



MINISTRY OF HEALTH
SINGAPORE

Development Framework

Continuum of Competency

For Pharmacists

Chief Pharmacist's Office
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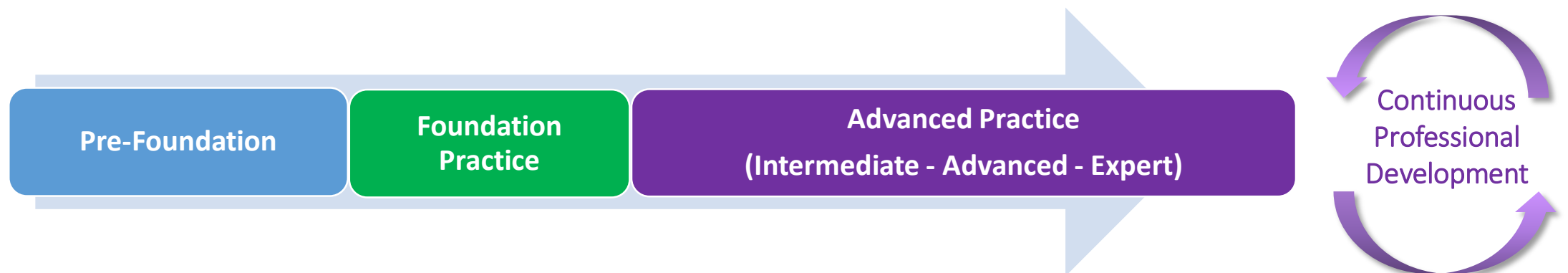


1. Purpose

Developing a clear linkage of foundation and advanced practice

In Singapore, various frameworks were in place to define competencies for pharmacists. The Singapore Pharmacy Council (SPC) Competency Standards for Pharmacists in Singapore (Entry-to-Practice) is used for licensure at entry level and the Competency Standards for Pharmacists in Advanced Practice (APF) was introduced by the Ministry of Health (MOH) in 2016. There is no formal adoption of a framework between entry level and advanced practice.

The Development Framework for Pharmacists (DFP) is formed with the addition of foundation level competencies to the APF to illustrate the competency continuum of pharmacists.





Towards a progressive and adaptive pharmacy workforce

Vision of Success

The Development Framework for Pharmacists (DFP) was envisioned to facilitate a systematic and harmonized progression for pharmacists regardless of practice setting. It articulates milestones for pharmacists to gear up, post licensure, towards advanced practice.

For employers and training providers, the DFP enables advancement of foundation training to develop pharmacists of enhanced capability.

Overall, the DFP supports a progressive and adaptive pharmacy workforce to bring about better health, better care and life for Singaporeans.

2. Development Framework for Pharmacists



The developmental journey...



APF Development (2010-2016)

APF Roadshows (2016-2017)

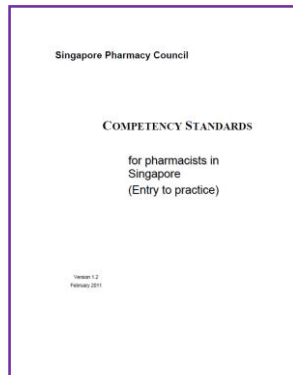
APF Guidebook (2017)

Review of APF Implementation (2019)

Development Framework for Pharmacists (2020)



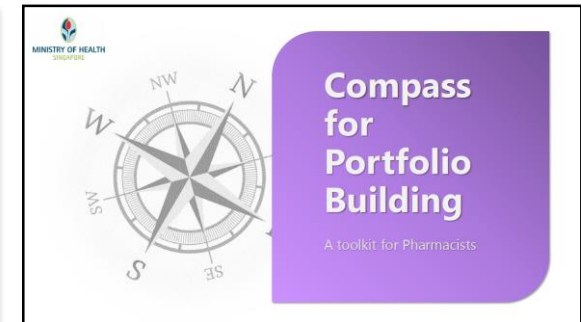
SPC Competency Standards for Pharmacists (Entry-to-Practice) (2011)



Portfolio Training Workshops (2018-2020)



Portfolio Building Toolkit (2019)



2. Development Framework for Pharmacists



The DFP establishes a competency continuum across 7 domains

The DFP comprises 28 competency standards across 7 domains. **Domains 1 to 6** are competency standards in the Advanced Practice Framework (APF) extended to include foundation level standards.

Domain 7 on professionalism is added for seamless transition from Entry-to-Practice Competency Standards by SPC. Competencies on professionalism are to be attained in foundation years.

See [Appendix A](#) for complete list of competency standards for pharmacists

Domain 1 Expert Professional Practice

Domain 2 Building Working Relationships

Domain 3 Leadership

Domain 4 Management

Domain 5 Education, Training and Development

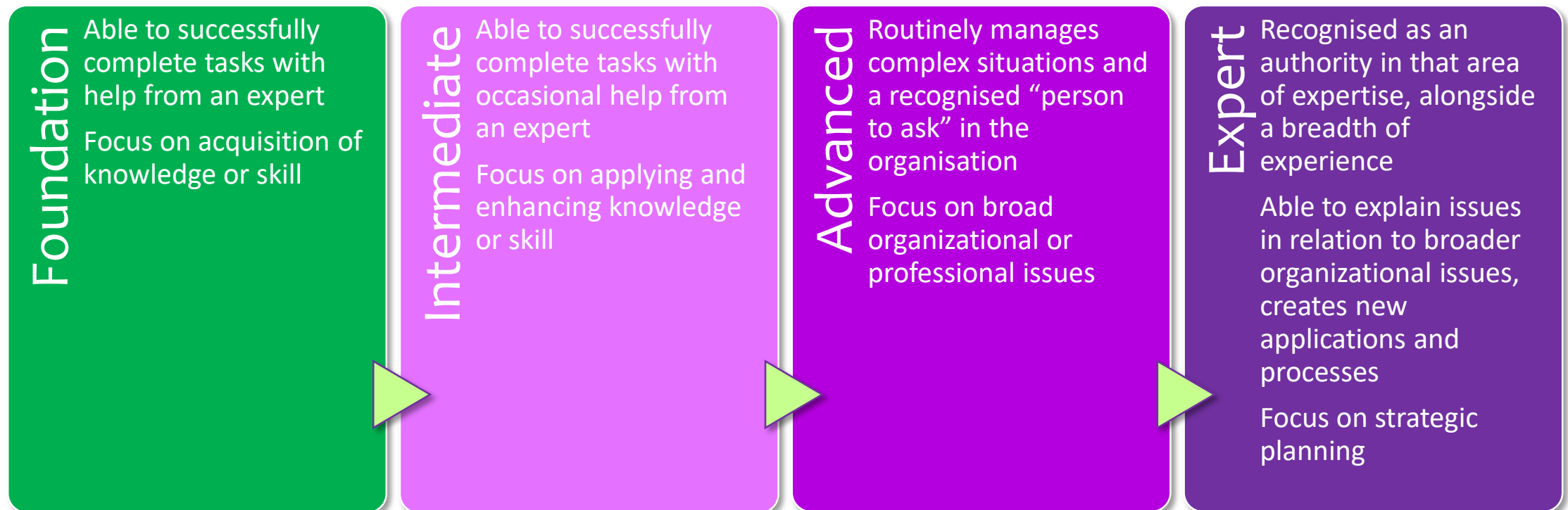
Domain 6 Research & Evaluation

Domain 7 Professionalism



4 performance levels associated with learning and career progression

Each of the competency standards for the first 6 domains is presented at four performance levels of Foundation, Intermediate, Advanced and Expert. The four performance levels reflect the performance continuum associated with learning and career progression and are defined as¹:

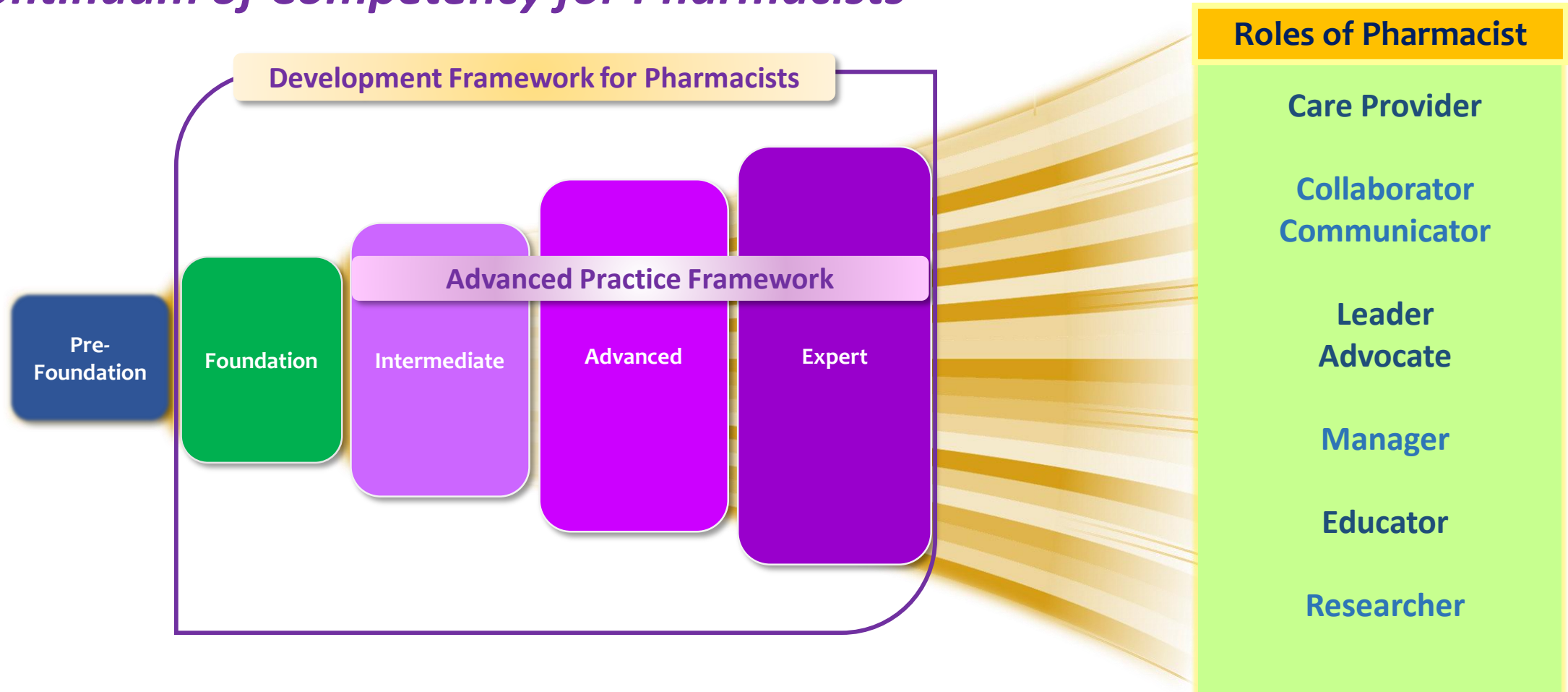


1. Adapted from Competencies Proficiency Scale. Office of Human Resources at the National Institute of Health. Accessed at <https://hr.nih.gov/working-nih/competencies/competencies-proficiency-scale> on 11 May 2020



Continuum of Competency towards 6 key roles

Continuum of Competency for Pharmacists





3. Using the development framework

The development framework allows pharmacists to design and structure individual development plans to meet competence and to develop their career. The developmental path for pharmacists in public sector is illustrated in **Appendix B**.

For Foundation Years

1. Read through the performance criteria and the corresponding evidence to guide the understanding and self-assessment of competence.
2. Gather evidence such as case or intervention logs or workplace-based assessments to show competence at foundation level.

After self-assessment, seek second opinion from a peer or coach/mentor who is familiar with your performance at work.





