

Producing KSF Outlines for Pharmacists: A guide

The broad aim of this document is to support individual pharmacists and their managers in creating KSF outlines for posts. The commentary in this guide is in line with the NHS KSF itself and has been reviewed by the GHP Council and has had input from the KSF Group of the NHS Staff Council.

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Health Warning

This document contains advice that complements the NHS KSF. It is vital that you have a good working knowledge of the NHS KSF through reading the original document¹ and attending local training before reading this document.

The NHS Knowledge and Skills Framework

The purpose of this guidance is to provide some broad information in relation to developing NHS KSF post outlines for NHS pharmacists. It is designed to provide an overview to help choose dimensions and levels that might be appropriate at different stages of an NHS pharmacist's career.

No general guidance can replace the development of KSF post outlines at local level. It is vital that KSF post outlines are developed for each local post, to inform individual's development within that post.

This guidance is intended for use by those working locally. It indicates dimensions and levels that might be appropriate to different roles. Local organisations can then build on this to develop the necessary detail for each of the posts concerned. It may be appropriate to change a dimension or level for particular posts within local organisations.

¹ Department of Health, October 2004, The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process, Department of Health publications. It is also available at:
www.dh.gov.uk/PolicyAndGuidance/HumanResourcesAndTraining/ModernisingPay/AgendaForChange/fs/en

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Creating a KSF outline for a post

Core Dimensions

All posts will have all 6 core dimensions within their KSF outlines and so the discussion to have when creating KSF outlines is around which level to choose. When creating KSF outlines, it is useful to explore the overlap between the core and specific dimensions.

For example: Core Dimension 2 - Personal and people development includes the informal teaching/ mentoring that many pharmacists undertake. Specific dimension – G1 Learning and Development is probably best used for those pharmacists who are responsible for formal teaching or training (the planning, delivery and evaluation of training) and when it forms a significant part of the role.

By understanding how the two dimensions interrelate a choice can be made on whether to include a specific dimension or not, and if not whether that influences the level of the core dimension.

Considering Specific Dimensions

Specific dimensions should be selected to provide a robust framework for assessment and development. A general aim is to include as few specific dimensions as possible, limiting selection to those that capture key development requirements for the particular post. It is not possible to cover every activity – only pick the major ones and main activities that are important for the post. You may find that you can cover these in one or two specific dimensions as well as the core dimensions.

Further along the career pathway, it may be appropriate to drop some specific dimensions that account for a less significant part of a particular post. For example, a Professional Manager – Pharmaceutical Services would no longer require HWB 6 if they no longer have patient contact (see below).

Any general document such as this can only indicate suitable specific dimensions for pharmacist posts. No general outline can be proscriptive, as pharmacy roles vary widely and there are a significant number of specialist posts.

The following sections describe how each specific dimension may relate to roles within NHS Pharmacy.

Health and Well Being (HWB)

HWB1 relates to the public health function and as such may be relevant to Primary Care pharmacists with a specific remit in public health matters. This dimension may become more important as the implications of the DH 'Choosing Health through Pharmacy' are worked through.

HWB2 relates to assessing the health and wellbeing needs of people (individuals and groups) in the context of their lifestyle and environment.

HWB3 relates to protecting health and well being through monitoring and taking direct action when there are specific risks. The risks may be to individuals, groups, communities, populations or future populations.

HWB4 is about empowering people of any age to address their own well-being needs on a population basis. This may relate to pharmaceutical health promotion activities

HWB5 relates to direct care to patients ("hands-on") for example the care nurses give on the ward environment.

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HWB6 relates to assessment of the patient in order to identify health needs and explicitly includes, at level 3 and 4, making and recording a diagnosis. It covers activities such as clinical history taking, assessing concordance, diagnosis, and developing a care plan for patients.

As such it would be an essential dimension for pharmacists who prescribe or use Patient Group Directions. It may be that for some roles only a small number of the examples of application apply, as the overlap with HWB7 is considerable. The evidence required to show development in HWB6 would be very similar to that required for HWB7.

