



# **Competency Framework for Pharmacists**

## **Results of the Consultation with Pharmacists and Stakeholders**

## **Executive Summary**

A consultation questionnaire (Appendix 1) was circulated electronically to all registered pharmacists, pharmacy interns and pharmacy students. A total of 485 responses were received. The length of time in practice and main area of practice were broadly in line with the register of pharmacists and therefore was a good representation of the profession.

93% of pharmacists found the framework clear and easy to understand (Figure 2.4). 78.4% of respondents agreed with the structure of the framework as presented in the draft framework (Figure 2.5). 87% of respondents agreed that the framework reflected the core competencies of a pharmacist (Figure 2.6). 65.9% of respondents agreed that the draft framework reflected the behaviours of a pharmacist qualified 0-3 years (Figure 2.7).

In the individual domains identified, 83-91% of all respondents agreed with the domains identified, 85-95% of respondents agreed with the individual competencies identified and 78-88% of respondents agreed that the behaviours identified reflected the practice of a pharmacist qualified 0-3 years. 85% of all respondents agreed that the domains and competencies identified in the framework would apply to their current area of practice and stage of career (Figure 3.7).

Many comments and suggestions were also received on how the framework could be improved and these provided useful additional behaviours to the framework. An overview of these comments are given in this report and reflected in the revised framework.

The draft framework was also circulated to stakeholders with a shorter questionnaire. A number of responses were received that were very supportive of the framework and interested in its development from the perspective of other healthcare professionals.

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## 1. Introduction

This document presents a summary of the results of the questions asked during consultation, highlights some of the most frequently stated and relevant comments and outlines the revisions made to the competency framework as a result. Many comments received during the consultation were useful for other areas of policy development or other areas under the remit of the PSI, therefore these comments may be reflected in areas of work e.g. the on-going development of the continuing professional development (CPD) system for pharmacists, the development of the undergraduate educational standards or policy development in pharmacy practice.

The PSI would like to thank all pharmacists and stakeholders that participated in the consultation on the draft Core Competency Framework for Pharmacists in Ireland. All the responses and comments received were very important to revising and finalising the framework and to ensure the relevance and validity of any framework in place

## 2. Results of the Consultation with Pharmacists

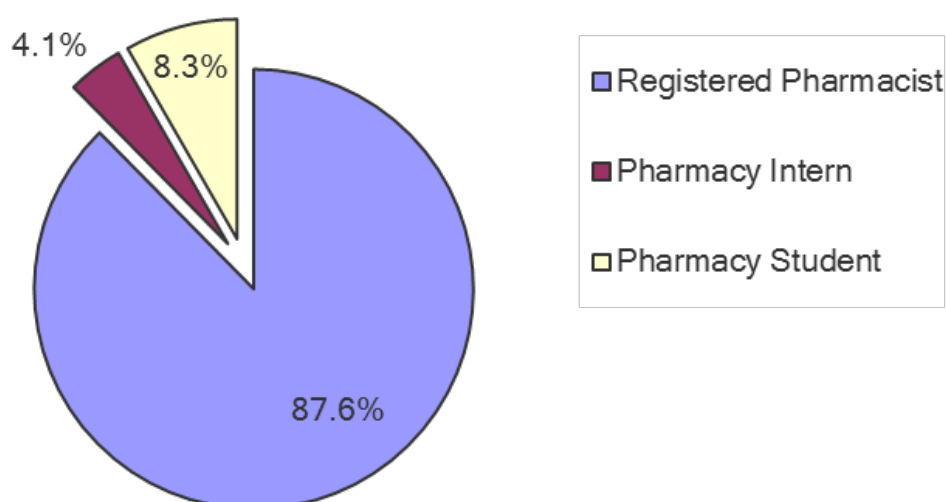
### 2.1. Respondents' Profile

#### Registration Status

A consultation questionnaire (Appendix 1) was circulated electronically to all registered pharmacists, to pharmacy interns and pharmacy students.

A total of 485 responses were received. 87.5% were from registered pharmacists, 8.3% were from pharmacy interns and 4.1% were from pharmacy students (Figure 2.1). Therefore 424 pharmacists responded which was 9.2% of the register. This was considered a very good response rate.

Figure 2.1. Registration status of the respondents



### Length of Time in Practice and Main Area of Practice

The length of time in practice (Figure 2.2) and area of practice (Figure 2.3) of the respondents was broadly in line with the register and therefore was a good representation of the profession.

Figure 2.2. Question: How long have you been registered as a pharmacist?

