



A Professional Development Framework

for Pharmacy Staff involved in

Education, Training and Workforce Development

Report on the development of the framework

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NHS Pharmacy Education & Development Committee



including Northern Ireland

The NHS Pharmacy Education and Development Committee exists to provide co-ordination in pharmacy education, development, and training within the National Health Service. www.nhspecd.nhs.uk

The UKCPA E&T Group www.ukcpa.org aims to:

- encourage and promote innovations and research in education, training and development to develop the pharmacy workforce leading to improved patient care
- establish and promote standards in pharmacy professional education
- support the continuing professional development of practitioners with roles in pharmacy education, training and development



This work builds on the Advanced & Consultant Level Framework (ACLF) developed and validated by The Competency Development & Evaluation Group (CoDEG) www.codeg.org



Competency Development & Evaluation Group

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Background

Education, training and development of others are essential activities undertaken by pharmacy staff in all sectors of pharmacy practice. Irrespective of the diversity in roles, competencies in all aspects of education and training involve very similar and transferable skills which are generic and therefore applicable to pharmacists and pharmacy technicians.

The NHS Pharmacy Education & Development Committee (NHS PEDC) and the United Kingdom Clinical Pharmacy Association (UKCPA) Education & Training group jointly identified the need to:

- provide clarity and consistency across the profession in terms of the range of education, training and workforce development skills needed when developing others

Representatives from both groups agreed to work collaboratively to:

- define competencies for the diverse range of pharmacy staff with roles in education, training and workforce development.
- utilise the competencies to develop a framework which could be used alongside other frameworks within pharmacy as a structured professional and career development tool by both those seeking to develop their roles as trainers/educators as part of their 'professional' activities and those who aspire to become 'expert' practitioners in pharmacy education, training and workforce development

The main steps of the development process are outlined below:

Scoping and a literature search: Eighteen documents were reviewed independently by members of the project team. Consensus, on how each document might be used to inform the project, was reached in consultation with stakeholders. The project team also identified a range of existing National Occupational Standards (NOS) for Learning & Development (L&D) which were of potential relevance.

Delphi Survey: A Delphi survey was used to establish a consensus about which of the L&D NOS units and elements related to expert roles in education & workforce development and which were relevant for pharmacy staff for whom education and

training is an important, but less substantial part of their role. After two rounds of the Delphi survey, consensus was reached for 64% (42/66) of the statements. It was decided that where consensus was not reached, the project executive group should interpret the results, make recommendations and consult with the respondents in order to reach agreement about level of practice of each of the NOS unit statements. Following consultation, all recommendations were accepted.

Selection of structure for the framework and insertion of relevant competencies:

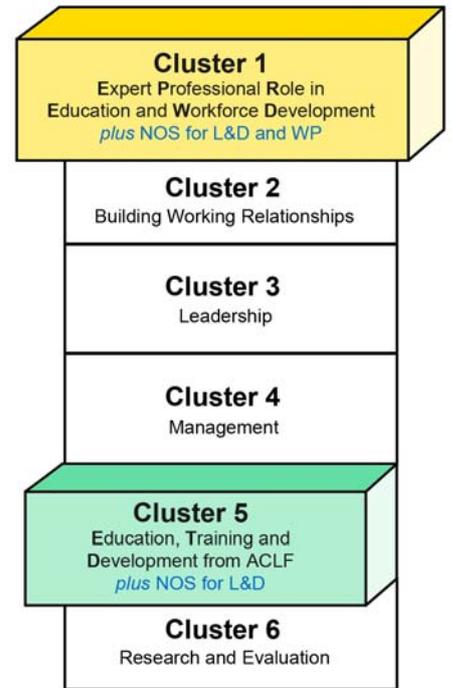
The Advanced and Consultant Level Framework (ACLF)⁶ was selected as the preferred structure for the framework with the following modifications: The original ACLF cluster 1, named 'Expert Professional Practice', was replaced by an alternative cluster 1, named 'Expert Professional Roles in Education & Workforce Development' (EPREWD). This involved:

- re-writing the descriptors for two of the four competencies in the original ACLF cluster 1 with a focus on education.
- addition of three competencies identified as missing from the ACLF:
 - Quality Assurance of Education & Training
 - Developing others involved in Education & Training
 - Workforce Planning

The original ACLF cluster 5, named 'Education, Training & Development', was reviewed and retained in its original format but National occupational Standards (NOS) for Learning & Development (L&D) were added in order to enhance its usability as a tool for professional development.

Clusters 2, 3, 4 and 6 of the ACLF were retained in their original form as an integral part of the ETWD Framework.

The structure and content of the ETWD framework is illustrated below:



A copy of the ETWD framework can be downloaded from:

<http://www.nhspecd.nhs.uk/ProfDevelFr.htm>

ADVANCED PRACTICE

A competency-based approach to fitness to practise in pharmacy was first proposed in 2002^{1,2}, resulting in a pharmacy practitioner development strategy^{3,4}. The strategy integrates training, experience and competency progression and proposes two distinct training phases for qualified pharmacists:

- General level – supported by the General Level Framework (GLF)⁵
- Advanced Level – supported by the Advanced and Consultant Level Framework (ACLF)⁶

The notion of advanced practice refers to a level and implies vertical differentiation – that is distinguishing a set of competencies and their application in practice that exceeds those associated with initial qualification and registration⁷. The ACLF provides an infrastructure for the development of advanced practice and is included in the Department of Health guidance for the development of NHS Consultant Pharmacists posts in England⁸.

WHY DEVELOP A FRAMEWORK FOR PHARMACY EDUCATION, TRAINING AND WORKFORCE DEVELOPMENT?

Education, training and development of others are essential activities undertaken by pharmacy staff in all sectors of pharmacy practice. Education and training is provided by a diverse range of pharmacy staff i.e. diverse backgrounds, stages of career and areas of specialisation. Irrespective of the diversity in roles, competencies in all aspects of education and training involve very similar and transferable skills which are generic and therefore applicable to pharmacists and pharmacy technicians.

The NHS Pharmacy Education & Development Committee (NHS PEDC) and the UKCPA Education & Training group jointly identified the need to:

- provide clarity and consistency across the profession in terms of the range of education, training and workforce development skills needed when developing others
- define competencies for the diverse range of pharmacy staff with roles in education, training and workforce development

- support 'Advanced Practice' across all sectors of pharmacy practice
- develop a framework which could be used:
 - as a structured professional and career development tool for individuals
 - by *any* member of pharmacy staff (across any sector of practice)
 - by both those seeking to develop their roles as trainers/educators as part of their 'professional' activities and those who aspire to become 'expert' practitioners in pharmacy education, training and workforce development
 - alongside other frameworks used within pharmacy

This report describes the methodology used to develop a '*Professional Development Framework for Pharmacy Staff involved in Education, Training & Workforce Development*' (ETWD Framework).