HWB7 is about planning the intervention and undertaking the treatment or (similar) plan. This dimension would be useful for all pharmacists who have a patient focussed role. It includes ensuring that any intervention is evidence based and relates to any necessary guidelines, as well as assessing the impact of any intervention.

HWB8 relates primarily to undertaking and reporting on biomedical investigations. Whilst many pharmacists may be required to undertake such roles, their activities would generally be well covered in either HWB6 or HWB7.

HWB9 covers the production of equipment and devices. It may offer an opportunity to describe more advanced practice in technical services.

HWB10 is the specific dimension that relates to the dispensing function in any sphere of practice (including technical services).

Estates and Facilities

EF1 relates to the maintenance and monitoring of vehicles, equipment and systems and may be appropriate for some pharmaceutical QC or gas testing roles.

EF2 relates to maintaining, monitoring, designing and developing environments and buildings. For those roles that have a component of such project management this dimension may apply although the General dimension G5 Service and project management may better describe the role.

EF3 covers transport and logistics and this may be suitable for some procurement/distribution roles within pharmacy, although the General dimension G3 Procurement and commissioning may be more appropriate.

Information and Knowledge

IK1 relates to the processing and management of data and information for specific functional purposes. As other dimensions cover aspects of recording and reporting, most pharmacists' roles are adequately described elsewhere in other more suitable dimensions.

IK2 relates to gathering, analysing and interpreting data and information. – This might include prescribing advice, patient care and certainly Medicines Information, although the patient care elements of information use are covered in HWB7. It may be that the data collection elements of IK2 that relate to audit would be better identified within Core 4 Service Development. For posts with considerable R&D responsibility, IK2 is likely to be a useful dimension to include.

IK3 relates to the management of information and information resources. Level 1 describes many of the roles within the NHS that require accessing and appraising evidence, although this might be sufficiently captured in Core 2 Personal and people development or other dimensions such as HWB7. Above level 1 this dimension relates to the management of information resources and would be useful for Medicines Information roles.

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General

G1 Learning and Development – is useful for roles that have a formal education and training element to them. Much of the work of pharmacists involved in informal mentoring, occasional lecturing or shadowing is described in Core 2 Personal and People Development.

G2 Development and innovation – describes R&D and audit activities. This dimension complements and is complemented by IK2 and Core 4 Service Improvement as discussed above.

G3 Procurement and commissioning may be useful for roles with significant procurement functions or at the higher levels for those with responsibility for commissioning services.

G4 Financial management. At the lower levels, financial reporting / advice to GPs or directorates is covered here.

G5 Services and project management– this is likely to be a key dimension for most pharmacists responsible for the delivery of services.

G6 People Management – for those posts with any responsibility for the management of people this dimension is worth considering

G7 Capacity and capability relates to working in partnership to identify and deliver sufficient capacity for service delivery. Whilst many senior roles will have an element of this, the need for a specific dimension is worthy of consideration on a case-by-case basis.

G8 Public relations and marketing – this will relate to few pharmacists in the NHS.

Setting levels for a particular dimension

Dimension levels cannot be set without considering the indicators and specific areas of application for a given post. It is necessary to look at the description of the level together with the indicators to decide which level is appropriate to a post. Everyone who is employed in a post will need to be able to meet all of the indicators at the chosen level once they are fully developed in that post, so it is important to be realistic when choosing the level.

Examples of Application

Within the KSF guidance, examples of application are provided as triggers to make the links between the published KSF and the detail of what happens in particular posts. Every NHS KSF post outline needs to have the areas of application that are specific to that post developed. The purpose of doing this is to make the link for individuals between the broad generic framework of the KSF and the detail of the specific post that they are undertaking to truly inform individuals' development in the post. The areas of application for a post can come from the job description, any competences that are relevant to that post, or from simply describing the type of things that someone in that post needs to do linked to the chosen dimensions and levels .

For example - Examples of application for People and personal development level 3 – Develop oneself and contribute to the development of others

From the job description might include 'be a tutor to a pre-registration pharmacy graduate, meeting regularly to plan and review training, liaising with other section heads as necessary'

From a competency framework¹ might include 'demonstrates ability to plan a series of effective learning experiences for others'.