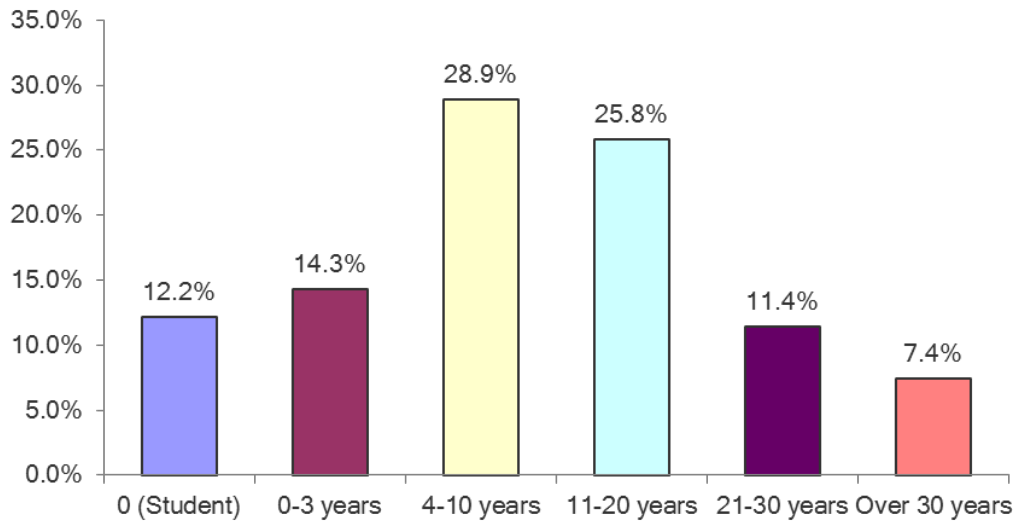
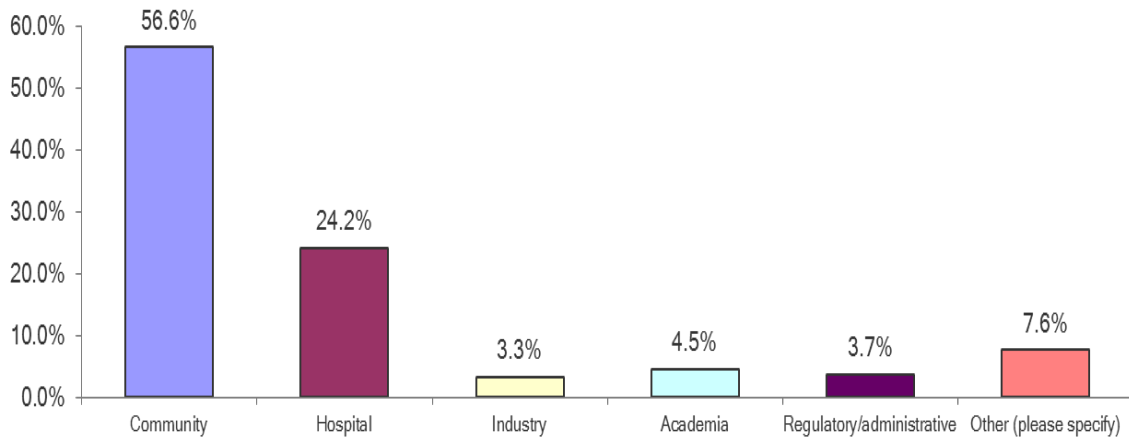


Figure 2.3. Question: What is your main area of practice?

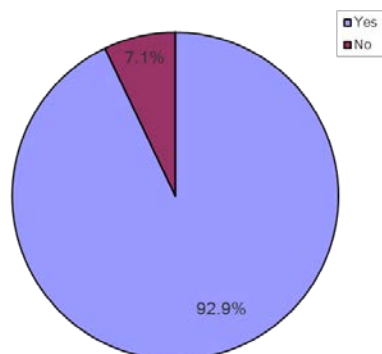


## 2.2. General Feedback on the Draft Framework

### Clarity of the Framework

93% of pharmacists found the framework clear and easy to understand (Figure 2.4). A number of comments were received on how it could be improved. Some of these comments requested further information on how the framework would be applied in practice and how the framework would be assessed.

Figure 2.4. Question: *Is the framework clear and easy to understand?*

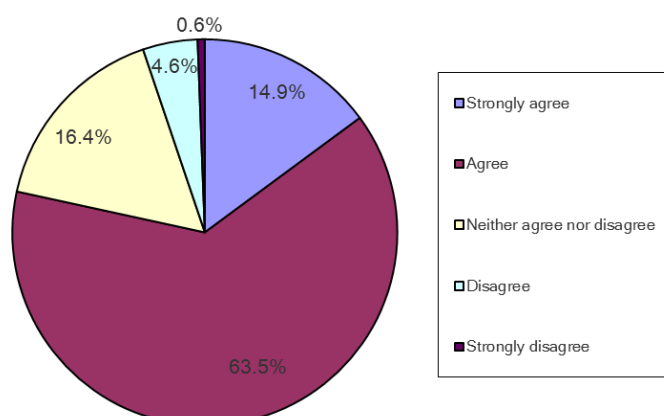


It should be noted that the framework itself will not be used directly for assessment and an assessment tool will be required for its use in different settings i.e. an assessment tool will be developed to aid self-reflection by pharmacists to identify their learning needs. Many of the comments and suggestions that were received on assessment are noted for this further work and it is expected that any assessment tool(s) will reflect current best practice in competency assessment which uses a combination of different assessment techniques.

### Structure of the Framework

78.4% of the respondents agreed with the structure of the framework as presented in the draft framework (Figure 2.5). A number of additions were suggested which included influencing skills and more reference to evidence-based medicine. A number of comments questioned whether some competencies could be moved and these are dealt with in the responses on the individual domains.

Figure 2.5. Question: *Do you agree with the structure of the framework?*



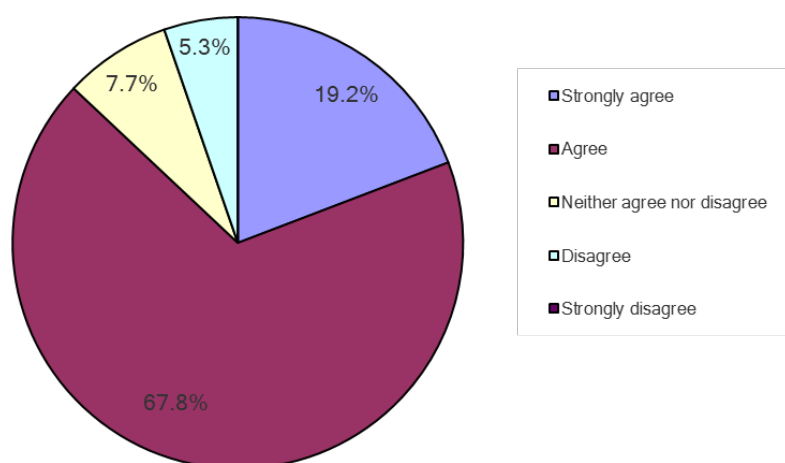
## Core Competencies Identified in the Framework

87% of respondents agreed that the framework reflects the core competencies of a pharmacist (Figure 2.6). A number of comments were received on how it could be improved including comments which requested further information on how the framework would be linked to CPD, how the framework should be applied in practice and the applicability of the framework to pharmacists in different practice settings.