METHOD

Scoping and a literature search was undertaken to identify and examine the extent, range and nature of existing standards and competency frameworks for education, training and workforce development. Because, education, training and development skills are not pharmacy or medicines management specific generic frameworks could be of use to inform the development of the ETWD Framework.

Stakeholders representing a range of organisations and sectors of pharmacy were consulted at the start of the development process and throughout the project to ensure UK-wide engagement and broad consultation. These stakeholders contributed to the scoping exercise. A project Executive Group, Steering group and Working groups were set up to test ideas, principles & models with key stakeholders.

In order to be as comprehensive as possible, the scope of the search included electronic database searches, reference lists, key journals, existing networks, and relevant organisations. Information relating to competency frameworks and standards was considered from a variety of health care contexts including pharmacy, medicine, nursing and public health, as well as evidence from education and training specialist sources.

In the course of this scoping exercise members of the project executive group consulted with other pharmacy organisations and groups developing competency frameworks for their specialised areas of practice. These included the Faculty of Neonatal & Paediatric Pharmacy Group (FNPP) within the College of Pharmacy Practice (CPP), the UK Clinical Pharmacy Association (UKCPA) Critical Care group, Skills for Health and the Competency Development and Evaluation group (CoDEG) for the 'Chief Pharmacists Career Strategy' based on the Advanced and Consultant Level Framework (ACLF). These discussions enabled the project executive group to learn from the challenges and successes experienced by other groups in developing specialist competency frameworks and helped to inform the methods for developing the framework.

RESULTS

Eighteen documents were identified from the scoping and literature search. These documents were reviewed independently by members of the project team. Consensus, on how each document might be used to inform the project, was reached by discussion ([Appendix 1](#)).

DISCUSSION

The following competency frameworks or standards were identified as key to the development of the ETWD Framework:

- National Occupational Standards (NOS) for Learning & Development ⁹
- NOS for Workforce Planning ¹⁰
- The NHS Knowledge and Skills Framework ¹¹
- The UK Professional Standards Framework for teaching and supporting learning in Higher Education ¹²
- The ACLF ⁶

The scoping exercise also identified a number of information sources which helped define the purpose and benefits of a professional development framework for pharmacy staff involved in education, training and workforce development. ^{13, 14}

CONCLUSIONS

As a result of the literature review and stakeholder consultations, the ACLF was chosen as the structure upon which the ETWD Framework would be based. The ACLF includes competencies within the following 6 clusters:

- Cluster 1 - Expert Professional Practice
- Cluster 2 - Building Working Relationships
- Cluster 3 - Leadership
- Cluster 4 - Management
- Cluster 5 - Education Training & Development
- Cluster 6 - Research & Evaluation

The competencies within the ACLF contain descriptor terms used to define competency at 'Foundation', 'Excellence', or 'Mastery' level practice. These are known as 'competency level descriptors'.

The rationale for choosing to base the structure of the ETWD Framework on the ACLF is as follows:

- The ACLF is included in the Department of Health guidance for the development of NHS Consultant Pharmacists posts in England and has national credibility
- The ACLF has been validated by the Competency Development & Evaluation Group (CoDEG).^{15, 16, 17}
- The ACLF structure has been used to develop other frameworks within pharmacy e.g. The Pharmacists with a Special Interest (PhwSI) framework¹⁸ which has applications in primary care and community pharmacy and the 'Chief Pharmacists Career Strategy'.¹⁹
- Pharmacy staff in the secondary care sector already have experience of using the ACLF framework and its use is expanding into other sectors
- Frameworks that share a common structure with the ACLF enable pharmacy staff to link to other existing career pathways which facilitates the movement of people from one specialty to another

The next stage of the project involved a review of ACLF clusters 1 & 5. Clusters 2, 3, 4 and 6 of the ACLF were retained in their original form as an integral part of the ETWD Framework.

METHOD

Review of ACLF cluster 5 – education, training & development

Cluster 5 of the ACLF describes competencies for all pharmacy staff involved in education, training and development. However this cluster did not capture all the competencies required for those working as experts in education & workforce development. Sources identified during the scoping and literature search provided information about the range of roles and types of skills needed at different levels of practice in education, training and workforce development in academia, nursing and midwifery^{12, 20, 21}. These were particularly helpful in checking for any omissions in cluster 5 of the ACLF. The Steering and Working groups identified 3 new competencies which were:

- Quality Assurance of Education & Training
- Developing others involved in Education & Training
- Workforce Planning

Adding these new competencies to cluster 5 would have resulted in a loss of coherence of the original ACLF. In addition these additional competencies are only required by those with expert roles in education & workforce development. Therefore the competencies and competency level descriptors in cluster 5 were unchanged.

Review of ACLF cluster 1 – expert professional practice

Cluster 1 of the ACLF 'Expert Professional Practice' is designed for those working as experts in a specialist area of pharmacy practice. Different specialties in pharmacy are beginning to translate the generic terms of the ACLF into specific interpretations for their specialty e.g. critical care²².

An alternative approach is to develop a new cluster 1 for the specialist area of practice. This was the approach used to develop the 'Chief Pharmacists Career Strategy' where a new cluster 1 called 'Expert Professional Management' was developed¹⁹. This set the precedent that it was possible to have more than one cluster related to management. The same precedent would apply for education, training and development. The project team decided to adopt this approach.