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From talking to those who know the post: 'assist pharmacy graduates to solve problems in their day-to-day work, give talks to patients and carers about medicines and their management, support pharmacy technicians in their development'.

Progression throughout a career

Progress along the Career Pathway is generally marked by:

- Increasing levels for the dimension(s). This may be reflected either by an increase in level or by more demanding examples of application.
- Widening of specific dimensions to include other aspects, particularly managerial or specialist.
- Losing some dimensions as others are developed (eg stopping teaching as focusing on managing a service).

While levels for core dimensions will **generally** increase through the bands, levels for specific dimensions may not always do so. There are two cases:

- Levels stay the same, but the specific areas of application become more demanding. An example would be moving across roles where there is no difference in level, because the indicators at the level above are not met, but there is a need for greater development in specialist areas.
- At higher pathway stages, where career development is often through management development, the requirement for specialist activity may diminish while the breadth of work increases.

The appendices to this document illustrate KSF outlines for posts at Aintree Hospitals NHS Trust and will provide a useful starting point for the development of local outlines. As these outlines are specific to the role and the organisation some of the dimensions and levels may reflect specific responsibilities. For example the Professional Managers outline is set at level 4 for as the role include organisational leadership for Improving Working Lives.

The final KSF outline

The components of an individual KSF outline are

- identifying the dimensions and levels
- Indicators – taken from the KSF
- Examples of application – taken from KSF, the individuals doing / managing the job, the job description or relevant competences
- A foundation gateway – which is a subset of a full KSF post outline also needs to be developed which reflects the key 'must-have' elements of the role after the person has had one year of development in post. During the change-over period to Agenda for Change, some NHS organisations are not developing this aspect of the outline at the same time as the full outline as it generally it is needed for new appointees to a post. (See the KSF Handbook for more information.)

KSF post outlines have to be developed and agreed in partnership and then approved for use within the local organisation. At this time some form of local consistency checking takes place to ensure that the post outlines developed make sense across the organisation concerned. The level of the consistency checking is only likely to be at the dimension level rather than examples of application.

A team or departmental approach to creating KSF outlines

Creating KSF outlines is a time consuming task but can be made considerably easier by;

1. reading the KSF
2. attending local KSF training

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3. using this document and the attached indicative KSF outlines as a guide
4. use www.e-ksf.org as a tool to compare all of your KSF outlines with those from elsewhere
5. planning your department's approach to KSF development with the KSF leads in your organisation
6. look at the KSF post outlines developed across your whole department / team to identify how the different posts inter-relate and the dimensions and levels you need across the team as a whole.

It cannot be overstated that

- i) KSF outlines are for posts and are agreed in partnership in employing organisations - this means there will be some variability to some degree between different organisations
- ii) KSF outlines are developing documents and with both parties agreement dimensions and/or levels can be changed as the service and hence the role evolves

Summary

- i) Engage with your organisation's KSF work
- ii) Identify a KSF lead within your team
- iii) Plan how to develop KSF outlines,
- iv) Read the full NHS KSF
- v) Keep an eye on www.ghp.org.uk

Writing this document

Using Dave Thornton's work from Aintree as a foundation, GHP facilitated discussions between the EI sites, mainly Aintree and Guys and St Thomas' and GHP Council members. This document is based on those discussions that included those mentioned below. GHP will provide further advice relating to KSF outlines and this will be available via www.ghp.org.uk

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Appendix 1: Indicative Dimensions and Levels for NHS Pharmacists

Progression based on Aintree NHS Trust KSF outlines (Final Gateway)