3. Using the development framework

For Advanced Levels

1. Read through the performance criteria and the corresponding evidence to guide the understanding and self-assessment of competence
2. List and gather the evidence from the last three years (last five years for research domain) which may be used to demonstrate a particular competency. The evidence gathered could be patient education materials developed, narratives on patient encounters or quality improvement projects
3. Identify the competency level which best describes current level of practice based on evidence collected. Seek a second opinion from a peer or coach/mentor who is familiar with your performance at work, if needed. For example, the recommended competency level at each job level in public healthcare institutions is listed in **Appendix C**.
4. Determine whether you are performing below, above or at the competency level expected for your current job level
5. Identify your aspirational/next job level and determine whether you are performing below, above or at the competency level expected of the aspirational/next job level



4. Glossary of terms

The following definitions² have been adopted in this document.

Term	Definition
Core areas of practice	Core areas of practice cover the essential areas that any advanced practitioner would be expected to develop and are conversant in at the place of practice. The core areas of pharmacy practice include leadership, management, education, and research.
Competency	A distinct composite of knowledge, skill, attitude and value that is essential to the practice of the profession. ³
Continuing Professional Development	An ongoing, cyclical process of continuous reflection and identification of gaps in knowledge and skills that is required for maintenance and enhancement of professional competence to carry out both current duties and anticipated future services. ⁴
Defined area of practice	The specific area of responsibility in a role, which may be a specialist or generalist that would be covered in depth beyond that of a core area. A defined area may be an area of clinical practice e.g. critical care or a service area e.g. the inpatient pharmacy.

2. Adapted from *The RPS Advanced Pharmacy Framework (APF) 2013*. The Royal Pharmaceutical Society. Accessed online at <http://www.rpharms.com/resources/frameworks/advanced-pharmacy-framework-apf> on 11 May 2020.

3. Council on Credentialing in Pharmacy. *Scope of contemporary pharmacy practice: roles, responsibilities, and functions of pharmacists and pharmacy technicians*. *J Am Pharm Assoc* 2010;50:e35-e69.

4. FIP Statement of Professional Standards Continuing Professional Development. Accessed online at <https://www.fip.org/file/1544> on 11 May 2020.



4. Glossary of terms

Term	Definition
Evidence-based Practice	The conscientious, explicit and judicious use of current best evidence in making decisions about the care of the individual patient. It means integrating individual clinical expertise with the best available evidence from systematic research.
External Environment	Outside of the pharmacist's employing institution.
Higher Level	A greater level of organisational complexity than that of the pharmacist's team.
Peer review	Expert opinion is sought to undertake a review of published work(s) in the pharmacist's area of work.
Pharmaceutical care	Refers to the direct, responsible provision of medication-related care for the purpose of achieving definite outcomes that improve a patient's quality of life. Pharmaceutical care should underpin the delivery of medicines; ensuring health gain from medicines are maximised and harms minimised. This is achieved through enhanced engagement with patients and the public, understanding their experience and breaking down barriers between professions.



4. Glossary of terms

Term	Definition
Portfolio	A collection of evidence that learning has taken place. It is cumulative as it contains work collected over a period of time. A portfolio can be used to: a) Guide the development of competencies – includes reflective texts and self-analyses of own learning and performance; b) Monitor progress - includes overview of what has been done or learnt and c) Assess competency development – includes evidential materials to substantiate the competency level that is achieved or how certain competencies are developing. ⁵
Research governance	Defined as the broad range of regulations, principles and standards of good practice that exists to achieve, and continuously improve, research quality across all aspects of healthcare. ⁶
Team	A team is a group of professionals working together and mutually accountable for the delivery of a common goal or purpose. Within the context of the framework, “Team” refers to the group (pharmacy or multidisciplinary) with which the pharmacist works most closely and regularly.

5. *Driessen EE, Heeneman S, Van Der Vleuten C.P.M., 2013. Portfolio assessment. In: Dent JA, Harden RM (Eds), A Practical Guide for Medical Teachers. Fourth Edition. Elsevier Churchill Livingstone (Chapter 39).*

6. *Definition by the Joint Research Compliance Office. Accessed online at <https://www.imperial.ac.uk/joint-research-compliance-office/research-governance/> on 11 May 2020.*



5. Frequently asked questions

1	For pharmacists, what are the desired end-goal of DFP implementation?	The DFP is envisioned to enable understanding of the core competencies and how they are used in managing performance, training and development for pharmacists to progress from foundation towards advanced level competencies across seven domains in a systematic manner.
2	How should a pharmacist utilise the DFP to advance and to achieve the relevant competencies?	To utilise the DFP, the following are recommended: <ol style="list-style-type: none">Identify developmental goals;Acquire lifelong-learning skills to facilitate self-reflection on developmental needs against the competency standards;Document a portfolio of achievements and evidences of performance; andCollaborate with reporting officer/coach/mentor to discuss developmental progress and/or the organisational plans
3	Should I start to build my portfolio from foundation years?	While pharmacists could start to acquire portfolio building skills in foundation years, the assessment of portfolio is not recommended for this stage. As foundation years practice is more activity-based, the Entrustable Professional Activities (EPA) approach could be adopted for demonstration of competencies. This approach dovetails EPAs from pre-registration training but at higher level of complexity. This is to help junior pharmacists with a more structured approach.



5. Frequently asked questions

4	How should a pharmacist transit from foundation years to advanced practice?	Senior pharmacists are encouraged to adopt a “work to learn” attitude, build their own portfolio and navigate the advanced level DFP systematically with lifelong learning skills and relevant training programs.
5	How should reporting officers use the DFP as a developmental tool for their staff?	Reporting Officers are required to assess competency attainment through evidence gathered for advanced levels or demonstration of EPAs for foundation level. It is key for them to identify key developmental areas to design training roadmaps for staff under their supervision. Conversations on developmental needs for staff should be carried out separately from performance appraisal, if possible.
6	Will I be assessed on professionalism at advanced level practice?	Competencies under Domain 7 on Professionalism would apply across levels. For implementation, a separate portfolio assessment for Domain 7 is not required as professionalism is subsumed under professional practice and should have been attained at foundation level before a pharmacist embarks on higher level competencies.



6. Appendices

- 6.1 Competency Standards for Pharmacists
- 6.2 Developmental path of Pharmacists in Public Sector
- 6.3 Administrative document



6.1 Appendix A

Competency Standards for Pharmacists

The competency standards in this document describe the knowledge, skills and attributes that a pharmacist should possess in order to perform, a range of professional practice activities to a desired standard.

For Reviewer, Assessor and Mentor

- The Evidence column can be used to aid assessment of the pharmacists' competencies and portfolio.
- Take the opportunity to gather more information from the pharmacist on the ***depth of practice*** (performance level) for the evidence examples listed.
- Some of the evidence examples may be used to cover different competencies across the other competency domains.



Competency Standards for Pharmacists

Domain 1 Expert Professional Practice

Domain 2 Building Working Relationships

Domain 3 Leadership

Domain 4 Management

Domain 5 Education, Training and Development

Domain 6 Research & Evaluation

Domain 7 Professionalism

Competency Standards for Pharmacists



Domain 1 Expert Professional Practice

Standard 1.1	<u>Demonstrates Expert Skills and Knowledge</u>
Standard 1.2	<u>Manages patient care responsibilities/ delivery of professional activities</u>
Standard 1.3	<u>Exhibits reasoning and judgement including analytical skills, judgmental skills, interpersonal skills and appraisal of option</u>
Standard 1.4	<u>Uses professional autonomy</u>

This Domain includes competency standards that address the professional responsibilities of pharmacists in providing oversight for medication usage and management in collaboration with a multidisciplinary team. It also encompasses the profession's commitment to advancing the standards of pharmaceutical care for the individual and the population.

Competency Standards for Pharmacists

Standard 1.1 Demonstrates Expert Skills and Knowledge

Performance criteria	Evidence	Evidence Examples
<p>Foundation Demonstrates application of clinical knowledge and skills in core areas in one's work setting(s)</p>	<p>Able to perform the following professional activities for the general patient population:</p> <ol style="list-style-type: none"> 1. Prepare a prescription for dispensing 2. Identify of Drug Related Problems (DRPs) and perform interventions 3. Participate in interprofessional team 4. Take medication history 5. Conduct medication review 6. Perform medication reconciliation 7. Counsel patients on medications and address patient concerns 8. Manage minor ailments 9. Develop a therapeutic care plan 10. Respond to Drug Information (DI) requests 11. Perform therapeutic product management 	<ol style="list-style-type: none"> 1. Workplace-based assessments such as case-based discussions or mini clinical evaluation 2. Case logs or records 3. Community Pharmacy Health Champion Programme (CPHCP) documentation 4. Clinical topic presentation during in-house monthly meeting or pharmacy technician training 5. Public talks (e.g. radio, YouTube)
<p>Intermediate Demonstrates general pharmaceutical knowledge in core areas</p> <p>Is able to plan, manage, monitor, advise and review pharmaceutical care programmes for patients</p>	<ol style="list-style-type: none"> 1. Able to provide relevant information for consultation requests 2. Able to identify drug-related problems and develop therapeutic plans for patients in core areas 	<ol style="list-style-type: none"> 1. Records of consultation requests from healthcare professionals within the hospital 2. Documentation of pharmacy interventions and enquiries e.g. requests from other healthcare professionals or patients

Note: Professional activities for foundation level pharmacists are similar to the Entrustable Professional Activities (EPA) of pre-registration pharmacists but tiered to higher level of case complexity.

Standard 1.1 Demonstrates Expert Skills and Knowledge		
Performance criteria	Evidence	Evidence Examples
<p>Advanced Demonstrates advanced pharmaceutical knowledge in a defined area(s)</p> <p>Is able to plan, manage, monitor, advise and review pharmaceutical care programmes for patients in a defined area(s)</p>	<ol style="list-style-type: none"> 1. Regarded as a source of expertise for the management of patients with drug-related problems related to specific disease states 2. Able to accurately and efficiently identify multiple, complex drug-related problems and develop therapeutic plans through evidence-based knowledge and experience in a defined field of practice 	<ol style="list-style-type: none"> 1. Documented pharmacy interventions and enquiries e.g. requests from other healthcare professionals or patients 2. Documented pharmaceutical care plans in complex cases
<p>Expert Demonstrates ability to advance the knowledge base in the defined area</p> <p>Is able to advance specialist pharmaceutical care programmes for patients in the defined area(s)</p>	<ol style="list-style-type: none"> 1. Able to look beyond the current level of care in the defined area and provide solutions to enhance patient outcomes 2. Able to lead practice through research or start new service initiative 	<ol style="list-style-type: none"> 1. Title of translational research conducted 2. Initiation of new services 3. Reviews of new information and subsequent actions undertaken

Standard 1.2 Manages patient care responsibilities/ delivery of professional activities

Performance criteria	Evidence	Evidence Examples
<p>Foundation Is accountable for the direct provision of pharmaceutical care to patients assigned under one's care</p>	<ol style="list-style-type: none"> 1. Able to work in partnership with individual patient, seeking to understand the physical, psychological and social aspects, to provide safe pharmaceutical care 2. Supports and facilitates the seamless continuity of care for each individual 3. Able to recognize own competency gaps and refer to sources or other colleagues when needed 4. Able to manage assigned workload 	<ol style="list-style-type: none"> 1. Case logs 2. Workplace based assessments 3. Learning logs or self-development plans 4. Colleagues' review and feedback 5. Customer/ patient compliment letters
<p>Intermediate Is accountable for the delivery of a pharmacy service to patients to whom they themselves directly provide pharmaceutical care</p>	<ol style="list-style-type: none"> 1. Able to provide safe, effective and timely pharmaceutical care to each patient independently 2. Able to keep the individual patient at the centre of one's approach to care at all times 3. Supports and facilitates seamless continuity of care for each individual 	<ol style="list-style-type: none"> 1. Documented pharmacy interventions done 2. Documented case based discussions conducted 3. Feedback from patients, peers/ colleagues, clinical heads
<p>Advanced Is accountable for the delivery of a pharmacy service to a defined group of patient</p>	<ol style="list-style-type: none"> 1. Able to provide safe, effective and timely pharmaceutical care to a defined group of patients with special needs or in a defined service area 2. Able to adopt a person-centered approach to facilitate continuity of care 3. Able to collate and analyse data for improvement opportunities 	<ol style="list-style-type: none"> 1. Achievement of Key Performance Indicators (KPIs) as Manager of a section 2. Contribution as Leader of a Quality Improvement project for care delivery to a defined group of patients e.g. patients in Anticoagulation clinic, Hypertension-Diabetes-Lipid clinic 3. Documentation of how Plan-Do-Check-Act (PDCA) cycle is applied to service delivery