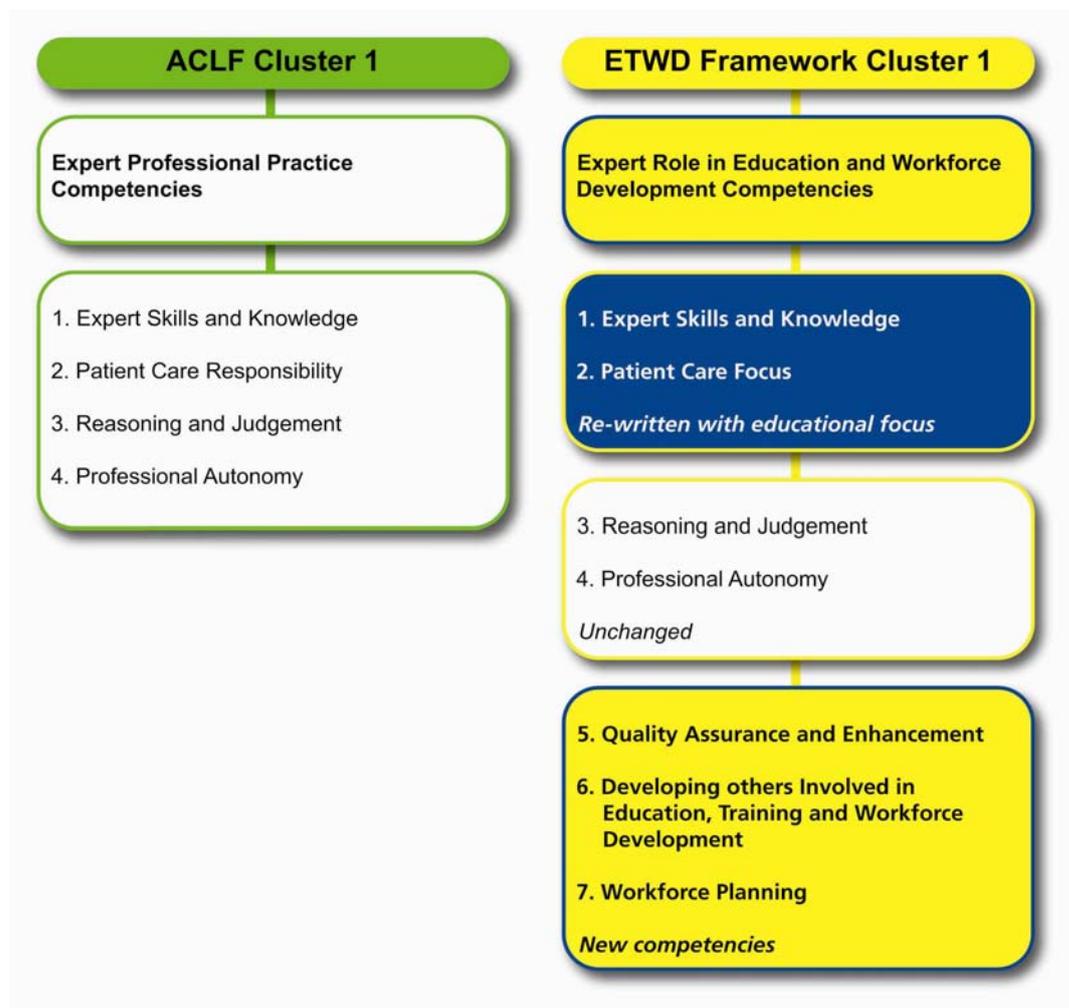
RESULTS

Development of a new cluster 1 specific for experts in pharmacy education & workforce development

A new cluster 1 called 'Expert Professional Role in Education and Workforce Development' (EPREWD) was developed for use by those seeking to achieve an expert role in education, training and workforce development. This new cluster consisted of the four competencies in the original ACLF cluster 1 plus three new competencies identified as missing from the original ACLF cluster 5 (Figure 2).

Of the original ACLF cluster 1 competencies, two remained unchanged but the other two were rewritten with a focus on education as detailed in Appendix 2.

Figure 2: Adapted ACLF competencies and new competencies



Section 5

Achieving consensus on the use of National Occupational Standards (NOS) for Learning and Development (L&D)

INTRODUCTION

Within each cluster of the framework there are competencies and competence level descriptors for three levels of practice (Foundation, Excellence and Mastery). The competence level descriptors are broad and the project team decided that it would be beneficial to describe in more detail the knowledge and skills required to meet the competence level descriptors. For example the competence level descriptor for mentorship at excellence level is “*Demonstrates ability to effectively mentor others within the team*”. Those who are new to mentoring may find it difficult to identify the knowledge and skills needed to perform a mentoring role. NOS for ‘Learning and Development’ can be helpful here because they list performance criteria and knowledge requirements necessary for the mentoring role.

METHOD

A Delphi Survey is a research method which enables a researcher to seek consensus from participants who respond to a number of rounds of structured questionnaires²³. The Delphi technique provides an opportunity to obtain opinions from a wide variety of experts across a defined geographic area, without having to physically convene a meeting. An advantage of using a Delphi approach is that it allows each participant to share his or her opinion, without being swayed or pressured by others in the group²⁴. After each round of a Delphi survey the participants are provided with their own responses and those of other participants from the previous round and are asked to reconsider in the light these responses. The participants may revise their earlier responses in light of the responses of other members of the group or choose not to. In this way the range of responses decreases and the group converges towards a consensus.

The aim of the Delphi survey was to establish a consensus about which of the NOS units and elements related to expert roles in education & workforce development and which were relevant for pharmacy staff for whom education and training is an important, but less substantial part of their role. The latter group were referred to as

'generalists in education, training and workforce development' for the purposes of the Delphi survey.

The NOS for 'Learning and Development' are subdivided into a number of units e.g. mentoring, designing learning programmes etc. Statements from these units were incorporated into a Delphi survey (See [Appendix 3](#)). The participants were instructed to score each statement using a discrete visual analogue scale from 1 to 9 in relation to whether the statement applied to the 'minimum requirements' for practice of a 'generalist'. A score of 1 corresponded to 'definitely' and a score of 9 corresponded to 'definitely not'. The participants were also asked to comment on the rationale for their scores.

The results of the first round of the Delphi survey were collated by a member of the project team. For the second round the participants were provided with an anonymous summary of all the participants' responses (quantitatively) and comments (qualitatively) from the first round as well as the rationale for the scores. Each participant was asked to compare their responses from the first round with the other participants' responses. The participants were instructed to either revise their earlier responses in light of the responses of other members of the group or to stick to their responses from the first round.

RESULTS

28/28 participants (100%) responded to the first round of the survey and 26/28 (93%) participants responded to the second round. The respondents were all stakeholders representing a range of educational organisations and sectors of pharmacy.

Consensus was considered to be where there was agreement between 80% of the participants. After two rounds of the Delphi survey consensus was reached for 64% (42/66) of the statements. Consensus was not reached for 36% (25/66) of the statements. As the NOS units are made up of a number of these statements (elements) these results correspond to consensus for 62% (16/26) NOS units and no consensus for 38% (10/26) NOS units. Table 2.0 below shows where consensus was and was not reached for NOS Units (N.B. There was more than one statement for each NOS unit).