NHS KSF DIMENSIONS	Needed for post?	Level for post				
		1	2	3	4	Notes
CORE DIMENSIONS - relates to all NHS posts						
1 Communication	Y			PEL, PS	PA, PTL, PM	
2 Personal and people development	Y		PEL	PS	PA, PTL, PM	
3 Health, safety and security	Y		PEL, PS	PA	PTL, PM	
4 Service improvement	Y		PEL,	PS, PA,	PTL PM	
5 Quality	Y		PEL	PS, PA	PTL PM	
6 Equality and diversity	Y		PEL, PA PA,	PTL	PM	
SPECIFIC DIMENSIONS						
HEALTH AND WELLBEING						
HWB1 Promotion of health and well-being and prevention of adverse effects to health and well-being						
HWB2 Assessment and care planning to meet people's health and well-being needs						
HWB3 Protection of health and well-being						
HWB4 Enablement to address health and well-being needs						
HWB5 Provision of care to meet health and well-being needs						
HWB6 Assessment and treatment planning	Y					See main document
HWB7 Interventions and treatments	Y			PEL	PS, PA PTL	

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NHS KSF DIMENSIONS	Needed for post?	Level for post				Notes
		1	2	3	4	
HWB8 Biomedical investigation and intervention						
HWB9 Equipment and devices to meet health and well-being needs						
HWB10 Products to meet health and well-being needs	Y				PEL, PS PA, PTL PM	
ESTATES AND FACILITIES						
EF1 Systems, vehicles and equipment						
EF2 Environments and buildings						
EF3 Transport and logistics						
INFORMATION AND KNOWLEDGE						
IK1 Information processing	Y					
IIK2 Information collection and analysis	Y			PA, PTL		PEL and PS covered in service development
IK3 Knowledge and information resources	Y					Only for specific MI role – all others covered in Quality or HWB7
GENERAL						
G1 Learning and development	Y			PTL		
G2 Development and innovation	Y					Covered in service development
G3 Procurement and commissioning	Y				PM	
G4 Financial Management	Y	PS, PA	PTL	PM		
G5 Services and project management				PTL	PM	
G6 People management	Y		PA,	PTL	PM	
G7 Capacity and capability						
G8 Public relations and marketing						

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Key

Code		Example Job Title
PEL	Pharmacist – entry level	Clinical Pharmacist
PS	Pharmacist – specialist	Clinical Specialist Pharmacist
PA	Pharmacist - advanced	Highly Specialist Clinical Pharmacist
PTL	Pharmacist – team leader	Principal Clinical Pharmacist
PM	Professional manager – pharmaceutical services	Director of Pharmacy and Therapy Services

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Appendix 2: An example of a full KSF outline (Aintree Hospitals NHS Trust)

Post: Clinical Specialist Pharmacist

Dimension	Level	Indicators	Areas of application for this post
1. Communication	Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations	<p>a) identifies the range of <u>people</u> likely to be involved in the communication, any potential <u>communication differences</u> and relevant contextual factors</p> <p>b) communicates with people in a <u>form</u> and manner that:</p> <ul style="list-style-type: none"> – is consistent with their level of understanding, culture, background and preferred ways of communicating – is appropriate to the <u>purpose of the communication</u> and the context in which it is taking place – encourages the effective participation of all involved <p>c) recognises and reflects on <u>barriers</u> to effective communication and <u>modifies communication</u> in response</p> <p>d) provides feedback to other workers on their communication at</p>	<p><u>People</u> with whom communicating include:</p> <p>Patients and carers Medical and nursing staff Managers PCT staff, GPs</p> <p><u>Communication differences</u> might be in relation to: contexts and cultures of the different parties degree of confusion or clarity levels of familiarity with the subject of the communication level of knowledge and skills sense of reality.</p> <p><u>Forms</u> of communication May be written, verbal or electronic</p> <p><u>Purpose of communication</u> might include: asserting a particular position or view regarding drug use or disease management encouraging and supporting people explaining outcomes of activities / interventions</p>