It should be clarified that the competencies identified in the framework aim to describe, in generic terms, the competencies that are central to pharmacists performing effectively in professional practice. While it is acknowledged that throughout their careers pharmacists will change practice settings and roles and will often engage in more specialised and advanced practice as their career progresses, the framework aims to state the core competencies identified as unique to pharmacists. Though each competency may no longer be relevant to a pharmacist's individual role, the core framework outlines the standard expected should these competencies be required. One comment received from a pharmacist highlights this point very well:

"It is important to emphasise that some of the behaviours may not be applicable to all pharmacists. However, if a behaviour is relevant to your area of practice then you must be competent in that behaviour."

Figure 2.6. Question: In general, do you think this framework reflects the core competencies required of a pharmacist?



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

In identifying the competencies and structure it is aimed that this core framework can be customised to show the competencies that are required for specific roles, positions or services. Pharmacists can self-assess their abilities against the competency standards

relevant to their role to determine areas in which further development is needed. The aim is not to disincentivise non patient facing roles but rather to outline the fundamentals of pharmacy practice and knowledge.

The competency framework is an essential part of the CPD model for pharmacists in Ireland that is now being implemented. This model is a portfolio-based approach that recognises all types of activities across the learning spectrum; workplace through to non-formal learning and formal assessed programmes. It focuses on learning being driven by the pharmacist, who identifies their own development needs, through a reflective approach, based on the skills and competencies required for their particular professional practice. The portfolio system will allow the development and maintenance of competencies in line with the Core Competency Framework for the profession.

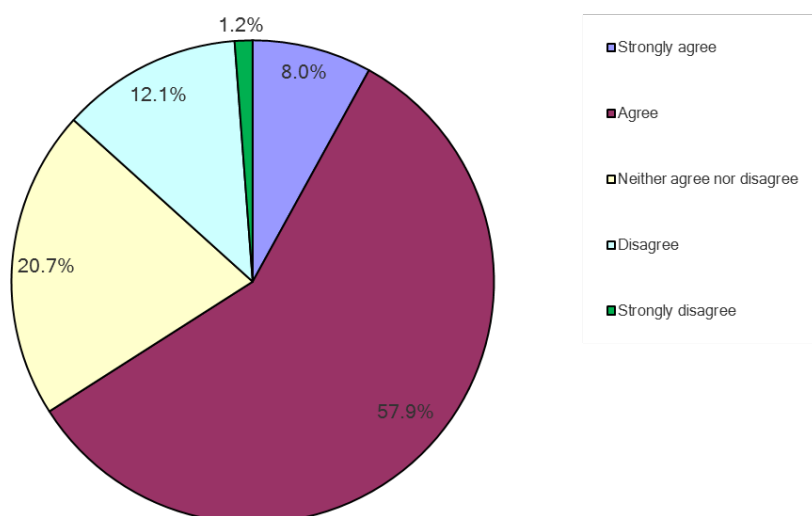
The CPD model is focussed on improving patient safety and patient outcomes and ensuring universal competencies of practitioners in the interests of patient safety. It will also allow for the professional career development of individual pharmacists, as specialist and advanced practitioners, as well as facilitating innovation and development throughout the profession and in pharmacy services for the ultimate benefit of patients and the public.

A number of useful additions to the framework were also suggested by pharmacists including ensuring the framework reflected pharmacists practising evidence-based medicine. Greater emphasis on the clinical skills and knowledge possessed by pharmacists was requested and this has been reflected in changes to “Domain 4 –Safe and rational use of Medicines.”

### Behaviours Identified for Pharmacists Qualified 0-3 Years

65.9% of respondents agreed that the draft framework reflected the behaviours of a pharmacist qualified 0-3 years. A further 20.7% neither agreed nor disagreed with the behaviours as included in the framework. (Figure 2.7)

Figure 2.7. Question: In general do you think the behaviours described reflect the practice of a pharmacist qualified 0-3 years?





A number of behaviours were identified as challenging for newly registered pharmacists to achieve. The most frequently identified areas were in relation to the personal skills, namely decision-making skills, leadership skills, management skills and particularly human resources management. While it is acknowledged that at initial entry level a pharmacist's skills in some areas, especially in the development of the required personal and management skills, will be at beginning stage, over the first years of the pharmacist's career, development of these skills is extremely important; this is achieved through work experience and mentoring by an experienced colleague.

