

Outcome		Stakes	Evidence requirements	Output	Reflection	Corroboration
				Evidence from your practice showing you demonstrating the outcome in the real world e.g. SLE tools, documentary evidence	Supportive narrative describing a) how your evidence demonstrates the outcome(s) it is mapped to b) what you learnt from these experiences c) how this will shape your practice going forwards e.g.using reflection boxes on SLEs, linked RAs and domain summaries	Who is best placed to give feedback and validate your level of practice for this evidence? Remember to try to get as wide a range of collaborators across the portfolio as possible, including those from the wider healthcare team and patients
1.1.	Communicates effectively with people receiving care, their carers or advocates, and colleagues	H	Direct observation; Feedback from colleagues and patients/carers/advocates with linked reflection.	<i>For example</i> 1) Mini-CEX 1: Managing patient with English as an additional language 2) DONCS 1: Communicating information clearly in a team meeting	<i>For example</i> 1) Mini-CEX 1 reflection section: reflective account covering the additional measures I took to meet the patient's additional language needs and evaluating their effectiveness 2) DONCS 1 reflection section: reflective summary explaining how I prepared for the meeting, the steps I took to make the info clear and what I will do next time to build on this	<i>For example</i> 1) Mini-CEX 1: Observation by more senior pharmacist in team 2) DONCS 1: Observation by member of the team present in the meeting
1.2.	Demonstrates effective consultation skills, exploring the physical, psychosocial and medication history for that person, remaining open to what a person might share	H	Direct observation			
1.3.	Adopts a holistic and inclusive approach in consultations and shared decision-making to optimise the safe and effective use of medicines and patient care	M	Direct observation			
1.4.	Supports and facilitates continuity of care for each person, including by making prescribing decisions	H				
1.5.	Supports members of the healthcare team in the safe and effective use of medicines to meet the individual needs of those receiving care	H				
1.6.	Positively influences patient care by building strong working relationships with other professionals across the care pathway, both within the pharmacy team and across other health and social care professions	M				
2.1.	Competently and confidently uses clinical judgement to make evidence-informed decisions that support safe prescribing and the delivery of care to individuals	H	Direct observation			
2.2.	Undertakes and/or requests relevant examinations and investigations; interprets findings to support clinical decision making, i.e. assessment, diagnosis, monitoring and management	H	Direct observation			
2.3.	Critically evaluates information and clinical guidance to make safe and evidence-informed prescribing decisions and recommendations for individuals and/or populations, effectively managing uncertainty and balancing risks	H				
2.4.	Ensures the cost-effective usage and appropriate stewardship of medicines	M				
2.5.	Demonstrates professionalism, integrity, and accountability, acting within legal and ethical frameworks and taking responsibility for own decisions	H	Direct observation			
2.6.	Practises within the limits of own competence; seeks support when needed, signposting and/or referring to other professionals across the care pathway when appropriate	H				
3.1.	Role models clinical and professional leadership qualities in their practice setting	M	Direct observation			
3.2.	Identifies and escalates risks and issues relating to patient safety and care; mitigates and resolves these where appropriate	H				
3.3.	Leads initiatives to improve working practices and patient care	L				
3.4.	Demonstrates self-awareness and emotional intelligence, maintaining composure and resilience under pressure	H				
4.1.	Plans and engages in structured professional development, learning and reflection	M				
4.2.	Seeks feedback from colleagues across the pharmacy and wider health and social care teams, patients, carers, and/or advocates; reflects on feedback to develop practice	H	Evidence of seeking feedback from both colleagues and patients/carer and/or advocates with linked reflection			
4.3.	Supports others to develop professionally, providing actionable feedback	M	feedback from those you mentor or support with linked reflection.			
4.4.	Delivers effective educational sessions at a team level or beyond	L	Evidence of seeking feedback from learners and evaluating approach with linked reflection.			
5.1.	Understands best practice in audit, quality improvement, service evaluation and research in healthcare; applies knowledge to own research and evaluation activities	L				
5.2.	Interprets and critically appraises relevant evidence to inform practice, sharing findings with peers and/or the team	M				
5.3.	Leads an audit, and/or contributes to quality improvement, service evaluation or research project designed to improve patient care, and identifies appropriate next steps based on findings	L	Upload of project abstract with narrative describing what you did and how you led the project			
5.4.	Effectively communicates findings from an audit, quality improvement, service evaluation or research project at a team level or beyond	L	Upload of written communication e.g. poster/written summary or feedback from those present at oral presentation with linked reflection.			