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Dimension	Level	Indicators	Areas of application for this post
		<p>appropriate times</p> <p>e) keeps accurate and complete records of activities and communications consistent with <u>legislation, policies and procedures</u>.</p> <p>f) communicates in a manner that is consistent with relevant legislation, policies and procedures</p>	<p>exploring difficult issues regarding drug use or disease management</p> <p>making scripted presentations</p> <p>presenting and discussing ideas</p> <p>providing medicines information to others</p> <p>sharing information</p> <p>Explaining complicated drug regimens</p> <p><u>Modifies communication through, for example:</u></p> <p>deciding what information / advice to give / not give as the communication proceeds</p> <p>modifying the content and structure of communication</p> <p>modifying the environment</p> <p>modifying the methods of communicating</p> <p>using different communication aids</p> <p><u>Legislation, policies and procedures include</u></p> <p>Documenting clinical information in the patients medical notes</p> <p>Confidentiality</p> <p>Data protection</p>
<p>2. Personal and People development</p>	<p>Level 3</p> <p>Develop oneself and contribute to the development of others</p>	<p>a) reflects on and evaluates how well s/he is applying knowledge and skills to meet current and emerging work demands and the requirements of the KSF outline for his/her post</p>	<p><u>Own development needs</u> might include:</p> <p>critically appraising new and changing theoretical models, policies and the law</p> <p>developing new knowledge and skills in own work area or a new area</p> <p>keeping up-to-date with evidence-based practice</p>

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Dimension	Level	Indicators	Areas of application for this post
		<p>b) identifies <u>own development needs</u> and sets own personal development objectives in discussion with his/her reviewer</p> <p>c) takes responsibility for own <u>personal development</u> and maintains own personal development portfolio</p> <p>d) makes effective use of learning opportunities within and outside the workplace evaluating their effectiveness and feeding back relevant information</p> <p>e) <u>enables others to develop</u> and apply their knowledge and skills in practice</p> <p>f) contributes to the development of others in a manner that is consistent with <u>legislation, policies and procedures</u></p> <p>g) contributes to developing the workplace as a learning environment.</p>	<p>keeping up-to-date with information technology maintaining work-life balance and personal well-being managing stress updating existing knowledge and skills in own work area</p> <p><u>Personal development</u> Participating in KSF development review Maintaining CPD portfolio</p> <p><u>Enabling others to develop</u> might include: acting as a coach to others acting as a mentor to others acting as a role model acting in the role of reviewer in the development review process demonstrating to others how to do something effectively discussing issues with others and suggesting solutions providing feedback and encouragement to others providing information and advice providing professional supervision sharing own knowledge, skills and experience</p>
3. Health Safety and Security	Level 2 Monitor and	a) identifies and assesses the potential risks involved in work activities and processes for self and <u>others</u>	Management of risks includes: Attending all mandatory training

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Dimension	Level	Indicators	Areas of application for this post
	maintain health, safety and security of self and others in own work area.	<p>b) identifies how best to manage the risks</p> <p>c) undertakes work activities consistent with: - <u>legislation, policies and procedures</u> - the assessment and management of <u>risk</u></p> <p>d) takes the appropriate action to manage an <u>emergency</u> summoning assistance immediately when this is necessary</p> <p>e) reports actual or potential problems that may put health, safety and security at risk and suggest how they might be addressed</p> <p>f) support <u>others in maintaining health, safety and security.</u></p>	<p><u>Risks to health, safety and security</u> includes: Security of drug stocks within pharmacy and on wards</p> <p>Monitoring security includes: Undertaking controlled drugs checks Observational assessments within pharmacy and on the wards</p> <p><u>Supporting others in maintaining health, safety and security</u> might include: acting as a role model alerting others when there are specific risks enabling individuals to learn healthier, safer and more secure ways of working intervening to protect others from risk moving and handling people and/or goods with others using equipment as appropriate offering information and advice on how to reduce risk</p>