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

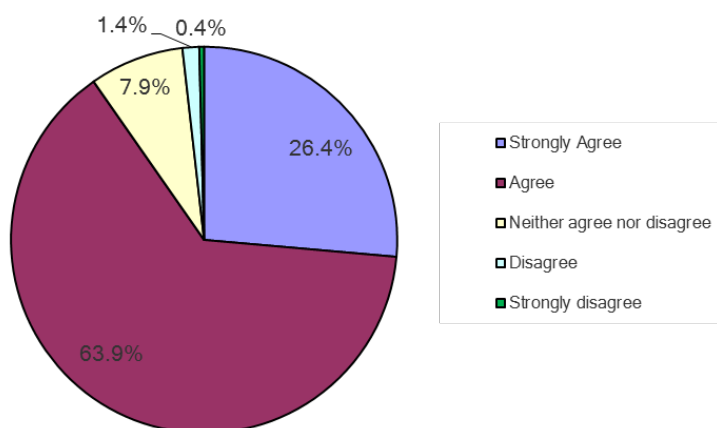
All pharmacists qualified 0-3 years will work under the direct or indirect supervision of a more experienced pharmacist whether through the supervising and superintendent pharmacist structure or with other senior managing colleagues in different practice settings; it is important that competency in these areas is identified as a required learning need during these early formative years.

### 3. Specific Feedback on the Framework Domains

#### 3.1. Domain 1: Professional Practice

90.3% of respondents agreed with the domain “professional practice” (Figure 3.1). 93.2% agreed with the competencies included within this domain and 88% agreed that the behaviours identified reflected the practice of a pharmacist qualified 0-3 years.

Figure 3.1. Question: Do you agree with the domain “Professional Practice”?



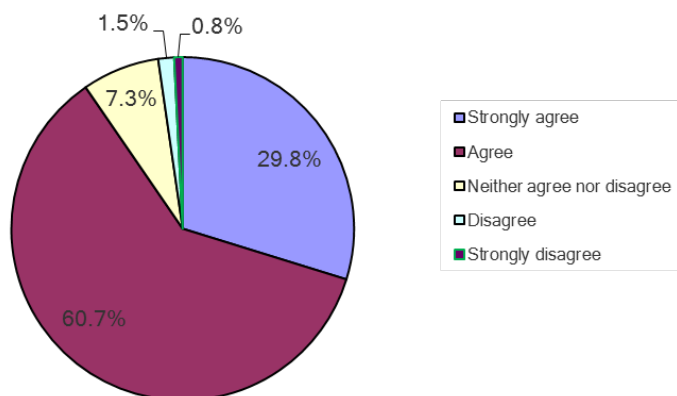
Many comments received on this domain highlighted that “practises ‘patient focused’ practice” should be the first competency. While the competencies are not hierarchical in nature, the importance of this being the first competency identified was agreed; therefore this competency has been moved. In addition “patient focussed practice” has been changed to the original wording “patient-centred care” as this is a more recognisable term for practising pharmacists and is in line with the vision for the health system given in the HIQA National Standards on Safer Better Healthcare.

Some comments received referred to the overlap between professional practice and patient focussed practice and also legal practice and ethical practice; therefore the behaviours under these competencies were revised to remove repetition.

### 3.2. Domain 2: Personal Skills

90.5% of respondents agreed with the domain “personal skills” (Figure 3.2). 95.0% agreed with the competencies included in this domain and 84.7% agreed that the behaviours identified reflected the practice of a pharmacist qualified 0-3 years.

Figure 3.2. Question: Do you agree with the domain ‘Personal Skills’?



A number of behaviours in the personal skills domain were identified as challenging for newly registered pharmacists to achieve. The most frequently identified areas were those relating to decision-making skills and leadership skills. While it is acknowledged that at initial entry level a pharmacist’s leadership skills will be at beginning stage, over the first years of the pharmacist’s career, development of these skills is considered very important.

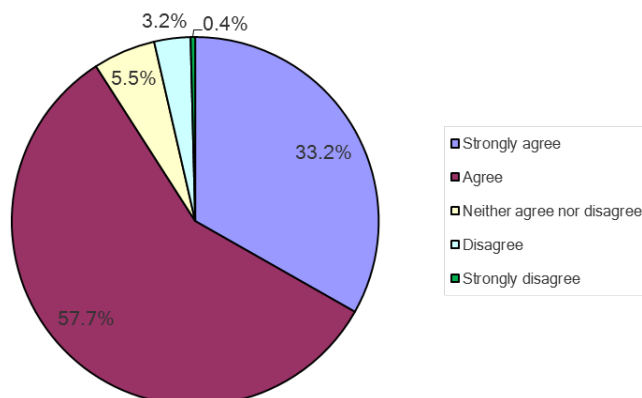
It is further considered that the development and refinement of these leadership skills in the initial stages of their career will allow newly registered pharmacists to develop professionally and enable them to accept additional responsibilities and evolve to the next stages in their career. As the competency framework’s primary function is as a development tool to support the CPD activities of a pharmacist, the reference to leadership skills is considered an important part of this development.

The wording in this section has been revised so that the behaviours included in decision-making skills are kept at a level that would involve a pharmacist making decisions in relation to a patient’s medicine and care, prescribed medicines regime or other direct patient care issues. Moving to a supervising, superintendent or other management role would require development in these decision-making skills to encompass a more strategic area. Decision making in relation to patient care is taught right through undergraduate education and will be an important feature in experiential learning as part of an integrated training programme as envisaged.

### 3.3. Domain 3: Supply of Medicines

90.9% of respondents agreed with the domain “supply of medicines” (Figure 3.3). 91.7% agreed with the competencies included within this domain and 86.9% agreed that the behaviours identified reflected the practice of a pharmacist qualified 0-3 years.

Figure 3.3. Question: Do you agree with the domain “Supply of Medicines”?



Comments from pharmacists highlighted that the competencies in this domain reflected the fundamentals of pharmacy practice and identified pharmacists’ unique skills and expertise in medicines.

