EXECUTIVE SUMMARY

FIP Global Competency Framework

Supporting the development of foundation and early career pharmacists

Version 2
2020

1. What is the GbCF?

1.1 The FIP Global Competency Framework (GbCF) was first developed in 2012 (Version 1) containing a structured assembly of behavioural competencies that can contribute towards supporting foundation level practitioner development. The GbCF is a validated framework intended to act as a "mapping tool" for individuals to progress towards effective and sustained performance and to pave the way into advanced practice.

1.2 The FIP current workforce policy suggests that special attention is directed to "early career pharmacists" (the immediate post-licensure foundational period of perhaps 1 to 2 years). The GbCF is designed as a focused support structure for our younger professionals.

1.3 The GbCF originally constituted 100 behaviours grouped under 20 competency domains and four broad competency clusters that are generally applicable for the pharmacy workforce worldwide.

1.4 With the expansion of the type of services that pharmacists may provide to their patients and the advances in technology and therapeutics, revising and updating the GbCF is imperative.

2. How was the GbCF Version 2 reviewed and revised?

2.1 In 2019, the FIP Workforce Development Hub (WDH), working with the Global Leads on Early Career Training Strategy, were tasked to review and revise the first version of the GbCF. Over 8 months, the core team (comprising the FIP WDH Director, Hub Leads and external experts) conducted an iterative review process (Figure 1).

2.2 In September 2020, revisions to the GbCF were completed and the updated version labelled as GbCF Version 2. The number of behavioural statements increased to 123 behavioural statements, with 23 competency domains but remain structured within four broad competency clusters (Figure 2).

2.3 In September 2020, the GbCF Version 2 (Table 1) was launched to FIP members and stakeholders during the FIP Virtual 2020. The GbCF Version 2 is an open-access document (in workforce reference guide). In 2021, the Hub will be expanding this framework into a handbook that will contain an additional package of support resources and guidelines on implementation at individual, institutional and national levels. However, the interests of members can best be served by publishing the revised framework in advance.

3. How can the GbCF Version 2 be used?

3.1 For our national member organisations and partners, the GbCF Version 2 is designed to be adopted and adapted for registered pharmacists to assist with their career progression.

3.2 FIP is able to support professional leadership bodies directly with an adoption and adaptation process, enabling ownership at national level, through the FIP Workforce Transformation Programme (WTP).

3.3 The implementation of the GbCF Version 2 not only supports our individual members in their career progression but is crucial for progress towards meeting the FIP Global Vision for Pharmaceutical Workforce & Education and the FIP Development Goals (FIP DGs), particularly FIP DG 2: Early career training strategy. Implementing the GbCF Version 2 is a direct contribution to national progression of workforce elements for FIP Development Goals 4, 5, 6, 7, 8, 9 and 11.