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<p>4. Service Development</p>	<p>Level 3</p> <p>Appraise, interpret and apply suggestions, recommendations and directives to improve services</p>	<p>a) identifies and evaluates <u>areas for potential service improvement</u></p> <p>b) discusses and agrees with <u>others</u>:</p> <ul style="list-style-type: none"> – how services should be improved as a result of suggestions, recommendations and directives – how to balance and prioritise competing interests – how improvements will be taken forward and implemented <p>c) constructively undertakes own role in improving services as agreed and to time, supporting others effectively during times of change and working with others to overcome problems and tensions as they arise</p> <p>d) maintains and sustains <u>direction, policies and strategies</u> until they are firmly embedded in the culture inspiring others with values and a vision of the future whilst acknowledging traditions and background</p> <p>e) enables and encourages others to:</p> <ul style="list-style-type: none"> – understand and appreciate the influences on services and the 	<p><u>Areas for potential service improvement</u> might include:</p> <p>assessing the results of evaluations keeping up to date with relevant work areas monitoring current service provision proactively seeking the views of others</p> <p><u>Others</u> might include:</p> <p>users of services colleagues and co-workers people in other parts of the organisation</p> <p><u>Direction, policies and strategies</u></p> <p>Pharmacy department objectives Clinical directorate objectives National policies and guidelines (NSF, NICE)</p> <p><u>Evaluation</u> might be through:</p> <p>analysis of national and/or local policies, strategies and targets audits analysis of drug incidents practice research reflective practice risk assessment observations</p> <p><u>Further action</u> required to take them forward might include:</p>
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		<p>reasons why improvements are being made</p> <ul style="list-style-type: none"> – offer suggestions, ideas and views for improving services and developing direction, policies and strategies – alter their practice in line with agreed improvements – share achievements – challenge tradition <p>f) <u>evaluates</u> with others the effectiveness of service improvements and agrees what <u>further action</u> is required to take them forward</p> <p>g) appraises draft policies and strategies for their effect on users and the public and makes recommendations for improvement</p>	<p>further modifying services implementing changes more widely maintaining current focus not adopting changes as they actually offer no recognised benefit</p>
5. Quality	<p>Level 3</p> <p>Contribute to improving quality</p>	<p>a) acts consistently with <u>legislation, policies, procedures</u> and other quality approaches and promotes the value of quality approaches to others</p> <p>b) understands own role in the organisation and its scope and identifies how this may develop</p>	<p><u>Legislation, policies and procedures</u> includes RPSGB code of ethics Meeting all registration requirements of RPSGB Legislation relating to prescribing medicines</p> <p>Working as an effective and responsible <u>team member</u> includes: arriving promptly and working effectively during agreed hours developing the necessary knowledge and skills</p>

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		<p>over time</p> <p>c) works as an effective and responsible <u>team member</u> and enables others to do so</p> <p>d) prioritises own workload and organises and carries out own work in a manner that maintains and promotes quality</p> <p>e) evaluates the quality of own and others' work and <u>raises quality issues and related risks</u> with the relevant people</p> <p>f) supports the introduction and maintenance of quality systems and processes in own work area</p> <p>g) <u>takes the appropriate action when there are persistent quality problems.</u></p>	<p>needed by and in the team enabling others to solve problems and address issues identifying issues at work and taking action to remedy them presenting a positive impression of the team and the service reacting constructively to changing circumstances. recognising, respecting and promoting the different roles that individuals have in the team seeking and reflecting on feedback from the team and adapting as necessary supporting other team members taking a shared approach to team work understanding own role in the team and the wider organisation.</p> <p><u>Quality issues and related risks</u> might include: Dispensing, prescribing and administration errors or risks Poor prescribing Inappropriate policies lack of knowledge or evidence on which to base the work</p> <p><u>Taking the appropriate action when there are persistent quality problems</u> might include: alerting one's own manager alerting the manager of the person concerned</p>
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			<p>investigating incidents whistle blowing.</p> <p>Evaluation maybe through: Audits Practice research Reflective practice Analysis of drug incidents Observation</p>
6. Equality, Diversity and Rights	<p>Level 2</p> <p>Support equality and value diversity</p>	<p>a) recognises the importance of people's rights and in accordance with <u>legislation, policies and procedures</u></p> <p>b) acts in ways that:</p> <ul style="list-style-type: none"> - acknowledge and recognise <u>people's expressed beliefs, preferences and choices</u> - respect diversity - value people as individuals <p>c) takes account of own behaviour and its effect on others</p> <p>d) <u>identifies and takes action</u> when own or others' behaviour undermines equality and diversity</p>	<p>Acting in accordance with <u>legislation, policies and procedures</u> will include: knowing where to obtain information about the legislation, policies and procedures relating to equality and diversity providing a service that is sensitive to race, culture and diversity.</p> <p><u>People's expressed beliefs, preferences and choices</u> might relate to: how service users/carers like to be addressed and spoken to issues relating to the origin of drugs</p> <p><u>Identifying and taking action</u> would include: explaining to individuals why their behaviour is discriminatory reporting issues which make it difficult for some users to access services</p>
HWB7.	Level 4	a) respects individuals' dignity, wishes	<u>Interventions and/or treatments</u> will include