Some comments from pharmacists alluded to the fact that many of the tasks, referred to in this domain, are carried out by non-pharmacist staff. It is important to note that the framework aims to capture the competencies, including the knowledge and skill, required of a pharmacist; the aim is not to identify the tasks that they must perform. Pharmacists are responsible for the direct supervision of all activities in relation to medicines including the storage, preparation, dispensing, compounding, sale and supply of medicines. Pharmacists therefore need to know how to perform these tasks, even if only responsible for supervising staff and developing pharmacy policies and procedures in these areas.

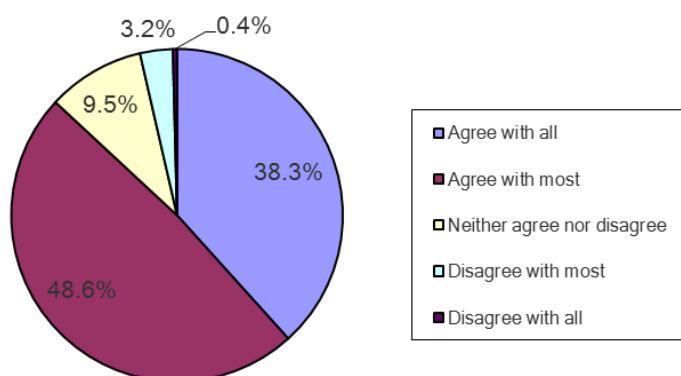
Pharmacists expressed the opinion that more patient focussed and clinical behaviours could be included in the competencies in this domain, especially under the dispensing competency. This competency was reviewed and expanded to further reflect the clinical behaviours exhibited by a competent pharmacist within this competency.

Many comments alluded to the fact that a pharmacist 0-3 years qualified would be working alongside a more senior colleague (e.g. supervising pharmacist) and would not be directly responsible for the management of many of the processes described but would contribute to and implement many of the described behaviours. The framework has therefore been revised to reflect this difference in the level of responsibility and performance. A number of amendments to clarify the meaning of sentences and make the document more applicable to pharmacists 0-3 years qualified were suggested; most of these have been reflected in the updated framework. Disposal of medicines was a suggested addition for supply chain management to reflect the knowledge and role that a pharmacist has in this area.

### 3.4. Domain 4: Safe and Rational Use of Medicines

93.2% of respondents agreed with the domain “safe and rational use of medicines” (Figure 3.4). 92.8% agreed with the competencies included within this domain and 88.4% agreed that the behaviours identified reflected the practice of a pharmacist qualified 0-3 years.

Figure 3.4. Question: Do you agree with the domain “Safe and Rational use of Medicines”?



Many comments identified this as a very important domain as it identifies the core skills that pharmacists contribute to the health care team and to the care of the patient.

A number of suggestions advocated relocating some of the behaviours from “medication safety” to “medicines management”. It was also suggested that the competency “monitors medicines use” be broadened to include medicines management and review. The framework has been revised to reflect these changes.

The importance of error management and reporting was highlighted; the wording of the behaviour was revised to reflect this.

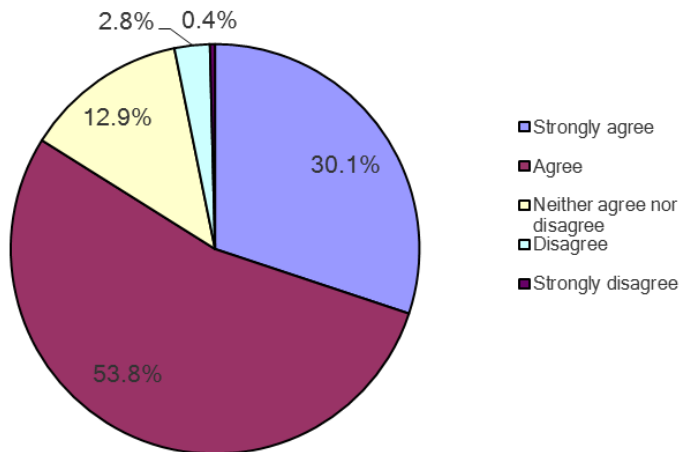
Including references to liaising with other healthcare professionals (in relation to a patient’s medicines), to the contribution that pharmacists make to therapeutic decision-making and to influencing patterns of medicines use (especially as part of a multidisciplinary team) were suggested; the framework has been revised accordingly.

It is acknowledged that advanced practitioners will exhibit these competencies at a more advanced level, especially in those practitioners working in clinical specialities. However this was not the focus of the behaviours identified in this framework. It is hoped, however, that the competencies identified will aid those practitioners to reflect on their practice and identify their own particular learning needs or skills required.

### 3.5. Domain 5: Pharmaceutical Public Health

83.9% of respondents agreed with the domain “pharmaceutical public health” (Figure 3.5). 90.0% agreed with the competencies included within this domain and 80.7% agreed that the behaviours identified reflected the practice of a pharmacist qualified 0-3 years.

Figure 3.5. Question: Do you agree with the domain ‘Pharmaceutical Public Health’?

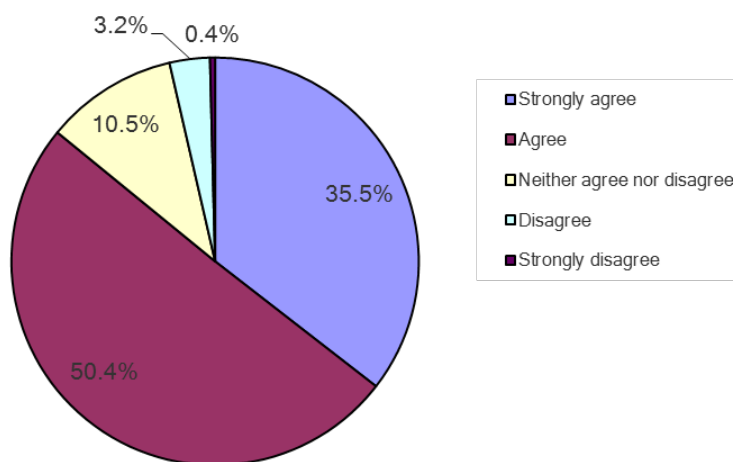


Some comments received on this domain questioned the relevance of this area to pharmacists and highlighted the fact that some elements may currently be out of the control of pharmacists. Many of the suggested changes have been accepted and the framework revised accordingly, however it is still felt that this area reflects the important and increasing role of the pharmacist in public health.