Standard 1.2 Manages patient care responsibilities/ delivery of professional activities

Performance criteria	Evidence	Evidence Examples
<p>Expert Is accountable for the delivery of pharmacy services beyond defined group of patients</p>	<ol style="list-style-type: none"> 1. Able to influence and contribute actively to inter-professional teams 2. Able to synthesize data for programme monitoring and evaluation and to generate new ideas/solutions/guidelines 	<ol style="list-style-type: none"> 1. Contribution to the development of a new protocol/ guideline 2. Contribution as the Pharmacist-In-Charge of pharmacy services e.g. Anticoagulation clinic, Hypertension-Diabetes-Lipids, ambulatory care clinics, Intensive Care Units 3. Contribution to the development of a service that transforms the delivery of care e.g. Utilize data from Medication Therapy Management (MTM) service to develop a packing service that improves patient compliance

Standard 1.3 Exhibits reasoning and judgement including analytical skills, judgmental skills, interpersonal skills and appraisal of option

Performance criteria	Evidence	Evidence Examples
<p>Foundation Demonstrates ability to analyse situations, appraise options and make appropriate decisions in daily work</p> <p>Demonstrates ability to recognise importance and/or urgency of resolving a problem</p> <p>Demonstrates ability to identify deviations from workplace policies and procedures or legal requirements and regulations pertaining to pharmacy practice</p>	<ol style="list-style-type: none"> 1. Able to access, interpret and adhere to institutional policies and protocols, including ability to retrieve relevant legislations, policies and protocols pertaining to a situation 2. Able to use policies, procedures, legislations and guidelines as decision supporting tools to address issues in daily patient care practice 3. Able to describe situations clearly, identify problems and propose possible solutions 4. Able to act and resolve issues in priority order and seek assistance when required 	<ol style="list-style-type: none"> 1. Feedback from: Peers/ colleagues; Team members; Supervisors/ tutors; Learner/ trainees 2. Documentation of a situation handling/ incident report

Standard 1.3 Exhibits reasoning and judgement including analytical skills, judgmental skills, interpersonal skills and appraisal of option

Performance criteria	Evidence	Evidence Examples
<p>Intermediate Demonstrates ability to use skills in a range of routine situations requiring analysis or comparison of a range of options</p> <p>Recognises priorities when problem-solving and identifies deviations from the normal pattern</p>	<ol style="list-style-type: none"> 1. Able to interpret and adhere to institutional policies and protocols 2. Able to identify and fully describe (verbally or in writing) the nature of a problem and probable causes or causative factors 3. Able to document the identified problem(s), causative factor(s) and options for resolving the problem 4. Able to make practical and effective decisions in a timely fashion, in day-to-day activities, prioritising 	<ol style="list-style-type: none"> 1. Feedback from: Peers/ colleagues; Team members; Supervisors/tutors; Learner/ trainees 2. Examples of documented interventions done 3. Documented evidence of problem/ feedback management when handling difficult customers
<p>Advanced Demonstrates ability to use skills to make decisions in complex situations where there are several factors that require analysis, interpretation and comparison</p> <p>Demonstrates an ability to see situations holistically</p>	<ol style="list-style-type: none"> 1. Able to make practical and effective decisions in a timely fashion, in complex situations 2. Able to ask pertinent questions, list and evaluate options by constructing best and worst scenarios, and assess chances of success and consequences or failures 3. Able to discuss and communicate these plans with team members and stakeholders effectively 	<ol style="list-style-type: none"> 1. Contribution as a member of institutional committee e.g. clinical governance committee 2. Feedback from: Peers/ colleagues; Supervisor/ tutors; Team members; Learner/ trainees 3. Examples of documented interventions done 4. Reports of medication errors investigated 5. Documented evidence of problem/ issue resolution when handling difficult customers with complex needs 6. Role in the revision or development of departmental/ institutional guidelines/ protocols

Standard 1.3 Exhibits reasoning and judgement including analytical skills, judgmental skills, interpersonal skills and appraisal of option

Performance criteria	Evidence	Evidence Examples
<p>Expert Demonstrates ability to use skills to manage difficult and dynamic situations</p> <p>Demonstrates ability to see situations holistically and make decisions in the absence of evidence or data or when there is conflicting evidence or data</p>	<ol style="list-style-type: none"> 1. Able to assimilate knowledge and understand situational conditions and goals, in order to develop new standards, guidelines, protocols or governance frameworks 	<ol style="list-style-type: none"> 1. Role in development of a new pharmacy guideline 2. Contribution as a member of the MOH Clinical Practice Guidelines workgroup 3. Contribution as a member of the Medication Safety Committee at institutional/ cluster level or the equivalent 4. Implementation of measures that improved the quality of service

Standard 1.4 Uses professional autonomy

Performance criteria	Evidence	Evidence Examples
<p>Foundation & Intermediate Is able to follow legal, ethical, professional and organisational policies/ procedures and codes of conduct</p>	<ol style="list-style-type: none"> 1. Able to understand and apply the codes of ethics and conduct; and the legal framework which governs practice 	<ol style="list-style-type: none"> 1. Feedback on day to day work from: Peers/ colleagues; Supervisor; Team members
<p>Advanced Is able to take action based on own interpretation of broad professional policies/ procedures where necessary</p>	<ol style="list-style-type: none"> 1. Able to decide on a course of action in an ambiguous situation or in the absence of specific policy/procedure 	<ol style="list-style-type: none"> 1. Role in the initiation of a new service which has no precedence e.g. telepharmacy even when the law has no provision for it 2. Documented actions taken in situations requiring ethical considerations
<p>Expert Is able to interpret overall health service policy and strategy, in order to establish goals and standards for others within the defined area(s)</p>	<ol style="list-style-type: none"> 1. Able to assimilate knowledge and understand situational conditions and goals, in order to develop new standards/ guidelines/ protocols or governance frameworks 	<ol style="list-style-type: none"> 1. Role in the development of a new practice guideline 2. Contribution as a member of the MOH Clinical Practice Guidelines workgroup 3. Contribution as a member of the Medication Safety Committee at institutional/ cluster level or the equivalent 4. Role in the initiation, development or implementation of new services

Competency Standards for Pharmacists

Domain 2 Building Working Relationships

Standard 2.1	<u>Ability to communicate effectively (Communication)</u>
Standard 2.2	<u>Collaborates with members of the health care team and offer consultations (Teamwork and Consultation)</u>

The Domain includes competency standards that are required to communicate effectively with fellow colleagues so as to establish and maintain professionally-driven working relationships within the healthcare team and gain the cooperation of others. It also includes the consultancy activities undertaken by the pharmacists in advanced practice.

Standard 2.1 Ability to communicate effectively (Communication)

Performance criteria	Evidence	Evidence Examples
<p>Foundation & Intermediate Demonstrates use of appropriate communication skills to gain the cooperation of the individual patients, caregivers, colleagues and other healthcare professionals</p> <p>Demonstrates ability to communicate where the content of the discussion is explicitly defined</p>	<ol style="list-style-type: none"> 1. Able to communicate with patients, caregivers and colleagues within the department to show the ability to persuade, motivate and collaborate 2. Able to actively listen, empathise and engage with patients, caregivers and colleagues and understand their positions/ needs 3. Able to communicate actively with small groups within department through presentation/ talk/ meeting 4. Able to present accurate information in a concise, coherent and confident manner appropriate to target audience 	<ol style="list-style-type: none"> 1. Feedback from: 360-degree evaluation; Observational feedback from colleagues both within and outside department; Patients; Trainees' evaluation 2. Written communication by the individual e.g. correspondences, articles 3. Presentation materials and audience feedback 4. Evidence of collaboration with colleagues from other departments through projects/ workgroups, etc.

Standard 2.1 Ability to communicate effectively (Communication)

Performance criteria	Evidence	Evidence Examples
<p>Advanced Demonstrates use of appropriately selected communication skills to gain co-operation of small groups of patients, caregivers, colleagues, senior clinicians and managers within the organisation</p> <p>Demonstrates ability to communicate where the content of the discussion is based on opinion</p>	<ol style="list-style-type: none"> 1. Able to communicate with patients, caregivers and colleagues both within and outside of the Department and show the ability to persuade, motivate and collaborate 2. Able to communicate effectively with small groups both within and outside the department through presentation/ talk/ meeting with minimal guidance 3. Able to deal with difficult situations where communication is required e.g. managing difficult situations and diffusing conflicts 	<ol style="list-style-type: none"> 1. Feedback from: 360-degree evaluation; Observational feedback from colleagues both within and outside department; Patients; Trainees' evaluation 2. Written communication by the individual e.g. correspondences, articles 3. Presentation materials and audience feedback 4. Evidence of collaboration with colleagues from other departments through projects/ workgroups, etc.
<p>Expert Demonstrates ability to present complex, sensitive or contentious information to large groups of patients, caregivers, clinicians and senior managers</p> <p>Demonstrates ability to communicate in a hostile, antagonistic <i>or</i> highly emotive atmosphere</p>	<ol style="list-style-type: none"> 1. Able to communicate concepts and ideas in a concise, coherent and confident manner at management level/ committees e.g. to directors, clinicians and senior managers 2. Is sensitive to changes in the working atmosphere due to communication issues (e.g. tension, low morale, uncooperative behaviour) and take the appropriate action 3. Able to select the appropriate approach/ strategy that is effective for resolving conflict 	<ol style="list-style-type: none"> 1. Feedback from: 360-degree evaluation; Observational feedback from colleagues both within and outside department; Patients; Trainees' evaluation 2. Written communication by the individual e.g. correspondences, articles, workplan/ budget/ board papers 3. Presentation materials and audience feedback 4. Leadership role in collaboration (especially if it's in area of expertise) OR in multiple interdepartmental/ interdisciplinary collaborations

Standard 2.2 Collaborates with members of the health care team and offer consultations (Teamwork and Consultation)

Performance criteria	Evidence	Evidence Examples
<p>Foundation Demonstrates ability <i>to engage</i> in teamwork</p> <p>Recognises personal limitations and is able to refer to more experienced colleagues when needed</p>	<ol style="list-style-type: none"> 1. Able to show respect for the rights, preferences, values, needs, ethics and cultural beliefs of others 2. Able to demonstrate personal and professional integrity and professionalism. in partnerships 3. Able to understand one’s role, including strengths and limitations, within the team, recognises the value of others, respects team decisions, shares information and knowledge with others proactively 4. Able to seek or be open to feedback 5. Able to work in partnership with others to promote or achieve positive outcomes 	<ol style="list-style-type: none"> 1. Observational feedback from colleagues both within and outside department 2. Achievement of team-based outcomes
<p>Intermediate Demonstrates ability <i>to contribute</i> as a member of the pharmacy team</p> <p>Recognises personal limitations and is able to refer to more appropriate colleagues</p>	<ol style="list-style-type: none"> 1. Able to actively contribute to the department's daily operations 2. Able to demonstrate a positive attitude to working collaboratively with others 3. Able to provide feedback, encouragement and support to team members 4. Able to identify the types of circumstances where assistance should be sought 	<ol style="list-style-type: none"> 1. Peer review through 360-degree feedback 2. Observational feedback from colleagues both within and outside department 3. Achievement of team-based outcomes 4. Contribution as a member in workgroups/ committees, at departmental level

