

5.10 Assessment blueprint

The table shows the possible methods of assessment for each outcome. It is not expected that every assessment tool will be used will be used for each of the outcomes and additional evidence may be used.

	OUTCOMES	STAKES ¹	ACAT	DOPS	MINI-CEX	OSCE	PCF	PCFR	MSF	DONCS	CP	JCP	TO	QIPAT	LEADER	Me/ESR	MANDATORY EVIDENCE REQUIREMENTS ²
1.1	Communicates complex, sensitive and/or contentious information effectively with people receiving care and senior decision makers.	H	x	x	x		x	x	x	x	x				x	x	Direct
1.2	Demonstrates cultural effectiveness through action; values and respects others, creating an inclusive environment in the delivery of care and with colleagues.	M	x	x	x	x	x	x	x	x						x	Indirect or direct
1.3	Always keeps the person at the centre of their approach to care when managing challenging situations; empowers individuals and, where necessary, appropriately advocates for those who are unable to effectively advocate for themselves.	H	x	x	x	x	x	x	x							x	Direct
1.4	Builds strong relationships with colleagues working as part of multidisciplinary teams influencing the delivery of positive healthcare outcomes at a team and/or organisational level.	M	x						x	x					x	x	
1.5	Gains co-operation from senior stakeholders through effective influencing, persuasion and negotiation.	L							x	x					x	x	Indirect or direct
1.6	Recognises, and respects, the role of others in the wider pharmacy and multidisciplinary team; optimises the care delivered for individuals and groups through appropriate delegation and referral.	M	x		x	x			x						x	x	
2.1	Delivers care using advanced pharmaceutical knowledge and skills for individuals and/or groups with highly complex needs, including where evidence is limited or ambiguous.	H	x	x	x	x					x					x	Direct
2.2	Undertakes a holistic clinical review of individuals with complex needs, using a range of assessment methods, appropriately adapting assessments and communication style based on the individual.	H	x	x	x	x					x					x	Direct
2.3	Demonstrates effective clinical reasoning skills, making autonomous, evidence informed, person-centred decisions about treatment for individuals or groups with complex clinical needs, managing risk in the presence of significant uncertainty.	H	x		x	x					x		x			x	Indirect or direct
2.4	Acts to improve the health of the population and reduce health inequalities.	M	x		x		x	x	x							x	

	OUTCOMES	STAKES ¹	ACAT	DOPS	MINI-CEX	CHD	PS	PSR	MSF	DOMCS	GP	JCP	TO	QIPAT	LEADER	MR/ESR	MANDATORY EVIDENCE REQUIREMENTS ²
2.5	Makes, and is accountable for, own decisions and takes responsibility for performance at a team and/or service level.	M	x		x	x			x	x					x	x	Indirect
2.6	Defines and articulates own advanced scope of practice to others; uses professional judgement to appropriately seek help when needed for complex and/or high-stakes decisions..	H	x		x	x			x						x	x	
3.1	Pro-actively contributes to defining a strategic vision for their team or service in collaboration with other senior stakeholders; engages others to support the delivery of the strategic vision.	L							x	x					x	x	
3.2	Motivates and supports individuals and/or teams to improve performance.	M							x					x	x	x	
3.3	Demonstrates team leadership, resilience and determination, managing situations that are unfamiliar, complex and/or unpredictable to deliver positive outcomes at a team and/or service level.	M							x	x					x	x	Direct
3.4	Critically analyses data as part of quality improvement and/or innovation in the development and delivery of services, the identification and mitigation of medicines-related risks, and the management of resources.	H							x						x	x	
3.5	Works collaboratively with multi-disciplinary resources across care settings to develop and implement strategies to manage risk and improve safety and outcomes from medicines and care delivery.	H							x						x	x	
3.6	Demonstrates emotional intelligence when managing challenging and complex situations; remains composed and de-escalates potential and actual conflict situations	M							x	x					x	x	
4.1	Reflects on practice to critically assess own learning needs and pro-actively engages in professional development.	M							x		x					x	
4.2	Supervises others' performance and development; provides high quality feedback, mentorship, and support.	H							x	x					x	x	Direct
4.3	Designs and delivers educational interventions that impact at a team and/or organisational level, supporting members of the pharmacy team, wider multi-disciplinary team, and/or service users, to safely and effectively use medicines	L							x	x			x			x	

	OUTCOMES	STAKES ¹	ACAT	DOPS	MINI-CEX	CbD	PS	PSR	MSF	DONCS	CP	JCP	TO	QIPAT	LEADER	MR/ESR	MANDATORY EVIDENCE REQUIREMENTS ²
5.1	Interprets and critically appraises the evidence base to inform practice and care delivery at a team and/or service level.	H							x		x	x				x	
5.2	Identifies gaps in the evidence base; uses appropriate methods for addressing the identified gap(s), generating new evidence.	L							x			x		x		x	
5.3	Implements changes at a team and/or service level based on the outputs of their research and/or quality improvement activity and disseminates findings.	L							x					x	x	x	
5.4	Collaborates with others in undertaking research and supports others to engage with research and improvement activities.	L							x	x				x		x	

KEY

ACAT	Acute care assessment tool	
DOPS	Direct observation of procedural skills	
Mini-CEX	Mini-clinical evaluation exercise	
CbD	Case based discussion	
MSF	Multisource feedback	
PCF	Patient / Carer Feedback	
PCFR	Patient / Carer Feedback reflection	
DONCS	Direct observation non-clinical skills	
CP	Case presentation	
JCP	Journal club presentation	
TO	Teaching observation	
QIPAT	Quality improvement project assessment tool	
LEADER	Clinical leadership assessment skills	
MR/ESR	Mentor Report/Educational Supervisor Report	
Stakes	H	high stakes
	M	medium stakes
	L	low stakes
Mandatory evidence requirements	Direct observation	Pharmacist must be observed undertaking activities. Can be done remotely and / or retrospectively (NB includes MSF and PS).
	Indirect observation	Requires discussion between supervisor and learner. Can be done remotely
	Blank	No specific interaction required