Table 2.0: Consensus on NOS after 2nd round of Delphi Survey:

Consensus 'generalist'		Consensus 'specialist'		No Consensus	
Code	Name of NOS	Code	Name of NOS	Code	Name of NOS
L3	Identify individual learning aims and programmes	V1	Conduct internal quality assurance of the assessment process	L1	Develop a strategy and plan for learning and development
L6	Develop training sessions	V2	Conduct external quality assurance of the assessment process	L2	Identify the learning and development needs of the organisation
L7	Prepare and develop resources to support learning			L4	Design learning programmes
L9	Create a climate that promotes learning			L5	Agree learning programmes with learners
L10	Enable learning through presentations			L8	Manage the contribution of other people to the learning process
L11	Enable learning through demonstrations and instruction			L17	Evaluate and improve learning and development programmes
L12	Enable individual learning through coaching			L18	Respond to changes in learning and development
L13	Enable group learning			L19	Provide learning and development in international settings
L14	Support learners by mentoring in the workplace			L20	Support competence achieved in the workplace
L15	Support and advise individual learners			G2	Contribute to the development of learning within the organisation
L16	Monitor and review progress with learners				
A1	Assess candidates using a range of methods				
A2	Assess candidates' performance through observation				
G3	Evaluate and develop own practice				

DISCUSSION

Under normal circumstances further rounds of a Delphi survey would be conducted until consensus was reached for all of the statements. However it was decided to stop this Delphi survey after the second round for the following reasons:

Single element NOS: Lifelong learning UK announced that the NOS would become single element NOS. The Delphi survey was designed on multiple element NOS. This change to the NOS meant that instead of deciding which elements corresponded with a level of practice it was necessary to decide which whole units corresponded with a level of practice. This meant that either the Delphi survey would need to be redesigned or the results after the 2nd round or consensus would need to be achieved by different methods.

Terminology: There were different interpretations for some of the terminology used in the survey e.g. the term 'generalist' despite the term being defined in the Delphi survey instructions:

“For the purpose of this survey a 'generalist' is defined as 'a member of pharmacy staff who as part of their professional practice has a role in the education, training and development of self and others'. This definition will include most members of pharmacy staff. The definition of the generalist is stated in order to differentiate from the specialist who is 'a member of pharmacy staff involved in the education, training and development of others as a specialist area of activity'”

However some survey participants interpreted the term 'generalist' to mean 'general level practice' which is a term used to describe the early-years post-qualification, supported by the General Level Framework (see comments from Delphi survey participants below).

“I've aimed this at the competence you would wish junior pharmacists to achieve at the end of their generalist training. I think it is sometimes unclear whether the competence relates to a programme of teaching or an individual session”.

“I think the questionnaire was quite difficult to answer as I think the educational responsibilities and requirements of a generalist depends on their level of function within their own specialty i.e. is it a junior grade of general pharmacist, an advanced practitioner or a consultant level pharmacist who will have more organisational responsibility for education within their speciality than hands on tutoring/ mentoring”.

There were also differences in interpretation of the term ‘minimum requirements’, as reflected in the participant’s comment below:

“...I would consider there to be a number of different levels within ‘generalist’ prior to reaching ‘specialist level. I would consider the 2nd level of generalist to be a coaching, mentoring, facilitating or tutoring role (i.e. supporting staff development on a 1:1 basis). I would expect the next level to be involvement in formalise training e.g. clinical specialists who have quite a big role in teaching others about their speciality”.

- The differences in interpretation of terminology meant that some participants might be using different criteria for their scores. This alerted the project team the need for careful use of terminology. A glossary of terms was developed and some terms were revised as a result of issues with terminology identified during the Delphi survey.

It was decided that where consensus was not reached, the project executive group should interpret the results, make recommendations and consult with the respondents in order to reach agreement about level of practice of each of the NOS unit statements (Table 3.0).

Table 3.0: Recommendations on level of practice of NOS for Learning and Development

Recommended Level of practice = ‘specialist in education, training & development’		
Code	Name of NOS	comments
L1	Develop a strategy and plan for learning and development	Consensus that 2/5 statements in this unit were ‘specialist’. No consensus for other 3 statements. Recommendation = ‘specialist’ because L1 is strategic.
L2	Identify the learning and development needs of the organisation	Consensus that 3/4 statements in this unit were ‘specialist’. No consensus for other statement. Recommendation = ‘specialist’ because L2 is strategic.
L4	Design learning programmes	Consensus that 1/4 statements in this unit were ‘specialist’. No consensus for other 3 statements due to differences in the interpretation of term ‘programmes’ Recommend that design of a whole learning programme was considered to be ‘specialist’ whilst design of individual training sessions (L6) was considered to be ‘generalist’
L5	Agree learning programmes with learners	No consensus for any of the statements in this unit due to were differences in the interpretation of term ‘programmes’ Recommend that agreeing learning programmes with groups of learners was considered to be ‘specialist’ whilst agreeing learning programmes with individual learners (L3) was considered to be ‘generalist’

L8	Manage the contribution of other people to the learning process	No consensus for any of the statements in this unit due to were differences in the interpretation of term 'programmes' This unit is about co-ordination of the whole learning programme, therefore recommend that it is considered to be 'specialist'
L17	Evaluate and improve learning and development programmes	No consensus for any of the statements in this unit This unit is about evaluation of learning and development programmes at an organisational level, therefore recommend that it is considered to be 'specialist'.
L18	Respond to changes in learning and development	No consensus for any of the statements in this unit This unit is about innovation and development in relation to education & training service, therefore recommend that it is considered to be 'specialist'.
L19	Provide learning and development in international settings	No consensus for any of the statements in this unit This unit is involves presentations at international education & training conferences, therefore recommend that it is considered to be 'specialist'.
G2	Contribute to the development of learning within the organisation	No consensus for any of the statements in this unit This unit is about development of the learning and development strategy at an organisational level, therefore recommend that it is considered to be 'specialist'.

Recommended Level of practice = <u>'generalist'</u>		
Code	Name of NOS	comments
L20	Support competence achieved in the workplace	No consensus for any of the statements in this unit This NOS was considered suitable for those undertaking tutoring roles therefore recommend that it is considered to be 'generalist'.

Following consultation, all recommendations in table 3.0 were accepted. The recommendations of the project executive group were that 9/10 of the NOS units (for which there was no consensus following the 2nd round of the Delphi Survey) should be considered 'specialist' for education, training and workforce development. Therefore 15/26 of the NOS units were considered to be 'generalist' and 11/26 of the NOS units were considered to be 'specialist'. Of the NOS units that were considered to be 'generalist' (93% (14/15) were decided by Delphi Survey consensus). Of the NOS units that were considered to be 'specialist' (18% (2/11) were decided by Delphi Survey consensus). This indicates that the participants found it more difficult to identify 'specialist' competencies for education, training and workforce development that to identify 'generalist' competencies.