Standard 2.2 Collaborates with members of the health care team and offer consultations (Teamwork and Consultation)

Performance criteria	Evidence	Evidence Examples
<p>Advanced Demonstrates ability to work as an acknowledged member of a multidisciplinary team</p> <p>Accepts consultation for specialist advice from within the organisation</p>	<ol style="list-style-type: none"> 1. Able to respond to the demands and expectations of members of the health care team 2. Able to share information and expertise to facilitate a common understanding 3. Able to maintain rapport and work in partnership (share information with patient's consent, and work cooperatively on patient's health goals) with other healthcare professionals to achieve therapeutic goals 4. Able to be actively contributing a pharmacist's perspective and make a positive contribution to team-based problem solving and decision making 	<ol style="list-style-type: none"> 1. Peer review through 360 degree feedback 2. Observational feedback from colleagues both within and outside department 3. Achievement of team-based outcomes or participation in defining the outcomes to be achieved by the department 4. Contribution as a member in workgroups/ committees, at organisation level
<p>Expert Works across boundaries to build relationships and share information, plans and resources</p> <p>Sought as an opinion leader both within the organisation and in the external environment</p>	<ol style="list-style-type: none"> 1. Able to be assertive and use supportive and persuasive communication to achieve a desired outcome 2. Able to describe or demonstrate an appropriate negotiation strategy for a particular situation 3. Able to maintain rapport and work in partnership across boundaries to achieve strategic goals 4. Able to proactively identify opportunities for collaboration based on common goals and interest 5. Able to contribute to policy development at the cluster or national level 	<ol style="list-style-type: none"> 1. Peer review through 360 degree feedback 2. Observational feedback from colleagues both within and outside department 3. Achievement of team-based outcomes 4. Contribution as a member in workgroups/ committees at organisational/ cluster/ national level e.g. defining outcomes to be achieved and to see through the achievement of stated outcomes as a team and be able to independently review processes and troubleshoot along the course of implementation 5. Invitation as a speaker/ judge for conferences 6. Invitation as a speaker for public event



Competency Standards for Pharmacists

Domain 3 Leadership

Standard 3.1	<u>Creates Vision</u>
Standard 3.2	<u>Strategic Planning</u>
Standard 3.3	<u>Innovation</u>
Standard 3.4	<u>Motivates individual (Motivational)</u>

The Domain includes competency standards that encompass the ability of the pharmacists to inspire individuals and teams to achieve high standards of performance and personal development. It also addresses the competencies required to undertake clinical governance as well as the planning of professional services.

Standard 3.1 Creates Vision

Performance criteria	Evidence	Evidence Examples
<p>Foundation Demonstrates understanding of the department's vision and shared purpose and how they are aligned with organisational goals</p>	<ol style="list-style-type: none"> 1. Able to access department and corporate documents pertaining to vision, goals and strategy 2. Able to explain department vision to supervisor 3. Able to align objectives and workflow of daily work or project with the Department's vision 	<ol style="list-style-type: none"> 1. Shows the relevant documents pertaining to organisational vision, goals and strategy
<p>Intermediate Demonstrates understanding of, and contributes to, the department and corporate vision</p>	<ol style="list-style-type: none"> 1. Able to articulate how daily activities fulfil the department and corporate visions 2. Displays situational awareness thus understanding current limitations 	<ol style="list-style-type: none"> 1. Goals set for self is in alignment with the department/ hospital vision 2. Observed to embrace core values and shared goals of the department/ institution in the way that these are translated into daily activities and practice
<p>Advanced Embraces the vision and translates this into clear directions for staff and management</p>	<ol style="list-style-type: none"> 1. Able to communicate department and corporate visions to staff and conceptualise them into action plans for the section/department 	<ol style="list-style-type: none"> 1. Examples of how the vision is translated into strategies and actions for the team 2. Workplan and targets developed for team/ section is in alignment with the department/ hospital's vision
<p>Expert* Creates vision of future and convinces others to share the vision at a higher level</p> <p><i>*Taken from the AHEAD Leadership Framework by the Allied Health Division, Singapore General Hospital.</i></p>	<ol style="list-style-type: none"> 1. Has a clear and strong vision with a realistic strategy to carry it out 2. Able to communicate the vision in a clear and passionate manner in order to rally the support of others 3. Able to understand the healthcare landscape and values of stakeholders 	<ol style="list-style-type: none"> 1. Vision developed is inspiring and creates purpose which resonates with different stakeholders 2. As the leader, he/ she communicates the vision through his/ her actions (walks the talk) 3. The strategies are achievable and clearly articulated 4. Role as a member of strategic planning workgroup e.g. institution or national committees (e.g. Antimicrobial Stewardship Programme, Pharmacy Specialist Accreditation Board, Intensive Care Unit committee)

Standard 3.2 Strategic Planning

Performance criteria	Evidence	Evidence Examples
<p>Foundation Demonstrates understanding of the policies and procedures of the institution and the national health care landscape</p> <p>Demonstrates ability to plan, manage and complete task in a timely manner</p>	<ol style="list-style-type: none"> 1. Able to use health care and institution policies and procedures to support practice 2. Able to plan, prioritise and manage time and self to complete tasks on time 3. Able to describe impact of one's work on department, organisational and national healthcare priorities 4. Able to provide feedback proactively on strategies and decisions to relevant decision-makers 	<ol style="list-style-type: none"> 1. Explanation of policies (e.g. drug classification, subsidy level, retail pharmacy discount policies, promotion mechanics, exchange/ return policies of medications, stock holdings) provided to others (e.g. patients, subordinates, staff etc.) 2. Documented plan to achieve tasks timely
<p>Intermediate Demonstrates understanding of the needs of stakeholders, and practice reflects institutional, cluster and national health care policy</p> <p>Demonstrates ability to plan 4-12 months ahead within a defined area</p>	<ol style="list-style-type: none"> 1. Able to communicate (including describing and interpreting) policies effectively to others 2. Displays situational awareness i.e. able to assess what is happening on the ground, through engaging key stakeholders 3. Able to identify gaps, prioritise and develop short term plans (either for a specific project or department), and show how the plans align to the department's middle and long term strategy 	<ol style="list-style-type: none"> 1. Clear explanation of policies (e.g. drug classification, subsidy level) provided to others (e.g. patients, subordinates, staff etc.) 2. Documented plan to achieve departmental/institutional balance score card indicators 3. Role in encouraging colleagues to use measures that can ensure or enhance patient's safety during routine practice e.g. encouraging nurses to use pre-mixed solutions for patient safety 4. Successful completion of short-term projects (Clinical Practice Improvement Programme, Quality Improvement projects etc.) 5. Project presentation at relevant platforms

Standard 3.2 Strategic Planning

Performance criteria	Evidence	Evidence Examples
<p>Advanced Demonstrates understanding of culture, climate and needs of stakeholders both internal and external; and the ability to incorporate national healthcare policy which influences departmental / institutional strategy</p> <p>Demonstrates ability to plan over a year ahead within a defined area</p>	<ol style="list-style-type: none"> 1. Able to conceptualise strategies and implement at departmental/ institutional/ cluster levels, that are in line with national healthcare policies 2. Able to display situational awareness i.e. able to assess what is happening on the ground, through engaging key stakeholders 3. Able to persuade and influence key stakeholders 4. Able to identify gaps, prioritise and develop middle-term plans (1-3 years) for the department and shows how the plans align to the sector's/ organisation's long term strategy 5. Able to stay abreast of changes in the healthcare scene and identify potential opportunities where information may be useful in the future and inform longer term strategy 	<ol style="list-style-type: none"> 1. Role in implementing of new policies within institution 2. Identification of competency gaps of staff and role in implementing the necessary education and training programmes to fulfil the criteria of the national specialisation framework 3. Role in identifying gaps highlighted through customer satisfaction surveys and recommendations made 4. Workplan(s) presented 5. Contribution as Organiser or participant in departmental retreats
<p>Expert Demonstrates understanding of culture, climate and needs of stakeholders both internal and external and actively participate in creating institutional/ national policy</p> <p>Demonstrates active participation in creating institutional/ national health care policies</p> <p>Strategizes goals and actions at organisational and/or professional levels</p> <p>Plans long term and sector wide</p> <p>Takes the long-term perspective</p>	<ol style="list-style-type: none"> 1. Able to evaluate, influence and manage situations and stakeholders, with political astuteness by understanding diverse interest groups and power bases within organisations and the wider community and the dynamic between them so as to lead health services more effectively 2. Able to recognise and interpret organisational culture to achieve desired results 3. Able to anticipate implications of the policies created and plan ahead 4. Able to develop long-term plans (over 3 years) for the pharmacy sector and show how the plans will align to the cluster's strategy and direction 5. Able to continuously learn and demonstrate understanding of trends in healthcare, economy, technology and foresee future opportunities and challenges 	<ol style="list-style-type: none"> 1. Contribution as a member of a national workgroup e.g. Pharmacy Specialist Accreditation Board, Pre-registration Pharmacist Training Implementation Workgroup 2. Contribution as a member of relevant institutional/ cluster strategic team/ workgroup 3. Role in the development of manpower training and service quality (e.g. redefinition of Pharmacy Technician job scope) 4. Workplan(s) presented 5. Contribution as a member of institution or cluster level committees 6. Contribution as Facilitator for discussion during strategic retreat or formulating strategic plan

Standard 3.3 Innovation

Performance criteria	Evidence	Evidence Examples
Foundation Demonstrates ability to identify and propose potential solutions to areas of improvement in the workplace proactively	<ol style="list-style-type: none"> 1. Able to identify service or process gaps in the workplace 2. Able to describe people, process and environment factors contributing to the gaps 3. Able to participate in workplace improvement projects 	<ol style="list-style-type: none"> 1. Documentation of feedback or suggestions for improvement 2. Participation in workplace improvement projects
Intermediate Demonstrates ability to improve quality with minimal supervision	<ol style="list-style-type: none"> 1. Able to think differently (outside the box) in order to improve quality with some supervision and is receptive to new ideas/suggestions from co-workers 	<ol style="list-style-type: none"> 1. Quality of the reviews conducted on routine processes and work done on small scale quality improvement projects 2. Contribution as a Team member of Clinical Practice Improvement Programme (CPIP)/ Quality Improvement (QI)/ Enhancing Performance, Improving Care (EPIC) projects or quality initiatives within the section or department
Advanced Recognises and implements innovation independently	<ol style="list-style-type: none"> 1. Able to make connections to seemingly unrelated questions, problems, or ideas by questioning, leading to improvement in the respective practice settings 	<ol style="list-style-type: none"> 1. Contribution as a Team member of CPIP/ QI/ EPIC projects or quality initiatives within the department or institution 2. Collaboration projects with other healthcare professionals to improve processes 3. Principal Investigator for a research study that significantly improves the way things are done 4. Contribution as Project participant or lead involving the use of new models or technology
Expert Takes the lead to ensure innovation produces improvement in areas of practice	<ol style="list-style-type: none"> 1. Able to anticipate future trends in healthcare and is constantly challenging status quo to experiment with new concepts, leading others into new directions that ultimately result in innovative solutions 	<ol style="list-style-type: none"> 1. Contribution as a Team leader for CPIP/ QI/ EPIC projects or quality initiatives within the department or institution 2. Principal Investigator for a research study that innovatively improves the way things are done 3. Contribution as a Project leader for large scale or complex projects

