ROYAL COLLEGE OF PHARMACY

Enhanced Pathway Employer Guidance

Create the conditions for safe development, strong supervision, and high-quality evidence.

For employers and organisations supporting pharmacists on a pathway or programme aligned to the Royal College of Pharmacy Enhanced Curriculum

Start here: what employers need to provide

YOUR ROLE IN ONE SENTENCE

Create a safe, inclusive learning environment in which the learner has suitable supervision, time, opportunities and support to meet the curriculum standard through real-world practice.

- A named educational supervisor who must be a pharmacist with the suitability, capacity and access needed to oversee progress.
- Appropriate day-to-day practice supervision and access to collaborators who can observe and discuss work and give specific, actionable feedback.
- Sufficient time to undertake learning, shadowing, modelling, reflection, review and portfolio building for the agreed pathway model.
- Access to authentic activities across the relevant curriculum domains, including prescribing-related clinical practice where required.
- Clear arrangements for information governance, patient safety, professional concerns and escalation.

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1. Roles & responsibilities

Role	Main contribution
Employer	Creates the right learning environment, capacity, access and governance; addresses organisational barriers to facilitate credentialing.
Educational supervisor	Oversees educational progress, reviews the wider portfolio evidence picture and agrees priorities and learning actions.
Practice supervisor	Supports safe day-to-day practice and gives timely feedback in the practice setting.
Collaborator	Observes or discusses practice to provide specific corroboration of practice and feedback.
Learner	Owns development, seeks feedback, reflects and maintains a coherent portfolio.
RCPharm assessor	Makes the final independent credentialing decision against the curriculum.

2. Create the right learning environment

Be clear which pathway route your employee is on before learning begins. The full credentialing route covers domains 1–5; the clinical modular route covers domains 1–2; and the non-clinical modular route covers domains 3–5.

Time and workload

- Provide sufficient time for learning through practice, feedback conversations, reflection, portfolio development and structured reviews with the educational supervisor.
- Make expectations realistic alongside service delivery. Review them when the learner's role, workload, or wellbeing changes.
- Protect supervisor and collaborator capacity as well as learner time; supervision quality falls when reviews and observation are continually displaced.

Breadth of opportunity

- Use normal work wherever it provides sufficiently challenging, authentic activity; arrange additional experience where important outcomes cannot be demonstrated locally in the normal practice setting.
- Enable the learner to seek feedback from a range of colleagues, including those outside of the employing organization, and, where relevant, patients, carers, advocates, learners and people they support.
- For full and clinical modular routes, support prescribing-related clinical practice within a safe, defined and appropriately governed scope.

- Avoid manufacturing tasks solely to populate the portfolio. A smaller number of meaningful activities is preferable to repetitive low-value uploads.

3. Support credible evidence and assessment

The pathway uses programmatic assessment: frequent low-stakes evidence is combined into a longitudinal picture of practice development. Supervised learning events are primarily for learning and feedback, not individual pass/fail decisions.

What good evidence looks like

Element	Employer contribution
Output	Enable evidencing of authentic work activities that show what the learner does in practice.
Corroboration	Enable suitable observers to be able to observe, discuss and give specific feedback on based on direct knowledge of the work.
Reflection	Allow time for the learner to reflect on their learning, impact and next actions through building their portfolio.
Breadth and consistency	Provide learning and practice opportunities across settings, methods and perspectives over time.

- One activity may map to several outcomes where it genuinely demonstrates each one and the mapping is explained.
- The indicative evidence ranges (low 1–3, medium 3–5 and high 5–7 data points) guide evidence volume proportionality; they are not quotas or automatic thresholds.
- Direct observation is required for outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 2.5 and 3.1.
- The published assessment blueprint identifies mandatory feedback and project evidence. Build access to patients, colleagues, learners, mentees and project opportunities into pathway planning to enable the learner to meet these.