CONCLUSIONS

There were limitations in using the Delphi survey to achieve consensus on the use of NOS for Learning and Development in the ETWD framework. It had not been decided at the time of the Delphi survey to base structure of the ETWD framework on the ACLF. Therefore the Delphi survey was not designed specifically to identify where the NOS would map to the Framework in relation to clusters, competencies and the three levels of Advanced Practice (Foundation, Excellence and Mastery). Therefore the results of the Delphi survey did not lead directly to the mapping of the NOS to the Framework. However, the Delphi Survey results did contribute to the mapping of the NOS for 'Learning and Development' to the competencies in clusters 1 and 5 of the ETWD Framework (see table 4.0). Subsequently the NOS for Workforce Planning¹⁰ have been mapped to cluster 1 by a panel with expertise in workforce planning (Table 4.0)

Table 4.0: Mapping of NOS for Learning & Development & Workforce Planning to the Framework

Cluster 1			
Competency	Foundation	Excellence	Mastery
Expert skills and knowledge			NOS L&D L19 Provide learning and development in international settings
Patient care focus			
Reasoning and judgment			
Professional autonomy			
Quality Assurance and Enhancement		NOS L&D V1 Conduct internal quality assurance of the assessment process	NOS L&D V2 Conduct external quality assurance of the assessment process
Developing others involved in Education, Training & Workforce Development			
Workforce Planning	<p>NOS WP6 – Contribute to assessing workforce supply and demand</p> <p>NOS WP3 - Contribute to preparing for workforce planning based on service needs</p> <p>NOS WP9 – Contribute to developing and implementing a workforce plan</p>	<p>NOS WP1 – Identify the purpose and scope of a workforce plan</p> <p>NOS WP2 – Identify and evaluate forces for change that may impact on workforce</p> <p>NOS WP4 - Assess workforce demand</p> <p>NOS WP5 - Assess workforce supply</p> <p>NOS WP7- Develop a workforce plan</p> <p>NOS WP8 - Implement and review workforce plan</p>	

Cluster 5			
Competency	Foundation	Excellence	Mastery
Role model			
mentorship	<p><i>Knowledge requirements of NOS L&D L12 – Enable learning through coaching</i></p> <p><i>Knowledge requirements of NOS L&D L14 - Support learners by mentoring in the workplace</i></p>	<p>NOS L&D L3 - Identify individual learning aims and programmes</p> <p>NOS L&D L12 – Enable learning through coaching</p> <p>NOS L&D L14 - Support learners by mentoring in the workplace</p> <p>NOS L&D L15 - Support and advise individual learners</p> <p>NOS L&D L16 - Monitor and review progress with learners</p>	
Conducting Education & Training	<p>NOS L&D L6 - Develop training sessions</p> <p>NOS L&D L7 - Prepare and develop resources to support learning</p> <p>NOS L&D L9 - Create a climate that promotes learning</p> <p>NOS L&D L10 - Enable learning through presentations</p> <p>NOS L&D L11 - Enable learning through demonstrations and instruction</p> <p>NOS L&D L13 - Enable group learning</p>	<p>NOS L&D L5 - Agree learning programmes with learners</p> <p>NOS L&D A1 - Assess candidates using a range of methods</p> <p>NOS L&D A2 - Assess candidates' performance through observation</p> <p>NOS L&D L4 - Design learning programmes</p>	<p>NOS L&D L2 - Identify the learning and development needs of the organisation</p> <p>NOS L&D L8 - Manage the contribution of other people to the learning process</p> <p>NOS L&D L17 - Evaluate and improve learning and development programmes</p>

Cluster 5 continued			
Competency	Foundation	Excellence	Mastery
CPD			
Links practice and education			
Educational policy		<p>NOS L&D L1 - Develop a strategy and plan for learning and development</p> <p>NOS L&D L18 - Respond to changes in learning and development</p>	

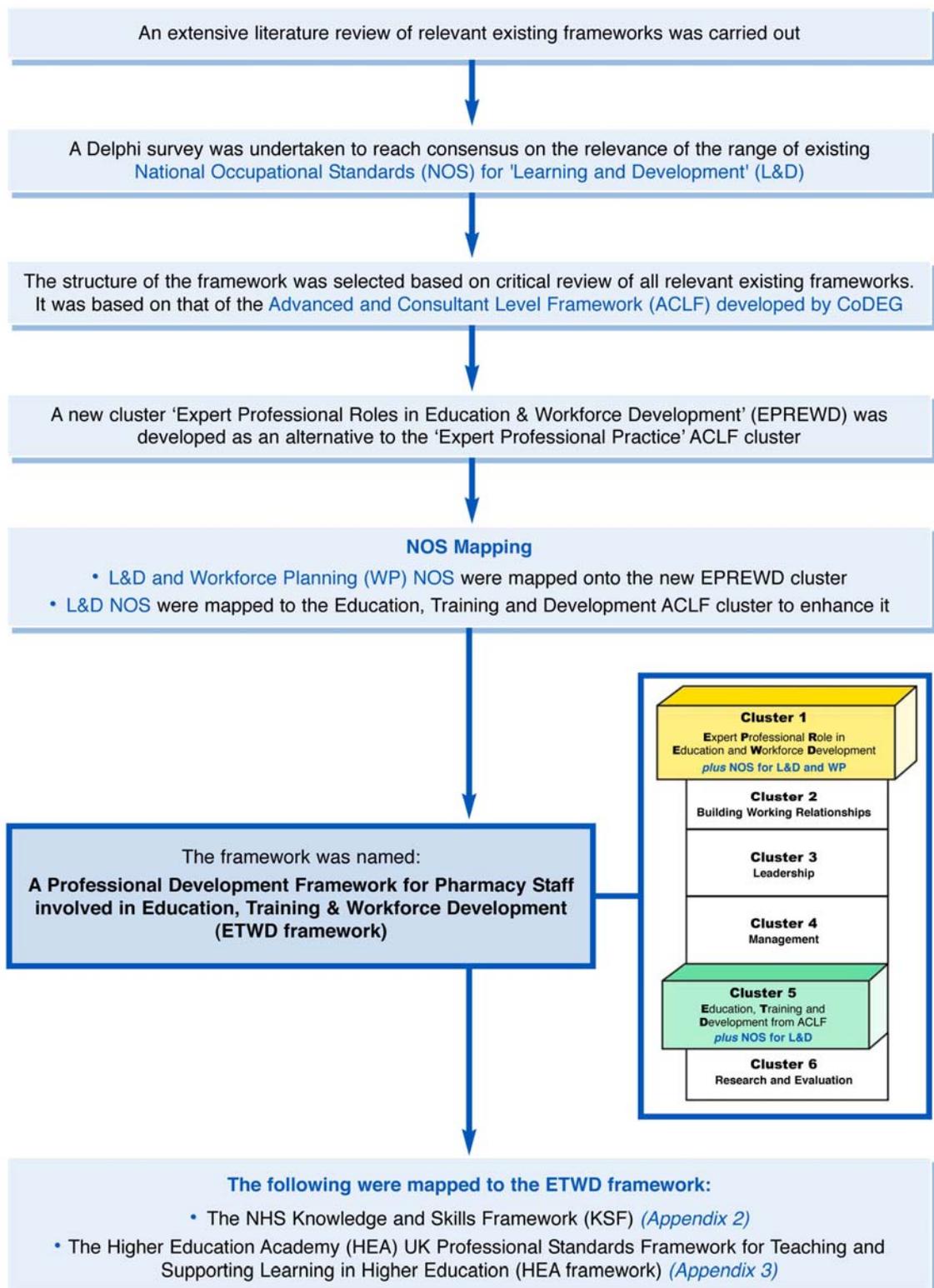
Section 6

Summary of the Developments of the Education, Training and Workforce Development (ETWD) Framework

Figure 3 summarises the steps in the development of the Framework.