### 3.6. Domain 6: Management and Organisational Skills

85.9% of respondents agreed with the domain “management and organisational skills” (Figure 3.6). 84.6% agreed with the competencies included within this domain and 78.2% agreed that the behaviours identified reflected the practice of a pharmacist qualified 0-3 years.

Figure 3.6. Question: Do you agree with the domain ‘Management and Organisational skills’?



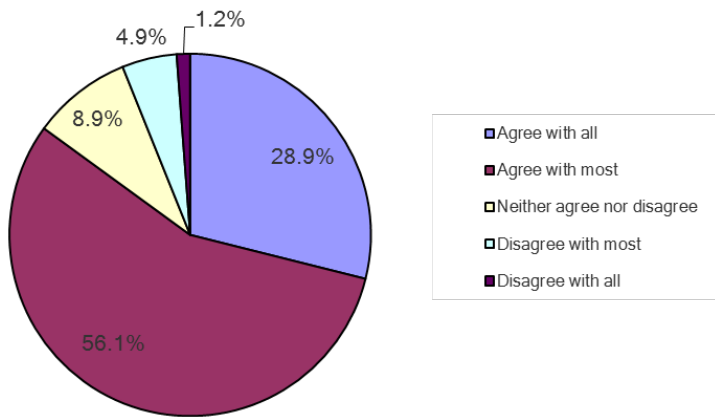
As seen in the general feedback, a number of behaviours in this domain were identified as challenging for newly registered pharmacists to achieve. The area most frequently identified was human resources management. While it is acknowledged that at initial entry level a pharmacist’s skills in some areas of management will not be well developed, over the first years of the pharmacist’s career it is important that the pharmacist is aware of the need to develop these skills to ensure they function effectively in the work place. It is expected that these skills will be developed through work experience and mentoring by an experienced colleague.

However it is important to acknowledge that pharmacists, even those newly qualified, have accountabilities and responsibilities, both legally and professionally, as registered pharmacists; these involve them making key decisions in relation to a patient’s medicines, working with and supervising staff and providing leadership, all from a medicines point of view, from an early stage of their career. Pharmacists are responsible for the direct supervision of all activities in relation to medicines including the storage, preparation, dispensing, compounding, sale and supply of medicines and therefore need to be aware of how to manage these responsibilities and the staff they are responsible for supervising. It is further acknowledged that all pharmacists qualified 0-3 years will work under the direct or indirect supervision of a more experienced pharmacist whether through the supervising and superintendent pharmacist structure or with other senior managing colleagues in different practice settings. Some behaviours have been updated to reflect the correct level that is expected of a pharmacist 0-3 years.

#### 4. Applicability of the Framework and Additional Comments

The intention is that the finalised framework (domains and competencies) will be used to provide structure and guidance for CPD by assisting pharmacists to reflect on their practice and identify learning needs. It is important that the framework developed would be adaptable to the changing demands during a pharmacist's career. Therefore, during consultation, pharmacists were asked if the framework was relevant to their current role and, if not, what changes were necessary to make it more applicable.

Figure 3.7. Question: Do you agree that the domains and competencies (not behaviours) of this draft framework would apply to your current area of practice and stage of career?



85.0% of respondents agreed that the domains and competencies identified in the framework applied to their current area of practice and stage of career. Comments or questions received from pharmacists asked for further information on the CPD system in development and the applicability to their particular practice setting and role. Therefore some information on the CPD system is outlined below. Further and up-to-date information is available on the PSI website [www.thepsi.ie](http://www.thepsi.ie).

The CPD model that is now being implemented for pharmacists in Ireland is a portfolio-based approach that recognises all types of activities across the learning spectrum (workplace through to non-formal learning and formal assessed programmes) with the focus on the learning being driven by the pharmacist who identifies their own development needs through critical reflective practice. This new CPD system is not based on a traditional CPD points system or accumulation of contact hours. Instead all pharmacists will be encouraged to adopt a more reflective approach to learning and to identify their own learning and development needs based on the skills and competencies required for their particular professional practice. The intention is that a pharmacist's development should encompass a balanced range of activities carried out across the learning spectrum over a period of time, such as five years.

The model is focused on improving patient safety and patient outcomes and ensuring universal competencies of practitioners in the interests of patient safety. It will also allow for the professional career development of individual pharmacists as specialist and advanced practitioners, as well as facilitating innovation and development throughout the profession and in pharmacy services for the ultimate benefit of patients and the public.



To enable pharmacists to record, evaluate and demonstrate their professional development, a 'learning portfolio' is currently in development (both in electronic and hard copy formats). This portfolio will function as a structured template for pharmacists, to help them assess their learning needs and track the fulfilment of their individual outcomes-based learning plan. The CPD portfolio can also be used by pharmacists as a guide to evaluate and reflect on their learning activities and to document their professional development.

## **Appendix 1**

### **Core Competency Framework for Pharmacists**

#### **Consultation Questionnaire**

##### **Introduction and background to the framework**

Thank you for participating in the consultation on the draft Core Competency Framework for Pharmacists in Ireland. Your contribution to the consultation is very important to ensure the relevance and validity of any framework in place

The following questionnaire will ask you general questions on the framework and will take you through the six domains of the framework.