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<p>Interventions and treatments</p>	<p>Plan, deliver and evaluate interventions and/or treatments when there are complex issues and/or serious illness</p>	<p>and beliefs; involves them in shared decision making; and obtains their consent</p> <p>b) identifies with the people concerned:</p> <ul style="list-style-type: none"> – goals for the specific <u>interventions / treatments</u> to be undertaken within the context of the overall treatment plan and the individual’s physiological and/or psychological functioning – the nature of the different interventions / treatments given the complexity of the issues and/or the seriousness of the illness – relevant care pathways – the involvement of other people and/or agencies – relevant evidence-based practice and/or clinical guidelines / theories and models – any specific precautions or contraindications to the proposed interventions / treatment and takes the 	<p>Taking drug histories on admission Medication review to ensure safe and effective use Formulation of individual pharmaceutical care plans Review and update of care plans depending on response, results of investigations and adverse effects Therapeutic drug monitoring for specific drugs Patient education about their drug therapy Provision of medicines related information to other members of the team</p>
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		<p style="text-align: center;">appropriate action</p> <ul style="list-style-type: none"> – how to manage potential <u>risks</u> <p>c) undertakes interventions / treatments in a manner that is consistent with:</p> <ul style="list-style-type: none"> – evidence-based practice and/or clinical guidelines / theories and models – multidisciplinary team working – his/her own knowledge, skills and experience – <u>legislation, policies and procedures</u> – applying own skills, knowledge and experience and using considered judgment to meet individual's complex needs <p>d) takes the appropriate action to address any issues or risks</p> <p>e) evaluates the effectiveness of the interventions / treatments and makes any necessary modifications</p> <p>f) provides effective feedback to inform the overall treatment plan</p> <p>g) makes complete records of the interventions / treatments</p>	
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<p>HWB10 Products to meet health and well being needs</p>	<p>Level 4 Support, monitor and control the supply of products</p>	<p>undertaken, people's health and</p> <p>a) obtains, collates and evaluates relevant information on health and well-being needs</p> <p>b) evaluates <u>product options</u> and their methods of delivery and determines those which will best meet assessed needs, taking account of all <u>relevant factors</u></p> <p>c) provides <u>information, advice and support</u> on products and methods of delivery, explaining clearly the associated benefits and risks</p> <p>d) confirms the validity, accuracy, safety and appropriateness of <u>requests for products</u> and takes the appropriate action if there are concerns</p> <p>e) monitors the quantity and <u>quality</u> of supplied products to confirm that they meet specified requirements and all relevant <u>legislation, policies and procedures</u></p> <p>f) gathers feedback on the effectiveness of products in meeting identified needs and takes the</p>	<p>This relates to the dispensing process and will include: Clinical accuracy checking Final product accuracy checking Formulation advice Dosage form advice Intravenous drug compatibility advice Unlicensed medicines advice</p> <p><u>Information, advice and support</u> may be given to: the person/people for whom the product is being supplied the person/people who requested the product other interested parties.</p> <p><u>Requests for products</u> may be: prescriptions other requests/orders</p> <p><u>Appropriate action</u> might include: Redispensing the product Contacting the prescriber Speaking with the dispenser about the error</p>
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		<u>appropriate action</u> in response.	
G4 Financial management	Level 1 Monitor expenditure	<p>a) monitors expenditure against agreed budgets to support effective <u>financial management</u> and consistent with <u>legislation, policies and procedures</u></p> <p>b) identifies any actual or potential deviations from budgets and reports these to the appropriate person</p> <p>c) provides information to the relevant person on the current spend against budget</p>	<u>Financial management</u> Directorate budget monitoring

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