4. How can you get involved?

4.1 FIP's WDH team welcomes your interest in the GbCF Version 2 and if you wish to express ideas, provide comments or looking to consult one of our members you can directly communicate please email us at education@fip.org or wtp@fip.org.
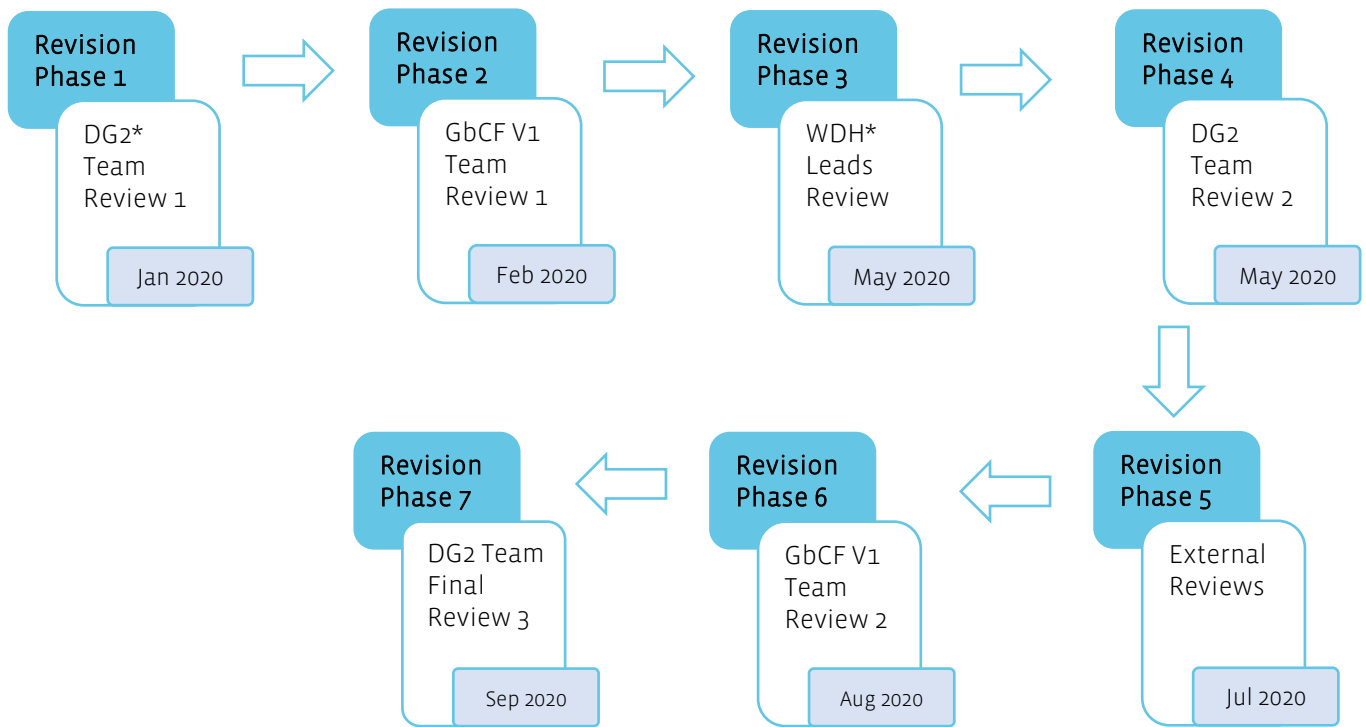
Figure 1. Summary of steps undertaken in the revision process

Revision Phase 1 — DG2* Team Review 1 — Jan 2020

Revision Phase 2 — GbCF V1 Team Review 1 — Feb 2020

Revision Phase 3 — WDH* Leads Review — May 2020

Revision Phase 4 — DG2 Team Review 2 — May 2020

Revision Phase 5 — External Reviews — Jul 2020

Revision Phase 6 — GbCF V1 Team Review 2 — Aug 2020

Revision Phase 7 — DG2 Team Final Review 3 — Sep 2020

Pharmaceutical Public Health

Emergency response
Health promotion
Medicine information and advice

Pharmaceutical Care

Assessment of medicines
Compounding medicines
Dispensing
Medicines
Monitor medicines therapy
Patient consultation and diagnosis

Global Competency Framework (GbCF V2)

Professional/Personal

Communication skills
Continuing professional development
Digital literacy
Interprofessional collaboration
Leadership and self-regulation
Legal and regulatory practice
Professional and ethical practice
Quality assurance and research in the workplace

Organisation and Management

Budget and reimbursement
Human resources management
Improvement of service
Procurement
Supply chain management
Workplace management

Figure 2. GbCF Version 2

Table 1.: Global Competency Framework – Early Career Training
Version 2

1. Pharmaceutical Public Health

Competencies	Behaviours
1.1 Emergency response	1.1.1 Participate in the response to public health emergencies
	1.1.2 Assist the multidisciplinary healthcare teams in emergency situations
1.2 Health promotion	1.2.1 Assess the patient's/population's primary healthcare needs (taking into account the cultural and social setting of the patient/populations)
	1.2.2 Advise and provide services directly associated with public health provision; disease prevention and control (e.g. vaccination services provision); and healthy lifestyle.
	1.2.3 Identify and support national and local health priorities and initiatives
1.3 Medicines information and advice	1.3.1 Counsel the patient/population on the safe and rational use of medicines and devices (including the selection, use, contraindications, storage, and side effects of non-prescription and prescription medicines)
	1.3.2 Identify sources, retrieve, evaluate, organise, assess and provide relevant and appropriate medicines information according to the needs of patients and clients
	1.3.3 Support the patient's use of health information technologies and digital communication (including IT driven health solutions)