You should read and review the framework before taking part in the questionnaire and it will be also useful to have it to hand while you are doing the survey.

##### **What is a competency framework?**

Competencies are the knowledge, skills, attitudes and behaviours that a pharmacist develops through education, training and work experience. Taken together, these competencies form a competency framework which provides a blueprint for describing the competencies and behaviours of pharmacists in their daily practice

By their nature, competency frameworks must be sufficiently broad-based to allow for universal applicability across all practice settings, but also be sufficiently focused to allow the particular competencies specific to pharmacists to emerge.

The core competencies of a registered pharmacist identified in this draft framework aim to be applicable to all pharmacists on the register across all practice settings; however the behaviour statements aim to reflect the practice of a pharmacist at entry to the register level i.e. 0-3 years qualified

##### **Why is it important to respond to this consultation?**

Responses to this consultation will be used to further develop the competency framework for pharmacists. The competency framework will inform undergraduate and pre-registration education and training and it will also assist pharmacists reflect on their practice and identify learning needs. This is therefore a very important development for the profession and the PSI would like to encourage all pharmacists across all practice setting to contribute to the consultation to ensure the relevance and validity of any framework in place.

## Section 1 About you

This page asks some questions about you and your current role as a pharmacist.

<b>Name</b>	
<b>Contact details</b>	

### 2. Are you a....

- Registered pharmacist
- Student / Intern pharmacist

### 3. How since you first registered as a pharmacist?

- 0 (Student)
- 0-3 years
- 4-10 years
- 11-20 years
- 21-30 years
- Over 30 years

### 4. What is your main area of practice? [select one]

- Community
- Hospital
- Industry
- Academia
- Regulatory/administrative
- Other (please specify) \_\_\_\_\_

### 5. How would you describe your current designated role? [select one]

- Registered pharmacist (no managerial responsibilities)
- Registered pharmacist (some managerial responsibilities)
- Supervising pharmacist
- Superintendent pharmacist
- Both supervising pharmacist and superintendent pharmacist
- Manager
- Senior manager
- Student
- Other (please specify) \_\_\_\_\_

## Section 2 General feedback questions

You need to read the draft framework to answer the following questions it will be also useful to have a copy to hand while you are answering the following questions. A copy of the framework should be enclosed in the correspondence you received from the PSI or a copy may be downloaded from the PSI website.

The next three questions will ask you about the framework in general (you will be asked about each of the domains, competencies and behaviours afterwards).

### 6. Is the framework clear and easy to understand?

- Yes
- No

Do you have comments in regards to how it could be improved?

### 7. The framework is structured into six domains;

- 1-Professional practice
- 2-Personal skills
- 3-Supply of medicines
- 4-Safe and rational use of medicines
- 5-Pharmaceutical public health
- 6-Management and organisational skills

Do you agree with the structure of the framework?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Do you have any comments in regards to how it could be improved?

**8. In general, do you think this framework reflects the core competencies required of a pharmacist?**

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Do you have any comments in regards to how it could be improved?

**9. In general, do you think the behaviours described reflects the practice of a pharmacist qualified 0-3 years?**

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Do you have any comments in regards to how it could be improved?

## Section 3 Specific feedback questions

### Domain 1 Professional practice

#### 10. Do you agree with the domain 'Professional Practice'?

- Strongly Agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Do you have any comments on how it could be improved?

#### 11. The Domain 'Professional Practice' has five core competencies identified;

- 1.1 Professional practice
- 1.2 Ethical practice
- 1.3 Legal practice
- 1.4 Patient-focussed practice
- 1.5 Continuing professional development

Do you agree with the core competencies identified in this domain ?

- Agree with them all
- Agree with most
- Neither agree or disagree
- Disagree with most
- Disagree with them all

Do you have any comment on how they could be improved?  
(where applicable please reference the competency number you are commenting on)

**12. A number of explanatory behaviour statements are given for each competency in this domain**

e.g. 1.1.1 Carries out duties as a pharmacist in a professional manner

**Do you agree that all the behaviour statements in this domain reflect the behaviour of a pharmacist at entry to the register level i.e. 0-3 years qualified?**

- Agree with all
- Agree with most
- Neither agree nor disagree
- Disagree with most
- Disagree with all

Do you have any comments on how they could be improved?  
(where applicable please reference the behaviour statement number you are commenting on)

## Domain 2      Personal Skills

**13. Do you agree with the domain 'Personal Skills'?**

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Do you have any comments on how it could be improved?

**14. This Domain 'Personal Skills' has four core competencies identified;**

**2.1 Leadership skills**

**2.2 Decision making skills**

**2.3 Team working skills**

**2.4 Communication skills**

**Do you agree with the core competencies identified in this domain ?**

- Agree with them all
- Agree with most
- Neither agree nor disagree
- Disagree with most
- Agree with most

Do you have any comments on how they could be improved?  
(where applicable please reference the competency number you are commenting on)

**15. A number of explanatory behaviour statements are given for each competency in this domain**

**e.g. 2.1.1 Applies assertiveness skills as appropriate and inspires confidence**

**Do you agree that all the behaviour statements in this domain reflect the behaviour of a pharmacist at entry to the register level i.e. 0-3 years qualified?**

- Agree with them all
- Agree with most
- Neither agree nor disagree
- Disagree with most
- Disagree with them all

Do you have any comments on how they could be improved?  
(Where applicable please provide the reference number of the behaviour statement you are commenting on)



## Domain 3 Supply of Medicines

### 16. Do you agree with the domain 'Supply of Medicines'?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Do you have any comments on how it could be improved?