Standard 3.4 Motivates individual (Motivational)*

Performance criteria	Evidence	Evidence Examples
Foundation Demonstrates self-awareness and ability to manage self	<ol style="list-style-type: none"> 1. Able to be honest with oneself; aware of own strengths/ weaknesses, preferred styles of learning and working, career anchors and direction, stressors and coping mechanisms etc. 2. Able to accept feedback openly 3. Able to self-reflect to identify areas of development in a positive manner and to seek assistance from appropriate individuals when needed 4. Able to manage own disruptive emotions and impulses 5. Able to set SMART goals for oneself and practise a growth mindset to achieve desired outcomes 	<ol style="list-style-type: none"> 1. Self-reflections 2. Documentation of goals setting and achievements 3. Peer/ Supervisor/ Colleagues' feedback
Intermediate Demonstrates ability to motivate self to achieve goals	<ol style="list-style-type: none"> 1. Has a positive attitude and is determined to change negative experiences into growing experiences in order to lift his/ her morale 2. Is highly driven in a cause(s) 3. Possesses high energy levels, is able to create task excitement for oneself 	<ol style="list-style-type: none"> 1. Achievement of the objectives set for each appraisal period 2. Feedback from pharmacy colleagues, workgroup lead and clinical leaders 3. Description of purpose, goals and targets set for oneself
Advanced Demonstrates ability to motivate individuals <i>in the team</i>	<ol style="list-style-type: none"> 1. Has a positive attitude and is determined to change negative experiences of the team into growing experiences in order to lift the team's morale 2. Is highly driven in a cause(s) and can foster that same enthusiasm in his/ her staff by providing an environment that encourages motivated members within the team 3. Possesses high energy levels, and is able to create task excitement and be a catalyst for positive action within the team 4. Able to understand their staff's needs, and is able to verbally persuade their staff to gain "buy-in" to their ideas and inspire them to greater heights 	<ol style="list-style-type: none"> 1. Achievement of goals set for the team 2. Quality of constructive feedback to team members 3. Contributions as a Chair/ member of a workgroup/ committee e.g. a Quality Improvement project, pilot study, automation project, research

*Taken from the AHEAD Leadership Framework by the Allied Health Division, Singapore General Hospital.

Standard 3.4 Motivates individual (Motivational)*

Performance criteria	Evidence	Evidence Examples
Expert Demonstrates ability to motivate individuals at a <i>higher level</i>	<ol style="list-style-type: none"> Has a positive attitude and is determined to change negative experiences of the group into growing experiences in order to lift the department's (and beyond) morale Is highly driven in a cause(s) and can foster that same enthusiasm in their staff by providing an environment that encourages motivated members in the department and beyond Possesses high energy levels, and is able to create task excitement and be a catalyst for positive action for the department and beyond Able to understand other's (both within and outside of the organisation) needs, and is able to verbally persuade others to gain "buy-in" to their ideas and inspire them to greater heights 	<ol style="list-style-type: none"> Achievement of goals set for the department and beyond Contributions as a Chair of a workgroup/ committee e.g. Pharmacy Specialists Accreditation Board, Clinical Pharmacy in-charge Function as a mentor in a formal program Observed morale and energy level, understanding and commitment of the team to achieving the goals set

*Taken from the AHEAD Leadership Framework by the Allied Health Division, Singapore General Hospital.



Competency Standards for Pharmacists

Domain 4 Management

Standard 4.1	<u>Implementing Organisational Priorities</u>
Standard 4.2	<u>Managing resource utilisation</u>
Standard 4.3	<u>Establishing standards of practice</u>
Standard 4.4	<u>Managing risk</u>
Standard 4.5	<u>Managing performance</u>
Standard 4.6	<u>Project management</u>
Standard 4.7	<u>Managing change</u>

This Domain includes competency standards that relate to the way in which the pharmacist organises and delivers service objectives in a timely fashion. It also addresses the competency required by the pharmacist to plan and manage professional services and resources.

Standard 4.1 Implementing Organisational Priorities

Performance criteria	Evidence	Evidence Examples
Foundation & Intermediate Demonstrates understanding of the implications of organisational priorities for the team	<ol style="list-style-type: none"> 1. Able to explain organisational priorities and the rationale, and how they impact the team and stakeholders 2. Able to proactively seeks to understand team and organisational priorities, and seeks assistance from appropriate individuals to enhance understanding when in doubt 	<ol style="list-style-type: none"> 1. Disseminated information to team on new policies and procedures
Advanced Shapes the response of the team to achieve organisational priorities	<ol style="list-style-type: none"> 1. Able to formulate strategies at the departmental level to achieve organisational priorities 	<ol style="list-style-type: none"> 1. Developed plans/ protocols/ guidelines
Expert Accountable for the direct delivery of organisational priorities at a higher level	<ol style="list-style-type: none"> 1. Able to lead the committee in the formulation and implementation of the strategies and report results directly to the hospital management 	<ol style="list-style-type: none"> 1. Results or progress achieved by the team 2. Evidence of clear formulation of strategies, action plans and timelines

Standard 4.2 Managing resource utilisation

Performance criteria	Evidence	Evidence Examples
<p>Foundation Demonstrates ability to identify appropriate resources required for a specified task</p> <p>Demonstrates ability to use identified resources appropriately to deliver task outcomes</p>	<ol style="list-style-type: none"> 1. Able to apply or use required resources responsibly and to the extent/ limitation needed to complete work to required professional standards with minimal wastage 2. Able to prioritises time and resources to work effectively and efficiently 3. Able to adapt actions and decisions to deliver required outcomes 	<ol style="list-style-type: none"> 1. Colleagues' feedback 2. Timely completion of projects or tasks 3. Rostering to ensure adequate staffing 4. Review of stock holding, drug expiry control and write-off
<p>Intermediate Demonstrates understanding of the process for effective resource utilisation</p>	<ol style="list-style-type: none"> 1. Able to explain the processes for service delivery and the required resources to meet demands 2. Demonstrates appreciation of service demands through self-management of time 	<ol style="list-style-type: none"> 1. Timely return from the wards to do discharges 2. Performed dispensing and counselling efficiently and effectively during peak period
<p>Advanced Demonstrates ability to effectively manage resources</p>	<ol style="list-style-type: none"> 1. Able to negotiate for & manage resources within the section 	<ol style="list-style-type: none"> 1. Prepared roster that is able to meet service demands 2. Appropriate management of inventory including usage of consumables 3. Budget work plans that reflect the monitoring and interpretation of financial results e.g. operational budget
<p>Expert Demonstrates ability to reconfigure the use of available resources</p>	<ol style="list-style-type: none"> 1. Able to lead the team in acquiring and optimising the resources provided; set clear and achievable milestones for the delivery of plans and monitor progress against them 	<ol style="list-style-type: none"> 1. Good allocation of resources to achieve objectives/ Key Performance Indicators e.g. Conducting relevant quality improvement projects; Introduction of automation within the section or department; Utilisation of Pharmacy Technicians to support the medication reconciliation process 2. Budget workplans that reflect the monitoring and interpretation of financial results e.g. capital budget for large scale projects 3. Good identification of talent for various roles in the team

Standard 4.3 Establishing standards of practice

Performance criteria	Evidence	Evidence Examples
Foundation Demonstrates understanding of and conforms to relevant standards of practice, seeking guidance as needed	<ol style="list-style-type: none"> 1. Able to access and use professional guidelines and standards, proactively seeks advice from more experienced colleagues to guide work practices when needed 2. Able to ensure that personal conduct and own course of work meets practice standards 	<ol style="list-style-type: none"> 1. No feedback or report of regulatory, policy or procedural breaches 2. 360 degree/ Supervisor's feedback
Intermediate Demonstrates understanding of, and conforms to relevant standards of practice	<ol style="list-style-type: none"> 1. Able to personally comply with relevant standards of practice 	<ol style="list-style-type: none"> 1. No feedback or report of regulatory, policy or procedural breaches
Advanced Accountable for the setting of targets and monitoring of standards of practice	<ol style="list-style-type: none"> 1. Able to ensure that the team complies to relevant standards of practice 	<ol style="list-style-type: none"> 1. Reviewed and updated existing SOPs/ Work Instructions
Expert Accountable for the formulation, setting and implementation of standards	<ol style="list-style-type: none"> 1. Able to develop, implement, and monitor new standards of practice within the organisation 2. Able to benchmark to relevant standards of practice 	<ol style="list-style-type: none"> 1. Contribution towards establishing new protocol/ guidelines or SOPs on new processes e.g. Business Continuity Planning (BCP) plan for DORSCON Orange

Standard 4.4 Managing Risk

Performance criteria	Evidence	Evidence Examples
<p>Foundation Demonstrates understanding of the risk management process in one's own area of work and participates in risk management training</p>	<ol style="list-style-type: none"> 1. Able to understand the sources of risks and processes for risk management in one's own area of work 2. Able to follow workplace policies and procedures 	<ol style="list-style-type: none"> 1. Efforts towards reducing risk of near misses and errors in medication review and dispensing through compliance to policies and protocols 2. Identifying/ reporting medication safety issues, workplace/ occupational hazards and taking steps to reduce them.
<p>Intermediate Demonstrates ability to identify and resolve risk management issues according to policy/ protocol</p>	<ol style="list-style-type: none"> 1. Able to effectively manage risk to reduce the potential for patient harm 2. Able to comply with existing workflow protocols to manage operational risks 	<ol style="list-style-type: none"> 1. Efforts towards reducing risk of near misses and errors in medication review and dispensing through compliance to policies and protocols
<p>Advanced Is accountable for developing risk management policies/ protocols for the <i>team</i>, including identifying and resolving new risk management issues</p>	<ol style="list-style-type: none"> 1. Able to develop/ revise risk management policies including identifying and resolving new risk management issues at the departmental level 	<ol style="list-style-type: none"> 1. Reviewed and updated existing work procedures to mitigate risks whenever there are changes to existing factors that impact risks 2. Recommendations provided to mitigate/ resolve identified risks
<p>Expert Is accountable for developing risk management policies/ procedures at a <i>higher level</i>, including identifying and resolving new risk management issues</p>	<ol style="list-style-type: none"> 1. Able to identify new risks, evaluate its impact on patients and organisation in the strategic plans, develop risk minimisation strategies and monitor the risks 	<ol style="list-style-type: none"> 1. Reviewed and updated existing department/ institutional policies whenever there are changes to existing factors that impacts risks 2. Proactively builds systems to monitor performance measures so that problems can be identified early and risk mitigation measures can be taken e.g. supply-chain risks



Standard 4.5 Managing performance

Performance criteria	Evidence	Evidence Examples
<p>Foundation Understands the duties and responsibilities of own job scope and the performance management process</p> <p>Follows professional and organisational policies /procedures relating to performance management</p> <p>Refers appropriately to colleagues for guidance</p>	<ol style="list-style-type: none"> 1. Able to access and describe one's job description/ duty requirements and how one's work performance is managed and assessed; proactively seeks clarification from appropriate individuals as required 2. Able to review own performance against specified objectives set by supervisors and takes personal responsibility for own performance 	<ol style="list-style-type: none"> 1. Feedback from supervisors and peers 2. Individual development plan and achievements 3. Weekly/ monthly report to supervisors, managing performance of Pharmacy Technicians/ interns/ pre-regs
<p>Intermediate Follows professional and organisational policies/ procedures relating to performance management</p> <p>Refers appropriately to colleagues for guidance</p>	<ol style="list-style-type: none"> 1. Able to comply with operational standards/ policies and fully meet the respective job description/ duty requirements 2. Able to review own performance against specified objectives set by supervisors 	<ol style="list-style-type: none"> 1. Feedback from supervisors and peers 2. Objective evidence to support achievements of targets set