2. Pharmaceutical Care

Competencies	Behaviours
2.1 Assessment of medicines	2.1.1 Gather, analyse, research, and interpret information about the patient and patient's medicines-related needs (e.g. indication, effectiveness, safety and adherence)
	2.1.2. Retrieve relevant patient information (including drug history, or immunisation status for example) and record of allergies to medicines and Adverse Drug Reactions (ADR) in medication record
	2.1.3 Identify, prioritise, resolve and follow up on medicine-medicine interactions; medicine-disease interactions; medicine-patient interactions; medicines-food interactions
	2.1.4 Appropriately select medicines (e.g. according to the patient, hospital, government policy, etc)
2.2 Compounding medicines	2.2.1 Prepare pharmaceutical medicines (e.g. extemporaneous, cytotoxic medicines), determine the requirements for preparation (calculations, appropriate formulation, procedures, raw materials, equipment etc.)
	2.2.2 Compound under the good manufacturing practice for pharmaceutical (GMP) medicines
2.3 Dispensing	2.3.1 Accurately dispense medicines for prescribed and/or minor ailments, including an embedded checking process
	2.3.2 Accurately report defective or substandard medicines to the appropriate authorities
	2.3.3 Appropriately validate prescriptions, ensuring that prescriptions are correctly interpreted and legal
	2.3.4 Dispense devices (e.g. Inhaler or a blood glucose meter)
	2.3.5 Document and act upon dispensing errors
	2.3.6 Implement and maintain a dispensing error reporting system and a 'near misses' reporting system
	2.3.7 Label the medicines (with the required and appropriate information)
	2.3.8 Learn from and act upon previous 'near misses' and 'dispensing errors'
2.4 Medicines	2.4.1 Advise patients on proper storage conditions of the medicines and ensure that medicines are stored appropriately (e.g. humidity, temperature, expiry date, etc.)

	2.4.2 Appropriately select medicines formulation and concentration for minor ailments (e.g. diarrhoea, constipation, cough, hay fever, insect bites, etc.)
	2.4.3 Ensure appropriate medicines, route, time, dose, documentation, action, form and response for individual patients
	2.4.4 Package medicines to optimise safety (ensuring appropriate re-packaging and labelling of the medicines)
2.5 Monitor medicines therapy	2.5.1 Apply guidelines, medicines formulary system, protocols, and treatment pathways
	2.5.2 Apply therapeutic medicines monitoring and assess impact, and outcomes (including objective and subjective measures)
	2.5.3 Identify, prioritise, and resolve medicines management problems (including errors)
2.6 Patient consultation and diagnosis	2.6.1 Support urgent care needs (physical and mental) of patients and others and act upon arranging follow-up care
	2.6.2 Appropriately refer the patient or carer
	2.6.3 Assess and diagnose based on objective and subjective measures (where applicable)
	2.6.4 Evaluate, assess, and develop health literacy education and counselling on medicines and healthcare needs
	2.6.5 Discuss and agree with the patient on the appropriate use of medicines, taking into account patients' preferences
	2.6.6 Document any intervention (e.g. document allergies, such as from medicines and nutrition in the patient's medicines history)
	2.6.7 Obtain, reconcile, review, maintain and update relevant patient medication and disease history

