and/or assessments.	5.2 5.4
			Undertakes educational needs assessments with others to support their development.	
			Helps others to develop by engaging, appraising and responding to their motivation, development stage and capacity, supporting them to produce an appropriate plan for their development with specific objectives to address identified learning needs.	
			Acts as a positive role model and guides colleagues from across pharmacy and the wider team in developing professional values and through encouragement, motivation and support.	

Advocates for and actively contributes to a culture of organisational learning, that is inclusive, places a high value on education and promotes learning from errors, to inspire future and existing staff.

Provides effective, timely, supportive and constructive feedback to support the development of others' clinical and non-clinical skills, employing appropriate assessment techniques and tools to support the process (e.g. SLEs).

Uses appropriate techniques to mentor and develop others.

Fosters autonomy and facilitates learning by encouraging critical thinking in those that they supervise and/or mentor.

Identifies and supports learners experiencing difficulties, including liaising with relevant supervisor(s), interfacing with employment performance management procedures and ensuring agreed steps/actions are shared as appropriate.

Articulates decision making processes and justifies the rationale for decisions when teaching or training others.

			Work in partnership with learners, other healthcare professionals providing supervision and/or programme providers to confirm the competence of the learner.	
Develops and delivers high-quality educational interventions that demonstrate impact at a team and/or organisational level.	4.3	Designs and delivers educational interventions that impact at a team and/or organisational level, supporting members of the pharmacy team, wider multi-disciplinary team, and/or service users, to safely and effectively use medicines.	Applies best practice in clinical education, including the principles of delivering effective and inclusive learning, training and assessment to groups of learners. Develops educational interventions based on evidence of the learning need (e.g. through feedback, analysis of errors, etc). Develops and delivers educational interventions e.g. training sessions, that are evidence-based. Supports the development of the pharmacy and wider team to build capacity and capability through work-based and interprofessional learning, and the application of learning to practice. Actively engages in contributing to the development of curricula, educational resources and/or assessments for pharmacy and/or multi-disciplinary learners.	5.3 5.5 5.6

		Considers the needs of the learner when planning and delivering educational interventions, planning and producing materials that meet those needs.	
		Develops educational interventions (including materials) for people receiving care that support health literacy and empower individuals to participate in decisions about their care and to maximise their health and well-being.	
		Collaborates with educational specialists within and/or external to their organisation to develop and deliver education provision.	
		Evaluates the equity, effectiveness and impact of their education-related activities and outcomes; collates data and feedback, adapting their approach when necessary.	
		Employs appropriate and inclusive teaching methods to facilitate learning in practice and adapts to individual learner needs.	

DOMAIN 5: RESEARCH			
CAPABILITIES	**OUTCOMES**	**DESCRIPTORS**	**FPF**
Critically evaluates and applies the evidence base to inform practice.	**5.1 Interprets and critically appraises the evidence base to inform practice and care delivery at a team and/or service level.**	Identifies relevant published literature related to their practice; critically appraises literature with peers e.g. participation in journal clubs and/or peer review sessions. Critically appraises the outcomes of relevant research, evaluation, and audit to inform, develop, and improve their own practice and service delivery. Interprets and appropriately applies the evidence-base to care delivery and/or the development and revision of guidelines and pathways to improve local service delivery and outcomes for people receiving care.	6.1 6.5
Undertakes research and/or quality improvement, using appropriate methods, to improve healthcare	**5.2 Identifies gaps in the evidence base; uses appropriate methods for addressing the identified gap(s), generating new evidence.**	Critically analyses evidence base; identifies gaps in evidence relevant to their area of clinical practice. Creates valid research questions to adequately address the service and/or patient need.	6.2

outcomes at a team and/or service level.			Collaborates with others to develop research or quality improvement protocols, selecting appropriate method(s) to address the research question or service gap, and ensuring ethical approval where appropriate.	
			Reviews the output of their research or quality improvement activity and considers the practical implications; identifies potential need for further activity to strengthen evidence for best practice.	
			Develops, implements, and reviews a research and improvement strategy at the team or service level in line with organisational priorities.	
	5.3	Implements changes at a team and/or service level based on the outputs of their research and/or quality improvement activity and disseminates findings.	Communicates their research findings and outputs with appropriate stakeholders within their organisation to influence changes to practice.	6.4
			Introduces new approaches to service delivery based on the outputs of their research and/or quality improvement activity to improve patient outcomes	
			Disseminates findings from research and/or quality improvement projects through appropriate media and fora (e.g. presentations, posters, peer-reviewed journals).	

		5.4	Collaborates with others in undertaking research and supports others to engage with research and improvement activities.	Facilitates collaborative links between clinical practice and research through proactive engagement, networking with academic, clinical and other active researchers.	6.3 6.6 6.7
				Collaborates with researchers from across the multidisciplinary team.	
				Optimises the use of medicines used in research and in collaboration with other researchers.	
				Supports others to undertake research projects and quality improvement activities.	
				Promotes research, innovation and continuous improvement through education and role modelling, identifying opportunities for research and/or quality improvement and/or seeking out and applying for research funding.	