<http://www.nhs.uk/ProfDevelFr.htm>

The Development Process



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APPENDIX 1

Summary of scoping exercise / literature search for standards and competency frameworks for education, training and workforce development and systematic review of references found

Name of document, competency framework or standard	Comments	Systematic review
National Occupational Standards (NOS) for Learning & Development	At the time of the scoping and literature search, these standards were owned by ENTO. During the development of the framework, ownership of these standards was transferred to Skills for Health http://www.skillsforhealth.org.uk/page/competencies/completed-competencies-projects/list/learning-and-development-lluk?id=31#	All the NOS for Learning & Development (L&D) are relevant (except L21 – 24 which relate to teaching basic skills). Some NOS will apply to practitioners at general level and some will apply to specialists.
National Occupational Standards (NOS) for coaching and mentoring in a work environment	http://www.ento.co.uk/standards/coaching_mentoring/index.php	The NOS for coaching and mentoring at work - would only really be appropriate to those who have very specialized roles in this area. There are units on coaching and mentoring in the NOS for L&D and these would be more suitable for pharmacy staff.
National Occupational Standards (NOS) for workforce planning	http://www.skillsforhealth.org.uk/page/competences/completed-competences-projects/list/workforce-planning?id=50	Suitable for those undertaking specialised workforce planning roles
NHS Knowledge and Skills Framework	http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4090843	Contains two useful clusters of competencies: <ul style="list-style-type: none"> • Personal and people development • Learning & Development The KSF is a mandatory framework for NHS staff therefore it will be necessary to make links between the KSF and the framework
RPSGB DRAFT Practice Framework	At the time of the scoping and literature search this framework was in draft form. It has since been published http://www.rpsgb.org/pdfs/practiceframework.pdf	Contains good practice indicators for CPD and Education & Training
RPSGB Competences	The RPSGB general competencies for pharmacists include a cluster, G6, which include education and training and people development aspects of a pharmacist's role http://www.uptodate.org.uk/PlanandRecord/newComps/General.pdf	The RPSGB academia competences were adapted from the institute of leaning and teaching. These have been superseded by UK Professional standards for teaching and supporting learning in higher education.

	<p>The RPSGB academic pharmacy competencies also include aspects of education and training which would be relevant irrespective of sector of practice http://www.uptodate.org.uk/PlanandRecord/newComps/Academia.pdf</p>	
Lifelong Learning UK. Skills for Learning Professionals.	<p>Guidance for awarding institutions on teacher roles and initial teaching qualifications. http://www.lifelonglearninguk.org/documents/ai_guidance_aug07_version3.pdf</p> <p>New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector http://www.lifelonglearninguk.org/documents/professional_standards_for_itts_020107.pdf</p>	Useful but overlap with NOS for Learning & development. As these are sector specific and the NOS for Learning & Development are generic, the NOS may be of more use
Bendigo Senior Secondary College: Principles in learning and Teaching	<p>This website has a useful short list of principles in education and teaching which are similar to standards http://www.bssc.edu.au/public/learningteaching/pd/toc/index.shtml</p>	This document was useful in helping us define the purpose and benefits of the career framework for practitioners and specialists in Education, Training & Development
National Prescribing Centre (NPC) Trainers Competencies	<p>Competencies expected of NPC trainers. It is a consensus view by the NPC and their trainer network in order to ensure that trainers are competent to deliver what is required</p>	Considered to be too specific to the NPC to be of use for of developing a professional development framework for practitioners and specialists in education, training & development.
The Nursing and Midwifery council (NMC) - standard to support learning and assessment in practice.	<p>Those supporting learning and assessment in practice will make decisions related to the 'fitness to practice' of the students they support and assess in practice environments. The NMC proposes a developmental framework towards achieving a qualification that may be recorded or registered on the NMC register, with associated outcomes that may be used to determine the abilities of those supporting learning and assessment in practice.</p>	Useful document that helped tease out a range of educational roles in nursing and midwifery (and there are similar roles in pharmacy) and the types of skills needed at each level. Also gave a career development pathway. N.B. This may soon go out of date as a revised document is due to be published soon.
Hesketh, E.A., Bagnall, G., Buckley, E. G. et al. A framework for developing excellence as a clinical educator. Medical Education 2001; 35: 555-564		<p>This framework bases the learning outcomes of effective teachers within 3 levels: <u>Performance of tasks:</u> Teaching small and large groups, teaching in the clinical setting, facilitating and managing learning, planning learning, developing and working with learning resources, assessing trainees, evaluating</p>

		<p>courses and undertaking research in education</p> <p><u>Approaches to tasks:</u> The principles of education (intellectual intelligence), appropriate attitudes, ethical understanding and legal awareness (emotional intelligence), decision making and evidence-based education (analytical and creative intelligence)</p> <p><u>Professionalism:</u> The role of the teacher within the health service, personal development with regard to teaching</p> <p>This paper will be useful when considering competences for 'specialists' in Education, Training & Development</p>
The Higher Education Academy (formerly The Institute of Learning and Teaching)	National Professional Standards Framework for standards in teaching and supporting learning in higher education http://www.heacademy.ac.uk/ourwork/policy/framework	This will form the minimum standard for new entrants to teaching in higher education. It helps to define the aims of the career framework for practitioners and specialists in Education, Training & Development. The three levels will be helpful when developing competences for 'generalists' in Education, Training & Development.
Core competencies for Foundation Training. General Medical Council (GMC)	There are core competencies for Foundation training which relate to teaching and training. http://www.foundationprogramme.nhs.uk/pages/home/training-and-assessment	This document may be useful when developing competences for 'generalists' in Education, Training & development. Teaching and training are parts of the core competences for the foundation years for junior doctors. They need to develop skills, attitudes and practices of effective teachers – This would also apply for any other Healthcare Professionals.
Roles and grades associated with teaching and scholarship. University of Leeds	Guidance from University of Leeds on the requirements for staff roles and grades based on teaching and scholarship	This useful document may be a good starting point for developing competences for 'specialists' in education, Training & Development.
Competencies for CPD Facilitators. London Pharmacy Education & Training (LPE&T)	http://www.londonpharmacy.nhs.uk/educationandtraining/cpd/cpdfacilitators.aspx	This can be mapped to the ACLF cluster 5
Cummings, J. and Jasman, A. Professional standards and quality education. Australian College of Educators	There are three main sections, the first of which provides an analysis of contemporary development from theoretical and practical perspectives. The second contains select examples from three categories of teaching standards, namely, generic, subject specific, and developmental. Issues associated with the purposes of standards, the stakeholders involved and methods of assessment are explored in the third section.	This document will be useful to define the purpose of the professional development framework