### 17. This Domain 'Supply of medicines' has three core competencies identified;

3.1 Manufacture and compounding of medicines

3.2 Supply chain management

3.3 Dispensing

Do you agree with the core competencies identified in this domain ?

- Agree with all
- Agree with most
- Neither agree nor disagree
- Disagree with most
- Disagree with all

Do you have any comments on how they could be improved?

(where applicable please reference the competency number you are commenting on)

**18. A number of explanatory behaviour statements are given for each competency in this domain**

e.g. 3.1.1 Demonstrates knowledge of the requirements for the formulation and compounding of pharmaceutical preparations

**Do you agree that all the behaviour statements in this domain reflect the behaviour of a pharmacist at entry to the register level i.e. 0-3 years qualified?**

- Agree with all
- Agree with most
- Neither agree nor disagree
- Disagree with most
- Disagree with all

Do you have any comments on how they could be improved?  
(where applicable please provide the reference number for the behaviour statement you are commenting on)

## Domain 4- Safe and Rational Use of Medicines

**19. Do you agree with the domain 'Safe and Rational Use of Medicines'?**

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Do you have any comments on how it could be improved?

**20. This Domain 'Safe and Rational Use of Medicines' has four core competencies identified;**

**4.1 Patient consultation skills**

**4.2 Patient counselling skills**

**4.3 Monitor medicines use**

**4.4 Medication safety**

**Do you agree with the competencies identified in this domain ?**

- Agree with all
- Agree with most
- Neither agree nor disagree
- Disagree with most
- Disagree with all

Do you have any comments on how they could be improved?  
(where applicable please reference the competency number you are commenting on)

**21. A number of explanatory behaviour statements are given for each competency in this domain**

e.g. 4.1.1 Consults with the patient to obtain relevant patient medication and disease history

**Do you agree that all the behaviour statements in this domain reflect the behaviour of a pharmacist at entry to the register level i.e. 0-3 years qualified?**

- Agree with all
- Agree with most
- Neither agree nor disagree
- Disagree with most
- Disagree with all

Do you have any comments on how they could be improved?  
(where applicable please provide the reference number for the behaviour statement you are commenting on)

## Domain 5 Pharmaceutical Public Health

### 22. Do you agree with the domain 'Pharmaceutical Public Health'?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Do you have any comments on how it could be improved?

### 23. This Domain 'Pharmaceutical Public Health' has four core competencies identified;

- 5.1 Population health
- 5.2 Health promotion
- 5.3 Medicines information and advice
- 5.4 Research and education

Do you agree with the core competencies identified in this domain ?

- Agree with all
- Agree with most
- Neither agree nor disagree
- Disagree with most
- Disagree with all

Do you have any comments on how it could be improved?  
(where applicable please reference the competency number you are commenting on)

**24. A number of explanatory behaviour statements are given for each competency in this domain**

e.g. 5.1.1 identifies the primary healthcare needs of patients taking into account the cultural and social setting of the patient

**Do you agree that all the behaviour statements in this domain reflect the behaviour of a pharmacist at entry to the register level i.e. 0-3 years qualified?**

- Agree with all
- Agree with most
- Neither agree nor disagree
- Disagree with most
- Disagree with all

Do you have any comments on how they could be improved?  
(where applicable please provide the reference number for the behaviour statement you are commenting on)

## Domain 6 Management and Organisational Skills

**25. Do you agree with the domain 'Management and Organisational Skills'?**

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Do you have any comments on how it could be improved?

**26. This Domain 'Management and Organisational Skills' has five core competencies identified;**

**6.1 Self-management**

**6.2 Work place management**

**6.3 Human resources**

**6.4 Budget, reimbursement and administration**

**6.5 Quality assurance**

**Do you agree with the core competencies identified in this domain ?**

- Agree with all
- Agree with most
- Neither agree nor disagree
- Disagree with most
- Disagree with all

Do you have any comments on how they could be improved?  
(where applicable please reference the competency number you are commenting on)

**27. A number of explanatory behaviour statements are given for each competency in this domain**

**e.g. 6.1.1 Demonstrates organisation and efficiency in the workplace**

**Do you agree that all the behaviour statements in this domain reflect the behaviour of a pharmacist at entry to the register level i.e. 0-3 years qualified?**

- Agree with all
- Agree with some
- Neither agree nor disagree
- Disagree with some
- Disagree with all

Do you have any comments on how they could be improved?  
(where applicable please provide the reference number for the behaviour statement you are commenting on)

## Section 4 Next steps for the Framework

The intention is that the finalised framework (Domains and Competencies) would also be used to provide structure and guidance for continuing professional development (CPD) by assisting pharmacists to reflect on their practice and identify learning needs. It would be important that any framework developed would be adaptable to the changing demands during a pharmacist's career. The next questions ask you if you think the framework would be relevant to your current role as a pharmacist and if not, what changes would be necessary to make it more applicable.

**28. Do you agree that the Domains and Competencies (not behaviours) of this draft framework would apply to your current area of practice and stage of career?**

- Agree with all
- Agree with most
- Neither agree nor disagree
- Disagree with most
- Disagree with all

Do you have any suggestions in regards to what changes would be necessary to make it more applicable?

**29. Do you have further comments or suggestions you would like to be considered during the public consultation?**

**THANK YOU FOR YOUR TIME IN COMPLETING THIS QUESTIONNAIRE**

If returning the survey by post please return by **Friday Nov 18<sup>th</sup>** to:

PSI, 18 Shrewsbury Rd., Ballsbridge, Dublin 4.