Standard 4.5 Managing performance

Performance criteria	Evidence	Evidence Examples
<p>Advanced Is accountable for performance management for the team</p>	<ol style="list-style-type: none"> 1. Able to assess team performance through the appropriate documentation and review process 2. Able to work with team members within their area of strength to reach achievable goals and strategies that are consistent with the objectives established for the team 3. Able to set clear expectations and targets that are SMART: Specific, Measurable, Achievable, Realistic and Time-bound 4. Able to provide constructive feedback*, encouragement and support to team members. This would include identifying and addressing work issues (e.g. excessive workload, conflict. contributing to unsatisfactory performance) <p>*Feedback may include personnel expectations, achievements and contributions</p>	<ol style="list-style-type: none"> 1. Quality of documented feedback provided to team members 2. Achievement of targets for department/ team Balance Scorecard (BSC) Key Performance Indicators (KPIs) as reflected in the reports submitted to HOD
<p>Expert Is accountable for performance management at a higher level</p>	<ol style="list-style-type: none"> 1. Able to assess department performance through the appropriate documentation and review process 2. Able to work with the respective pharmacy sections and/or others outside of the department, to establish achievable goals and strategies that are consistent with the objectives established for the department 3. Able to set clear expectations and provide constructive feedback, encouragement and support to staff 	<ol style="list-style-type: none"> 1. Achievement of department targets and explanations of failure to meet targets, as reflected in reports or presentations to Senior Management 2. Achievement of institutional KPIs e.g. budget, outcomes of clinical services, medication safety targets 3. Achievement of desired results as reflected in the Employee Engagement/ Climate Surveys

Standard 4.6 Project Management

Performance criteria	Evidence	Evidence Examples
Foundation Demonstrates understanding of the principles of project management and ability to <i>develop</i> project management skills	<ol style="list-style-type: none"> 1. Able to assist with or contribute to a project's initiation, planning, execution, monitoring, control and close of a project 2. Able to plan the workflow for a project 	<ol style="list-style-type: none"> 1. Feedback from team members and/or supervisors 2. Gantt chart of project timeline
Intermediate Demonstrates understanding of the principles of project management and ability to <i>apply</i> project management skills	<ol style="list-style-type: none"> 1. As a team member, able to contribute to a project's initiation, planning, execution, monitoring, control and closure of a project 	<ol style="list-style-type: none"> 1. Feedback from team members and/or supervisors
Advanced Demonstrates ability to successfully manage a project at team level	<ol style="list-style-type: none"> 1. As a project leader, able to ensure timely initiation, planning, execution, monitoring, control and closure of a project at the team level <p><i>Note: Project Leader includes projects managers/ directors/supervisors. Mentors/ sponsors are typically not directly involved in projects.</i></p>	<ol style="list-style-type: none"> 1. Evaluation of project's results or achievement of key milestones
Expert Demonstrates ability to successfully manage a project at a higher level	<ol style="list-style-type: none"> 1. As a project leader, able to ensure timely, initiation, planning, execution, monitoring, control and closure of a project at the higher level 2. Able to articulate the project clearly and solicit buy-in from key stakeholders 	<ol style="list-style-type: none"> 1. Appointed project supervisor or mentor/ sponsor 2. Evaluation of project's results or achievement of key milestones 3. Communication strategy to engage stakeholders e.g. presentations at various platforms 4. Funding approved for proposal

Standard 4.7 Managing Change

Performance criteria	Evidence	Evidence Examples
<p>Foundation Demonstrates openness to change and seeks to understand need for change when unsure</p> <p>Embraces needed change and supports the implementation of change</p>	<ol style="list-style-type: none"> 1. Able to be receptive and willing to try new ideas, encourages others to do the same, and seeks clarification from appropriate individuals if the agenda for change is unclear 2. Able to participate and/or assist in the change management process and provides feedback to facilitate implementation and to adjust or decide on plan for change 3. Able to suggest areas which will benefit from change 	<ol style="list-style-type: none"> 1. Feedback from colleagues on the support/ participation provided by the individual
<p>Intermediate Demonstrates understanding of the principles of change management</p>	<ol style="list-style-type: none"> 1. Able to show understanding of the need for thoughtful planning, sensitive implementation, and consultation with, and involvement of the stakeholders affected by the changes 	<ol style="list-style-type: none"> 1. Activities planned to ensure that subordinates and peers understand the rationale and need for change e.g. to comply to accreditation standards, new work processes, new models of care delivery, introduction of new technology, job redesign
<p>Advanced Demonstrates ability to manage a process of change for the team</p>	<ol style="list-style-type: none"> 1. Able to show thoughtful planning, sensitive implementation, and consultation with, and involvement of, the stakeholders affected by the changes, ultimately identifying the benefits achieved by the change and getting buy-in from the relevant stakeholders 	<ol style="list-style-type: none"> 1. Well planned and executed activities to achieve the desired results of a project/ program 2. Feedback from relevant stakeholders
<p>Expert Demonstrates ability to manage a process of change at a higher level</p>	<ol style="list-style-type: none"> 1. Lead others in the thoughtful planning and sensitive implementation, and consult with, and involve the stakeholders affected by the changes, ultimately: Getting buy-in from the relevant stakeholders; Identifying the benefits achieved by the change; Ensuring that the change is sustainable and; Influencing and managing any resistance to change 2. Able to use of relevant performance indicators to measure achievements, explain variations from the plan and make appropriate adjustments 	<ol style="list-style-type: none"> 1. Feedback from relevant stakeholder 2. Achievement of desired results as reflected in the Employee Engagement/ Climate Surveys 3. Achievement of objectives for the change initiative and the level of engagement from the stakeholders



Competency Standards for Pharmacists

Domain 5 Education, Training and Development

Standard 5.1	<u>Role model</u>
Standard 5.2	<u>Mentorship</u>
Standard 5.3	<u>Conducting education and training</u>

This Domain includes competency standards which supports the education, training and development of others. They help to build capability in pharmacists and promote a learning culture within the organisation.

Standard 5.1 Role model

Performance criteria	Evidence	Evidence Examples
Foundation Understands the characteristics of a role model	<ol style="list-style-type: none"> 1. Able to articulate the characteristics of a good role model in the workplace or profession 2. Able to identify good role models in the workplace or profession; Role-models self after them 3. Able to actively develop self and build relationships with others in the workplace 	<ol style="list-style-type: none"> 1. Feedback (verbal or written) solicited from trainees, subordinate, peer and supervisor (on being a role model)
Intermediate Understands and demonstrates the characteristics of a role model to members of the team	<ol style="list-style-type: none"> 1. Able to comply with departmental and institutional rules in regulations 2. Able to motivate team members and subordinates 	<ol style="list-style-type: none"> 1. Feedback (verbal or written) solicited from trainees, subordinate, peer and supervisor
Advanced Demonstrates the characteristics of an effective role model at a higher level	<ol style="list-style-type: none"> 1. Able to identify learning needs of others 2. Able to actively motivate all team members 	<ol style="list-style-type: none"> 1. Feedback (verbal or written) solicited from trainees, subordinate, peer and supervisor 2. Review of formative and summative assessment reports completed for trainees
Expert Is able to develop effective role model behaviour in others	<ol style="list-style-type: none"> 1. Able to identify potential in others and provide opportunities for them to meet learning needs 2. Able to lead by influencing and motivating the department/management 	<ol style="list-style-type: none"> 1. Feedback (verbal or written) solicited from trainees, subordinate, peer and supervisor 2. Review of formative and summative assessment reports completed for trainees

Standard 5.2 Mentorship

Performance criteria	Evidence	Evidence Examples
<p>Foundation Demonstrates understanding of the benefits of having a coach or mentor</p> <p>Participates in a coaching or mentoring programme (formally or informally)</p>	<ol style="list-style-type: none"> 1. Able to engage in the program and learn to role model after the preceptor 2. Able to list the benefits that coaching and/or mentoring can bring to one's personal and professional development 3. Able to engage actively in a coaching or mentorship programme 	<ol style="list-style-type: none"> 1. Mentee in a mentoring program (formally or informally)
<p>Intermediate Demonstrates understanding of the mentorship process</p>	<ol style="list-style-type: none"> 1. Able to understand the role of a mentor and the skills required 	<ol style="list-style-type: none"> 1. Experience as a Mentee in a Mentoring program 2. Attendance at training program for mentee 3. Seek advice from industry leaders or experienced individuals whom they regard as mentors
<p>Advanced Demonstrates ability to effectively mentor others within the team</p>	<ol style="list-style-type: none"> 1. Able to manage the mentoring process and relationship with mentee 2. Able to monitor the achievement of goals established during the Mentor-mentee relationship <p><i>Note: Mentoring process include creating a mentor-mentee agreement on how they work together, setting goals, responsibilities of the mentor and mentee, building rapport, process of review and confidentiality on personal issue</i></p>	<ol style="list-style-type: none"> 1. Reviews and feedback (verbal or written) solicited from mentee 2. Observation by supervisor 3. Mentees' progression
<p>Expert Demonstrates ability to effectively mentor outside the team</p>	<ol style="list-style-type: none"> 1. Able to provide guidance and constructive feedback to mentees and monitor their progress at institutional/ cluster/ national level 2. Able to apply active listening and questioning skills to understand the needs, strengths and weakness of mentees from a different background/ profession so as to support mentees in their development 	<ol style="list-style-type: none"> 1. Reviews and feedback (verbal or written) solicited from mentee 2. Observation by supervisor 3. Mentees' progression 4. Appointed mentor in a formal mentoring program

Standard 5.3 Conducting Education and Training

Performance criteria	Evidence	Evidence Examples
<p>Foundation Demonstrates commitment to own Continuing Professional Development (Maintenance of Fitness to Practice)</p> <p>Demonstrates ability to assist in the development of others in the workplace</p>	<ol style="list-style-type: none"> 1. Able to maintain a positive attitude towards lifelong learning and the willingness to learn, unlearn and relearn 2. Able to self-reflect and identify learning needs, to plan one's own personal and professional development (self-directed learning) and seek guidance from appropriate individuals when needed 3. Able to share knowledge, experience and constructive feedback with others in the workplace for their development 4. Able to assist in workplace-based learning 	<ol style="list-style-type: none"> 1. Conducting drug or pharmacy related presentation to pharmacy staff/ trainers and other colleagues 2. Learning plans or contract 3. Singapore Pharmacy Council (SPC) Continuing Professional Education (CPE) records 4. Portfolio of practice
<p>Intermediate Demonstrates self-development through routine Continuing Professional Development activity with facilitation</p> <p>Demonstrates ability to conduct teaching efficiently according to a lesson plan with supervision from a more experienced colleague</p>	<ol style="list-style-type: none"> 1. Able to maintain and improve the quality of practice by keeping own knowledge and skills up to date and relevant to the roles and responsibilities 2. Able to take responsibility for own learning and development including identifying self-learning needs and seeking out learning opportunities to meet those needs 3. Able to appropriately use a range of educational methods and technologies to achieve intended learning outcomes 	<ol style="list-style-type: none"> 1. Fulfilment of SPC CPE requirement (self) 2. Participation in educational programmes including talks/ conferences 3. A preceptor for students and trainees 4. Participation in the formal training/ education to staff/ students (e.g. diploma, pharmacy/ medical students) 5. Training log of trainees 6. Educational materials developed 7. Feedback from trainees/ supervisor