2. Post Registration Development: A Framework for planning, commissioning and delivering learning beyond registration for nurses and midwives (2004).	A document published by the Nursing Chief Officer differentiates between 'advanced' and 'specialist' practice.	A document published by the Nursing Chief Officer differentiates between 'advanced' and 'specialist' practice.
3. National Occupational Standards for Public Health	http://www.skillsforhealth.org.uk/page/competences/completed-competences-projects/list/public-health?id=56	This document contains a useful diagram (flower diagram) which is a really helpful way to explain the different roles in education & training (E&T). E&T has been incorporated into many of the units rather than having it's own unit, therefore at a glance E&T doesn't look like it features but looking in more detail it appears in units 3, 7, 8 & 10. The level of detail for E&T is minimal compared with NOS for learning & development. Each unit explains how it maps to the KSF.

APPENDIX 2

ACLF Cluster 1 competencies rewritten with an educational focus

ACLF Competency	Competence level descriptors		
	Foundation	Excellence	Mastery
Expert Skills and Knowledge	Demonstrates general pharmaceutical knowledge in core areas	Demonstrates specialist pharmaceutical knowledge in a defined area(s)	Advances the knowledge base in the defined area
ETWD Framework competency	Competence level descriptors		
	Foundation	Excellence	Mastery
Demonstrates educational and workforce development knowledge	Demonstrates educational and workforce development knowledge	Demonstrates specialist educational and workforce development knowledge in a defined area(s)	Advances the knowledge base in education and workforce development and regarded as a leading authority in an area of expertise

ACLF Competency	Competence level descriptors		
	Foundation	Excellence	Mastery
Patient Care Responsibilities	Is accountable for the delivery of a pharmacy service to patients to whom they themselves directly provide pharmaceutical care	Is accountable for the delivery of a pharmacy service to a defined group of patient	Is accountable for the direct delivery of the pharmacy service for the defined area(s)
ETWD Framework competency	Competence level descriptors		
	Foundation	Excellence	Mastery
Patient Care Focus	Maintains a patient-centred focus in education, training and development activities	Facilitates a patient-centred focus and appropriate stakeholder involvement in education, training and development activities	Ensures a patient-centred focus and appropriate stakeholder involvement in education, training and development activities (including patient and carer involvement in interprofessional learning programmes)



**United
Kingdom
Clinical
Pharmacy
Association**

**NHS Pharmacy
Education
& Development**

Committee

Delphi Survey to agree and evaluate the minimum requirement of standards for the general level of practice of education, training and development

**– FIRST
ROUND –**

Instructions on how to complete this survey are given overleaf

The purpose of this study is to develop a consensus of the **minimum standards** required for the **general level of practice** of education, training and development. **For the purpose of this survey a 'generalist' is defined herewith as 'a member of pharmacy staff who as part of their professional practice, has a role in the education, training and development of self and others'**

The statements are mostly units of competences from the National Occupational Standards for Learning and Development framework (ENTO)

Instructions on how to complete this survey

This is the first round of the Delphi survey

1. Please consider each statement in turn and rate the extent to which you agree with each statement as a measure of the standards required of a 'generalist' for the practice of education, training and development.
2. **Bold** the number from 1-9, which corresponds with your opinion.
3. Add any justifications for your opinions or comments on the statement in the box below the corresponding statement.
4. There is space at the end of the survey to add any additional standards that you feel would be valuable

Please return the completed survey by email to: sflau@ntlworld.com by **Wednesday 5th May 2006**

Thank you very much for your time and co-operation in helping with this project.

Your prompt reply will be greatly appreciated.

Statements of standards

Please consider the following statements as basic standards required of a competent 'generalist'

A generalist will be able to:

Statement Number	Statement	Definitely	Probably	Unsure	Probably not	Definitely not				
L1: Develop a strategy and plan for learning and development										
L1a	Identify the strategic requirements of learning and development	1	2	3	4	5	6	7	8	9
Comments:										
L1b	Contribute to the learning and development of the organisation	1	2	3	4	5	6	7	8	9
Comments:										
L1c	Work out what resources are needed to deliver learning and development	1	2	3	4	5	6	7	8	9
Comments:										
L1d	Develop strategies to help organisations respond to external forces and new ways of structuring and delivering learning and development	1	2	3	4	5	6	7	8	9
Comments:										
L2: Identify the learning and development needs of the organisation										
L2a	Identify the learning and development opportunities within the organisation	1	2	3	4	5	6	7	8	9
Comments:										
L2b	Identify the expectations of stakeholders and	1	2	3	4	5	6	7	8	9

	sponsors, and getting their commitment									
Comments:										
Statement Number	Statement	Definitely	Probably	Unsure	Probably not	Definitely not				
L2c	Identify overall learning and training needs	1	2	3	4	5	6	7	8	9
Comments:										
L2d	Manage learning and development in the organisation	1	2	3	4	5	6	7	8	9
Comments:										
L3: Identify individual learning aims and programmes										
L3a	Carry out an initial assessment of learning aims and needs with learners	1	2	3	4	5	6	7	8	9
Comments:										
L3b	Help individual to identify their personal goals and learning objectives	1	2	3	4	5	6	7	8	9
Comments:										
L3c	Help learners to choose an appropriate learning programme	1	2	3	4	5	6	7	8	9
Comments:										
L4: Design learning programmes										

L4a	Design learning programmes	1	2	3	4	5	6	7	8	9
Comments:										

Statement number	Statement	Definitely		Probably		Unsure		Probably not		Definitely not
L4b	Identify and choosing training and other learning options to meet learners' needs	1	2	3	4	5	6	7	8	9
Comments:										
L4c	Set out the resources needed to deliver learning programmes	1	2	3	4	5	6	7	8	9
Comments:										
L4d	Develop the detailed contents of programmes	1	2	3	4	5	6	7	8	9
Comments:										
L5: Agree learning programmes with learners										
L5a	Negotiate learning programmes with learners	1	2	3	4	5	6	7	8	9
Comments:										
L5b	Review and amend learning programme	1	2	3	4	5	6	7	8	9
Comments:										