4. Governance, safety and information

Area	Employer expectation
Patient safety and professional concerns	Use the appropriate employer, clinical governance, safeguarding or regulatory route immediately. Do not wait for a pathway review or use credentialing as a substitute.
Confidentiality	Require evidence to be anonymised and handled in line with local policy and current e-portfolio guidance.
Patient and carer feedback	Ensure participation is voluntary, explain its purpose and provide an appropriate alternative where a person does not wish to take part.
Recordings	Apply consent and information-governance requirements. Recordings of patient consultations must not be stored in the e-portfolio.
Wellbeing and support	Respond promptly, protect confidentiality and coordinate educational and employment support.

PATIETN SAFETY COMES FIRST

Participation in the enhanced pathway does not replace the pharmacist's professional duties as a registrant nor the employer's responsibility to manage appropriate care, conduct, capability and concerns through the correct process.

6. Frequently asked questions

Must the employer provide an educational supervisor?

The learner requires a named pharmacist responsible for overall supervision and management of educational progress. The employer or commissioned programme should ensure that a suitable arrangement is in place and remains workable.

Must the educational supervisor work in our organisation?

No. Educational supervision may be remote and the curriculum does not require the supervisor to be based in the same organisation. Ensure they can access the information, people and meetings needed for meaningful oversight.

Must supervisors or collaborators be RCPharm members?

No. The curriculum does not require this. Apply any additional local or commissioned-programme criteria transparently.

How often should reviews take place?

The curriculum requires regular structured interaction but does not set fixed milestones. Define a proportionate review schedule based on any local programme or pathway guidance and add reviews if there are concerns about practice, progress or learner well-being.

How much protected time is required?

Provide sufficient time for the agreed learning model, feedback, reflection, portfolio work and reviews, and monitor whether the arrangement works in practice. Evidence should be drawn from everyday practice. Time will be required though for evidence development, written reflection, and portfolio construction.

Are supervised learning events pass/fail assessments?

No. They are low-stakes opportunities for observation, feedback and learning. The final decision is made by a trained RCPharm assessor using the whole evidence record.

Are the indicative evidence ranges minimum quotas?

No. They guide proportionality. Quality, relevance, triangulation, breadth and consistency remain essential.

Can one piece of evidence support several outcomes?

Yes, when the activity genuinely demonstrates each mapped curriculum outcome and the learner explains each mapping.

What if our service or setting cannot provide a required opportunity?

Treat this as an opportunity access issue. Work across teams, organisations or networks to secure a suitable authentic opportunity for the learner without lowering the standard.

Who decides whether the learner has passed?

The RCPharm assessor makes the final credentialing decision. Employers and supervisors provide the learning environment, feedback and formative judgement that inform readiness.

What should happen if a safety concern arises?

Use the appropriate employer and regulatory processes immediately. Do not wait for an educational review or final assessment as part of the pathway if you have a concern.

Can prior certified learning be recognised?

Only where Accreditation of Prior Certified Learning applies through an approved provider agreement. Check the current RCPharm APCL directory and verify the agreed exemption.

7. Employer readiness checklist

Before launch

☐ Route, eligibility, local requirements and e-portfolio access are clear.

☐ A suitable educational supervisor is appointed with protected capacity.

☐ Practice supervision and collaborator access are mapped.

☐ Learning, feedback, reflection and review time are workable.

☐ Required activities—including prescribing-related practice where relevant—are accessible.

☐ Governance, information and escalation arrangements are understood.

During the pathway

☐ Supervisor capacity, pharmacist workload and protected time are reviewed.

☐ Potential opportunity gaps and barriers are identified early and mitigated.

☐ Reviews consider quality, breadth and consistency rather than upload count alone.

☐ Wellbeing, role change and any concerns are managed through appropriate routes.

Before submission

☐ The learner is a registered prescriber and has evidence of prescribing-related clinical practice.

☐ All outcomes for the selected route are appropriately evidenced.

☐ Direct-observation and mandatory-evidence requirements for relevant outcomes have been checked against the current blueprint.

☐ The final supervisor review is complete and evidence is redacted of identifiable patient information, coherent and ready for independent RCPharm credentialing assessment.

Further information and support

- Use the Enhanced Pharmacist Curriculum as the authoritative source for curriculum outcomes, the assessment blueprint and credentialing decisions; check the current RCPharm APCL directory where certified prior learning may apply.
- Refer to your local or commissioned pathway guidance for workflows, operational arrangements and escalation.