Standard 5.3 Conducting Education and Training

Performance criteria	Evidence	Evidence Examples
<p>Advanced Able to assess the performance and learning needs of others</p> <p>Demonstrates ability to plan a series of effective learning experiences for others</p>	<ol style="list-style-type: none"> 1. Able to provide constructive feedback to trainees on their performance 2. Able to identify learning needs and desired outcomes of others 3. Able to track and monitor trainee’s progress towards achievement of their learning goals and objectives 4. Able to define learning objectives, plan learning activities to address them and assess the learning outcomes 5. Able to customise the delivery of training to suit the needs of the trainee based upon an assessment of the trainee’s knowledge, skills, attitudes, and abilities and interests 	<ol style="list-style-type: none"> 1. Sample of feedback documented in the formative and summative assessment forms, appraisal forms etc. provided to trainees e.g. completed formative/ summative feedback 2. Sample of learning activities/ programmes planned for healthcare professionals, with defined objectives, course outline, delivery and assessments 3. Documentation/ feedback that highlights learning plans and achievements of learning goals 4. Participation in the formal education and training of undergraduate and postgraduate students that prepare them for practice e.g. Pharm D, residency programs, pre-reg program, NHG Clinical Pharmacist Preparatory Program (CP3) program, NUS student preceptorship programme
<p>Expert Shapes, contributes to, or is accountable for the creation or development of education and training at institutional/ national level or educational institutions</p>	<ol style="list-style-type: none"> 1. Able to understand the current and future challenges of healthcare and its implications for the healthcare profession and competencies needed 2. Able to identify opportunities to maintain and improve the quality of practice 3. Able to devise and implement a plan for assessing and improving the quality of the course of study including quality of preceptors as appropriate 4. Able to manage institutional or national resources effectively 5. Able to design and manage a course of study at the institution or national level with appropriate use of teaching, assessment and study methodology 6. Able to develop effective educational standards or governance frameworks 	<ol style="list-style-type: none"> 1. Course/ Program Leader of workshop, seminar, residency program or the equivalent 2. Contribution as a member of the Program Evaluation Committee 3. Sample of feedback/ documented evaluations on preceptors/ trainers' performance 4. Role in developing curriculum, training blueprint, and educational progress report 5. Feedback on educational / training programmes provided by trainers, trainees 6. Involvement in strategic workgroup pertaining to CPD

Competency Standards for Pharmacists

Domain 6 Research and Evaluation

Standard 6.1	<u>Evaluating literature critically and identifying evidence gaps</u>
Standard 6.2	<u>Developing and evaluating research protocols</u>
Standard 6.3	<u>Disseminating evidence</u>
Standard 6.4	<u>Guiding others undertaking research</u>
Standard 6.5	<u>Establishing research partnerships</u>

This Domain includes competency standards that address the capability of pharmacists to identify and undertake research to inform effective practice.

Standard 6.1 Evaluating literature critically and identifying evidence gaps

Performance criteria	Evidence	Evidence Examples
<p>Foundation Demonstrates ability to evaluate and review literature</p>	<ol style="list-style-type: none"> 1. Able to identify methodical, statistical or ethical issues impacting the study or project design and consequent validity and applicability of results 2. Able to determine the extent to which the literature resources may be relied upon 	<ol style="list-style-type: none"> 1. Presentations made in journal club 2. Drug information/ query from other healthcare professional or patients/ public
<p>Intermediate Demonstrates ability to critically evaluate and review medical literature as well as suggest changes to practice</p>	<ol style="list-style-type: none"> 1. Able to systematically evaluate a research paper and derive an appropriate conclusion based on methodology's strengths and weaknesses 2. Able to decide if study results can be applied in a local setting 3. Able to suggest solutions/ changes to practice 	<ol style="list-style-type: none"> 1. Presentations made in journal club 2. CE sessions on topics to fellow healthcare professionals provided 3. Contribution as a facilitator for evidence-based medicine workshops 4. Publication of journal review article within the institution/ department 5. Descriptions of instances where pharmacist has evaluated and applied published data to improve practice (e.g. projects on near-misses, waiting times, Quality Improvement)
<p>Advanced Demonstrates ability to critically evaluate, review medical literature, and identify evidence gaps and to apply evidence-based practice at departmental/ institutional level</p>	<ol style="list-style-type: none"> 1. Able to interpret and synthesise research results and apply the findings to influence practice 2. Able to identify evidence gaps requiring further research 	<ol style="list-style-type: none"> 1. Active participation in the formulation or update of practice guidelines for the department or institution 2. Active participation in formulary decision-making processes in P&T committee 3. Publication of systematic reviews or meta-analysis on clinical topics 4. Scientific presentations within or outside of department (i.e. hospital conference, doctors' Continuing Education/ departmental meetings) 5. Publication of research article(s) in the last 2 years in any journal 6. Recently obtained grant funding of any level to conduct research

Standard 6.1 Evaluating literature critically and identifying evidence gaps

Performance criteria	Evidence	Evidence Examples
<p>Expert Demonstrates application of critical evaluation skills at a national or international level and/or undertakes peer review activities within practice and/or identify gaps</p>	<ol style="list-style-type: none"> 1. Able to interpret and synthesise research results and apply the findings to influence practice at national or international level 2. Able to understand the barriers, constraints and enablers that can result in successful implementation of research outcomes 3. Able to identify major evidence gaps requiring further research and drive research directions for the area of interest 	<ol style="list-style-type: none"> 1. Reviewer or member of editorial committee for journals and/or part of a conference committee performing abstract review 2. Member of an Institutional Review Board (IRB)/ Domain Specific Review Board (DSRB) 3. Contribution to the formation or update of practice guidelines/ policies/ protocols at the national or international level 4. Publication of 2 or more research articles in the last 2 years in any journal or at least 1 article in a journal with impact factor of 4 and above 5. National or international grant funding to conduct research obtained within the last 3 years

Standard 6.2 Developing and evaluating research protocols

Performance criteria	Evidence	Evidence Examples
<p>Foundation Demonstrates understanding of the line(s) of approvals and/or processes required in formulating and implementing a project</p>	<ol style="list-style-type: none"> 1. Able to access information regarding ethics or governance approval 2. Able to describe ethics or governance approval submission requirements including compliance to relevant legislations e.g. HBRA, PDPA 3. Able to successfully complete minimum training requirement for research investigators before participating as a member of a research or qualitative improvement projects. E.g. Collaborative Institutional Training Initiative (CITI), Clinical Practice Improvement Program (CPIP) Toolkit workshop, Root Cause Analysis (RCA) course 4. Able to list all the necessary application under guidance, for a research protocol 	<ol style="list-style-type: none"> 1. Attendance at the various workshops or programs

Standard 6.2 Developing and evaluating research protocols

Performance criteria	Evidence	Evidence Examples
<p>Intermediate Demonstrates ability to describe the core features of research protocols, including quality improvement (QI) projects</p>	<ol style="list-style-type: none"> 1. Able to identify and explain the core features of research including ethics 2. Able to demonstrate general understanding of the principles of research governance and methodology 3. Able to evaluate studies and determine if methodology employed is appropriate 	<ol style="list-style-type: none"> 1. Presentations made in a journal club/ quality related forums 2. Formal sharing/ teaching session(s) on evidence-based guidelines to fellow healthcare professionals
<p>Advanced Demonstrates ability to lead in the development and conduct of a research</p>	<ol style="list-style-type: none"> 1. Able to apply appropriate research methodologies to develop research protocol 2. Able to ethically conduct research 3. Able to assemble the necessary resources to undertake a research project 	<ol style="list-style-type: none"> 1. Recent (in the last 2 years) or current Co-Investigator and/or Principal Investigator (PI) of a study 2. Research protocols reviewed and authorised for the department
<p>Expert Demonstrates ability to critically review research protocols and write grant proposals</p>	<ol style="list-style-type: none"> 1. Able to <i>constructively</i> and <i>systematically</i> critique research protocols written by fellow healthcare professionals 2. Able to perform critical appraisal and provide constructive feedback to authors 3. Able to write a successful research grant proposal 	<ol style="list-style-type: none"> 1. Recent (in the last 2 years) or current PI of a grant-funded study and/or research mentor 2. Member of a grant approval committee 3. Member of an Institutional Review Board (IRB)/ Domain Specific Review Board (DSRB) 4. Publication of articles that critique research methodologies

Standard 6.3 Disseminating evidence

Performance criteria	Evidence	Evidence Examples
Foundation Demonstrate ability to generate evidence for presentation under the guidance	1. Able to participate under guidance in project data collection and analysis, and communicate findings and recommendations clearly via abstract or poster/ oral presentation	1. Poster or abstract or publication as a team member
Intermediate Demonstrates ability to generate evidence suitable for presentation	1. Able to analyse, interpret and translate research result into meaningful data 2. Able to communicate scientific facts and ideas in a clear and compelling way	1. Abstract submission to a meeting 2. Presentation of data e.g. near-misses, waiting times (QI projects), quality indicators, research results at meetings
Advanced Demonstrates ability to generate new evidence accepted for presentation at research symposia (e.g. conferences, seminars or forums) or publication	1. Able to organise the different elements of a research publication into a coherent document ⁷ 2. Able to address reviewers' comments on manuscripts	1. Accepted abstract with poster or oral presentation at a <i>research symposia</i> 2. Publication of a research project in a peer-reviewed media
Expert Demonstrates <i>ongoing</i> anchor (i.e. first, corresponding or last) authorship of primary evidence and outcomes in peer-reviewed media. <i>Note: Anchor authorship refers to participation as key author of the study</i>	1. Publish a series of studies to address significant research questions within a particular area	1. Recent (last 5 years) or current multiple publications (minimum 10) on research projects in peer-reviewed media 2. Anchor author of studies 3. Presentation at national or international conferences for past 5 years

7. Research competencies framework. Faculty of General Dental Practice (UK). Published April 2007. Assessed at <http://fgdp.org.uk/sites/fgdp.org.uk/files/docs/in-practice/Research/research%20competencies.pdf> on 11 May 2020.

Standard 6.4 Guiding Others Undertaking Research

Performance criteria	Evidence	Evidence Examples
Foundation <i>Not applicable</i>		
Intermediate Is aware of the research activities within the department and is able to provide guidance on research methodology	<ol style="list-style-type: none"> 1. Aware of the research activities around a particular subject and be knowledgeable enough about the subject in order to guide the student/ junior on how to choose a topic, shape and refine the research question, taking into account the practical considerations about the planning needed and costs 	<ol style="list-style-type: none"> 1. Functions as a department representative to authorise research protocols within the department. 2. Functions as a supervisor or facilitator of research projects (directly or indirectly)
Advanced Is able to supervise research in collaboration with research experts	<ol style="list-style-type: none"> 1. Able to demonstrate good understanding of the principles of research governance and methodology 2. Able to demonstrate ability to instruct and guide supervisee together with the research expert(s) 3. Able to advise on effective research planning 4. Able to recommend appropriate resources and systems for the research process 5. Able to evaluate the information collected and results 	<ol style="list-style-type: none"> 1. Research projects performed by healthcare staff (including pre-registration pharmacists, pharmacy technicians, undergraduate students, nurses) which are directly supervised
Expert Is a research project supervisor for postgraduate students e.g. Masters, PharmD, Residents, PhDs and pharmacists	<ol style="list-style-type: none"> 1. Able to ensure compliance with ethical and legal requirements and carried out to the institutional research policies and guidelines 2. Able to demonstrate ability to instruct and guide post-graduate students independently 3. Able to advise on how to navigate the system to find the right collaboration partners 4. Able to discuss and recommend solutions to problems encountered and provide relevant feedback for each process 	<ol style="list-style-type: none"> 1. Main research project supervisor for postgraduate students e.g. Masters, PharmD, Residents, PhDs 2. Mentor for grant applicants

Standard 6.5 Establishing Research Partnerships

Performance criteria	Evidence	Evidence Examples
<p>Foundation Demonstrates ability to work as a member of a project team with guidance when needed</p>	<ol style="list-style-type: none"> 1. Able to possess communication and interpersonal skills at the team level 2. Able to contribute to the project success under guidance 3. Able to understand how one's own role contributes to the project team 4. Able to accept and deliver own share of work with reasonable quality in a timely manner 	<ol style="list-style-type: none"> 1. Contribution as a Team member of a project 2. Notes of meeting/ minutes
<p>Intermediate Demonstrates ability to work as a member of a project team</p>	<ol style="list-style-type: none"> 1. Able to possess effective communication and interpersonal skills at the team level 2. Able to actively contribute as a team member of a project 	<ol style="list-style-type: none"> 1. Contribution as a Team member of a project 2. Notes of meeting/ minutes
<p>Advanced Demonstrates ability to establish multidisciplinary links to conduct research projects</p>	<ol style="list-style-type: none"> 1. Able to develop a network of research collaborators 2. Ability to identify key partners 3. Able to effectively communicate and share knowledge with researchers in other health/non-science disciplines 	<ol style="list-style-type: none"> 1. Documentation of correspondence (e.g. email between pharmacist and researchers from other disciplines) on collaborative research activities
<p>Expert Demonstrates ability to show leadership within multidisciplinary research teams concerning the conduct of research</p>	<ol style="list-style-type: none"> 1. Able to steer and coordinate the multi-disciplinary research team in the direction of a research objective 	<ol style="list-style-type: none"> 1. Principal Investigator (PI) of multidisciplinary studies, PI of awarded grants with multidisciplinary involvement

Competency Standards for Pharmacists

Domain 7 Professionalism

Standard 7.1	<u>Professionalism and Code of Ethics</u>
Standard 7.2	<u>Compliance to Legal Frameworks and Requirements</u>
Standard 7.3	<u>Ethical Practice</u>

This Domain includes competency standards that address the professional conduct and accountability of pharmacists.