L5c	Make judgements about learners' needs	1	2	3	4	5	6	7	8	9
Comments:										
L6: Develop training sessions										
L6	Develop learning sessions for individuals and groups	1	2	3	4	5	6	7	8	9
Comments:										
Statement Number	Statement	Definitely	Probably	Unsure	Probably not	Definitely not				
L7: Prepare and develop resources to support learning										
L7a	Design and produce learning and development materials	1	2	3	4	5	6	7	8	9
Comments:										
L7b	Prepare the places, materials and equipment you need for learning and development sessions	1	2	3	4	5	6	7	8	9
Comments:										
L8: Manage the contribution of other people to the learning process										
L8a	Co-ordinate a range of people who contribute to a learning programme	1	2	3	4	5	6	7	8	9
Comments:										

L8b	Deliver learning programmes by working with other people	1	2	3	4	5	6	7	8	9
Comments:										
L8c	Ensure that learning programmes are organised	1	2	3	4	5	6	7	8	9
Comments:										
L9: Create a climate that promotes learning										
L9a	Develop a good relationship with learners	1	2	3	4	5	6	7	8	9
Comments:										

Statement Number	Statement	Definitely	Probably	Unsure	Probably not	Definitely not				
L9b	Support learners	1	2	3	4	5	6	7	8	9
Comments:										
L9c	Provide equal opportunities and access to achievement for everybody	1	2	3	4	5	6	7	8	9
Comments:										
L10: Enable learning through presentations										

L10a	Making effective presentations	1	2	3	4	5	6	7	8	9
Comments:										
L10b	Produce follow-up activities after presentations	1	2	3	4	5	6	7	8	9
Comments:										
L11: Enable learning through demonstrations and instruction										
L11a	Demonstrate skills and methods to learners	1	2	3	4	5	6	7	8	9
Comments:										
L11b	Instruct learners in procedures and processes	1	2	3	4	5	6	7	8	9
Comments:										
L12: Enable individual learning through coaching										
L12	Using coaching as a way of encouraging individual learning	1	2	3	4	5	6	7	8	9
Comments:										
Statement Number	Statement	Definitely	Probably	Unsure	Probably not	Definitely not				
L13: Enable group learning										
L13	Manage group work to improve learning	1	2	3	4	5	6	7	8	9

Comments:										
L14: Support learners by mentoring in the workplace										
L14a	Mentoring trainees in the workplace	1	2	3	4	5	6	7	8	9
Comments:										
L14b	Support personal development through learning in the workplace	1	2	3	4	5	6	7	8	9
Comments:										
L15: Support and advise individual learners										
L15a	Give learners guidance and support	1	2	3	4	5	6	7	8	9
Comments:										
L15b	Help learners to manage their own learning	1	2	3	4	5	6	7	8	9
Comments:										
L16: Monitor and review progress with learners										
L16a	Monitor the development of individual learners	1	2	3	4	5	6	7	8	9
Comments:										

Statement Number	Statement	Definitely	Probably	Unsure	Probably not	Definitely not				
L16b	Reviewing progress with learners	1	2	3	4	5	6	7	8	9
Comments:										
L17: Evaluate and improve learning and development programmes										
L17a	Provide quality learning and development programmes	1	2	3	4	5	6	7	8	9
Comments:										
L17b	Evaluate learning and development programmes	1	2	3	4	5	6	7	8	9
Comments:										
L17c	Respond to developments in learning and development	1	2	3	4	5	6	7	8	9
Comments:										
L17d	Plan and introduce improvements in learning and development programmes	1	2	3	4	5	6	7	8	9
Comments:										
L18: Respond to changes in learning and development										
L18a	Research learning and training theories and concepts	1	2	3	4	5	6	7	8	9
Comments:										
L18b	Develop new ways of promoting learning and training	1	2	3	4	5	6	7	8	9
Comments:										

L18c	Evaluate developments in technology-based learning and e-learning	1	2	3	4	5	6	7	8	9
Comments:										
Statement Number	Statement	Definitely	Probably	Unsure	Probably not	Definitely not				
L19: Provide learning and development in international settings										
L19a	Develop and adapt learning programmes for use in international settings	1	2	3	4	5	6	7	8	9
Comments:										
L19b	Deliver training to learners from different countries	1	2	3	4	5	6	7	8	9
Comments:										
L20: Support competence achieved in the workplace										
L20	Identify opportunities to develop and assess competence in the workplace	1	2	3	4	5	6	7	8	9
Comments:										
A1: Assess candidates using a range of methods										
A1a	Assess candidates against agreed standards of competence using a range of assessment methods	1	2	3	4	5	6	7	8	9
Comments:										
A1b	Give candidates feedback on your assessment decisions	1	2	3	4	5	6	7	8	9

Comments:										
A1c	Contribute to the internal quality assurance processes	1	2	3	4	5	6	7	8	9
Comments:										

Statement Number	Statement	Definitely	Probably	Unsure	Probably not	Definitely not				
A2: Assess candidates' performance through observation										
A2a	Assess candidates against the agreed standards	1	2	3	4	5	6	7	8	9
Comments:										
A2b	Plan assessments with candidates	1	2	3	4	5	6	7	8	9
Comments:										
A2c	Give feedback to candidates on your assessment decisions	1	2	3	4	5	6	7	8	9
Comments:										
V1: Conduct internal quality assurance of the assessment process										
V1a	Evaluate the internal assessment process	1	2	3	4	5	6	7	8	9

Comments:										
V1b	Monitor and review internal assessment audit systems	1	2	3	4	5	6	7	8	9
Comments:										
V1c	Carry out related internal verification or moderation activities	1	2	3	4	5	6	7	8	9
Comments:										

Statement Number	Statement	Definitely	Probably	Unsure	Probably not	Definitely not				
V2: Conduct external quality assurance of the assessment process										
V2a	Externally evaluate the internal assessment process	1	2	3	4	5	6	7	8	9
Comments:										
V2b	Carry out other related external verification or moderation activities	1	2	3	4	5	6	7	8	9
Comments:										
G2: Contribute to the development of learning within the organisation										
G2a	Develop learning within the organisation	1	2	3	4	5	6	7	8	9

Comments:										
G2b	Assist the learning organisation to sustain learning processes	1	2	3	4	5	6	7	8	9
Comments:										
G3: Evaluate and develop own practice										
G3a	Reflect on own practice	1	2	3	4	5	6	7	8	9
Comments:										
G3b	Review own practice against goals	1	2	3	4	5	6	7	8	9
Comments:										
G3c	Set and prioritise goals and targets for self development	1	2	3	4	5	6	7	8	9
Comments:										
G3d	Adapt practice in the light of changes in professional practices	1	2	3	4	5	6	7	8	9
Comments:										

Please include any additional statements or comments here:

– Thank you –