Competencies under Domain 7 on Professionalism would apply across levels.

For implementation, a separate portfolio assessment for Domain 7 is **not** required as professionalism is subsumed under professional practice and should have been attained at foundation level before a pharmacist embarks on higher level competencies.

Standard 7.1: Professionalism and Code of Ethics

Performance criteria	Evidence	Evidence Examples
Demonstrates a sense of duty and accountability to patients, society, and the profession	<ol style="list-style-type: none"> 1. Understands the role of being a pharmacist and the commitment to be one (professional identity) 2. Possesses a sense of duty and work with commitment, diligence and care 3. Accepts responsibilities for professional judgements, decisions, actions and omissions and accountability for the outcomes achieved 4. Conducts oneself in a professional matter so as to uphold public and other healthcare professionals' trust and confidence in pharmacists 	<ol style="list-style-type: none"> 1. Multi-source feedback
PATIENT Demonstrates professional behaviour that regards the health and care of the patient as priority	<ol style="list-style-type: none"> 1. Able to apply professional judgement in the supply of any substance, medicinal product or medical appliance which the pharmacist knows, or has reason to believe, is intended to be used in a manner which would be detrimental to health 2. Able to advise the member of the public on the appropriate medicinal product to purchase and not to encourage him to obtain more than he may require 3. Able to provide professional advice and counselling on medication at every opportunity only to refrain when deemed in the best interest of the patient. 4. Able to recognise and describe the limits in their professional experience or expertise and to seek consultation with a professional colleague, and with other health professionals when deemed to be in the best interest of the patient 	<ol style="list-style-type: none"> 1. Multi-source feedback
PHARMACY PRACTICE Demonstrates highest standard of professional services in the area of providing pharmaceutical services, providing professional advice and counselling, pharmacy operations, systems and methods used in a pharmacy	<ol style="list-style-type: none"> 1. Able to conduct oneself in a professional matter so as to uphold public and other healthcare professionals' trust and confidence in pharmacists 2. Able to describe the provision of a reasonably comprehensive range of pharmaceutical services where premises are registered and operate as a pharmacy 3. Able to describe the systems and methods in a pharmacy that minimise the risk of error or contamination in the preparation, dispensing and supply of medicinal products 	<ol style="list-style-type: none"> 1. Multi-source feedback

Standard 7.1: Professionalism and Code of Ethics

Performance criteria	Evidence	Evidence Examples
INTERPROFESSIONAL Demonstrates professional behaviour for inter-professional practice	<ol style="list-style-type: none"> 1. Able to maintain professional relationships and rapport with colleagues and other healthcare professionals 2. Able to engage in professional behaviour or conduct towards colleagues and other healthcare professionals that is consistent with the Codes of Ethics 3. Able to respect the trust and confidence placed on fellow colleagues and other healthcare professionals by the patients 	<ol style="list-style-type: none"> 1. Multi-source feedback

Standard 7.2: Compliance to Legal Frameworks and Requirements

Performance criteria	Evidence	Evidence Examples
Demonstrates compliance with statute law, guidelines, standards and code of ethics	<ol style="list-style-type: none"> 1. Able to explain the legislations and applies the requirement of the statute law that directly impact on professional activities 	<ol style="list-style-type: none"> 1. Multi-source feedback

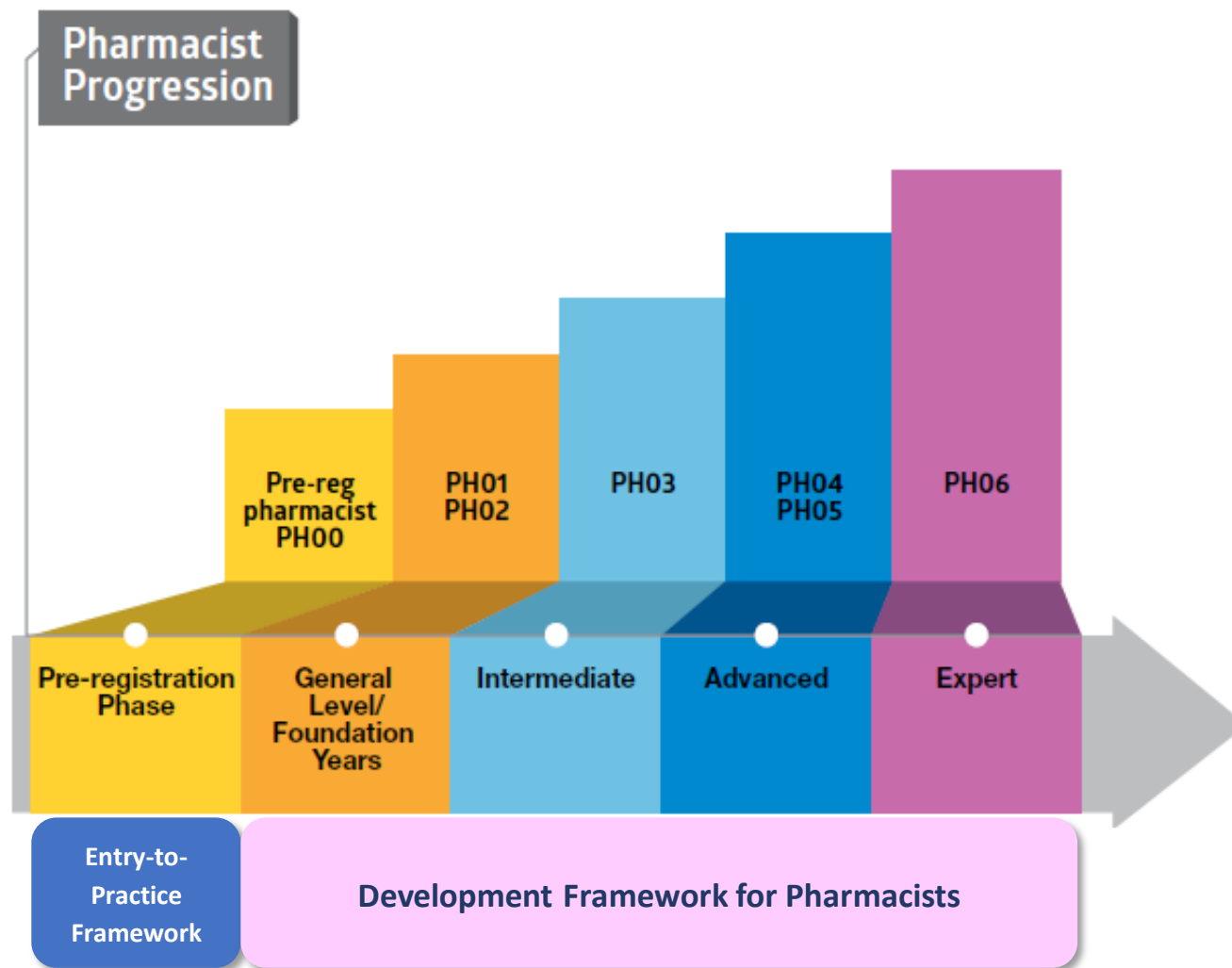
Standard 7.3: Ethical Practice

Performance criteria	Evidence	Evidence Examples
Demonstrates personal and professional integrity	<ol style="list-style-type: none"> 1. Able to conduct professional activities according to expected standards articulated in the Code of Ethics 2. Able to recognise and discuss situations whereby conditions of service will compromise his/her professional independence 	<ol style="list-style-type: none"> 1. Multi-source feedback



6.2 Appendix B

Developmental path of Pharmacists in Public Sector



6.3 Appendix C

Administrative Document



This document indicates the expected demonstration of competency based on job grades in public healthcare institutions.

Intermediate	Advanced	Expert
<i>Scope of practice experience^b</i>		
<ul style="list-style-type: none"> ▪ Able to successfully complete tasks independently ▪ Assistance from an expert may be required from time to time ▪ Focus is on applying and enhancing knowledge or skill 	<ul style="list-style-type: none"> ▪ Able to perform the actions associated with this skill without assistance ▪ Recognised within the organization as “person to ask” when difficult questions arise ▪ Focus is on broad organizational or professional issues 	<ul style="list-style-type: none"> ▪ Recognised as an authority in an area of expertise, alongside a breadth of experience ▪ Able to explain issues in relation to broader organizational issues ▪ Creates new applications and processes ▪ Focus is strategic
<i>Job Grade</i>		
PH03	PH04 – PH05	PH06
<i>Demonstration of competency, relevant to portfolio^c</i>		
<ul style="list-style-type: none"> ▪ Meets at least 85% of competency standards at Intermediate Level and above 	<ul style="list-style-type: none"> ▪ PH04: Meets at least 70% of competency standards at Advanced Level and above ▪ PH05: Meets at least 80% of competency standards at Advanced Level and above, with 20% of competency standards meeting Expert Level 	<ul style="list-style-type: none"> ▪ PH06: Meets at least 40% of competency standards at Expert Level

References:

^a Adapted from *An Advanced Pharmacy Practice Framework for Australia 2012*. The Advanced Pharmacy Practice Framework Steering Committee on behalf of the pharmacy profession in Australia. Accessed at <http://advancepharmacypractice.com.au/download/framework/advanced-pharmacy-practice-framework.pdf> on 11 May 2020

^b Adapted from *Competencies Proficiency Scale*. Office of Human Resources at the National Institute of Health. Accessed at <https://hr.nih.gov/working-nih/competencies/competencies-proficiency-scale> on 11 May 2020

^c The demonstration of competence is extrapolated from a competence survey (n=136) conducted in November 2014 through April 2015 among pharmacists in the public sector comprising of primary healthcare, specialized centres and tertiary institutions.



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- National Cancer Centre Singapore
- National Healthcare Group (NHG) Pharmacy
- National Skin Centre
- National University of Singapore
- Ng Teng Fong General Hospital
- NTUC FairPrice Co-Operative Ltd
- Parkway Pantai Ltd
- Pharmaceutical Society of Singapore (Industry Chapter)
- Singapore General Hospital
- SingHealth Polyclinics
- Tan Tock Seng Hospital
- Watson's Personal Care Stores Pte Ltd

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Let us never stop thinking for tomorrow.

In the long and never-ending journey of nation-building, each generation of Singaporeans are relay runners.

May we always take good care of what we have inherited, run our best race, and pass on a better future to those who come after us.

*- Mr Heng Swee Keat, Deputy Prime Minister,
Committee of Supply 2020*



For queries and feedback,
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