3. Organisation and Management

Competencies	Behaviours
3.1 Budget and reimbursement	3.1.1 Acknowledge the workplace organisational structure
	3.1.2 Effectively set and apply budgets
	3.1.3 Manage appropriate claims for reimbursements
	3.1.4 Ensure financial transparency
	3.1.5 Ensure proper reference sources for service reimbursement
3.2 Human resources management	3.2.1 Demonstrate organisational and management skills (e.g. plan, organise and lead on medicines management; risk management; self-management; time management; people management; project management; policy management.)
	3.2.2 Identify and manage human resources and staffing issues
	3.2.3 Recognise and manage the potential of each staff member and utilise systems for performance management (e.g. conduct staff appraisals)
	3.2.4 Recognise the value of pharmacy team and of a multidisciplinary team
	3.2.5 Support and facilitate staff training and continuing professional development
3.3 Improvement of service	3.3.1 Identify, implement, and monitor new services (according to local needs)
	3.3.2 Resolve, follow up and prevent medicines related problems
3.4 Procurement	3.4.1 Access reliable information and ensure the most cost-effective medicines in the right quantities with the appropriate quality
	3.4.2 Develop and implement contingency plans for shortages
	3.4.3 Efficiently link procurement to formulary, to push/pull system (supply chain management) and payment mechanisms
	3.4.4 Ensure there is no conflict of interest

	3.4.5 Identify and select reliable supplier(s)
	3.4.6 Select reliable supply of high-quality products (including appropriate selection and procurement processes, cost effectiveness, timely delivery)
	3.4.7 Supervise procurement activities
	3.4.8 Understand the tendering methods and evaluation of tender bids
3.5 Supply chain management	3.5.1 Demonstrate knowledge in store medicines to minimise errors and maximise accuracy
	3.5.2 Verify the accuracy of rolling stocks
	3.5.3 Ensure effective stock management and running of service with the dispensary
	3.5.4 Ensure logistics of delivery and storage
	3.5.5 Implement a system for documentation and record keeping
	3.5.6 Take responsibility for quantification and supply chain forecasting
	3.5.7 Mitigate risk of medicines shortages and stock outs through liaison and appropriate communication with healthcare staff, healthcare stakeholders, clients/customers and patients
3.6 Workplace management	3.6.1 Address and manage day-to-day management issues
	3.6.2 Demonstrate the ability to take accurate and timely decisions and make appropriate judgements
	3.6.3 Ensure the production schedules are appropriately planned and managed
	3.6.4 Ensure the work time is appropriately planned and managed
	3.6.5 Improve and manage the provision of pharmaceutical services
	3.6.6 Recognise and manage pharmacy resources (e.g. financial, infrastructure)

4. Professional/Personal

Competencies	Behaviours
4.1 Communication skills	4.1.1 Communicate clearly, precisely, and appropriately while being a mentor or tutor
	4.1.2 Communicate effectively with health and social care staff, support staff, patients, carer, family relatives and clients/customers, using lay terms and checking understanding
	4.1.3 Tailor communication that is appropriate to the patient's needs (including health literacy, cultural or language barriers, social needs, and emotional status)
	4.1.4 Use appropriate communication skills (e.g. verbal and non-verbal) to establish and maintain rapport with the patient and others including when communicating through digital and electronic platforms
4.2 Continuing Professional Development (CPD)	4.2.1 Document CPD activities
	4.2.2 Engage with students/interns/residents
	4.2.3 Evaluate accuracy of knowledge and skills
	4.2.4 Identify learning and development needs
	4.2.5 Evaluate learning and development progress
	4.2.6 Identify if expertise is needed outside current scope of knowledge
	4.2.7 Recognise own limitations and act upon them
	4.2.8 Reflect on performance
	4.2.9 Demonstrate engagement/participation in professional development and lifelong learning activities

Table 1.: Global Competency Framework – Early Career Training
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4.3 Digital literacy	4.3.1 Identify, manage, organise, store, and share digital information
	4.3.2 Critically appraise, analyse, evaluate, and/or interpret digital information and their sources
	4.3.3 Where applicable, participate in digital health services that promote health outcomes and engage with digital technologies (e.g. social media platforms & mobile applications) to facilitate discussions with the patient and others
	4.3.4 Maintain patient privacy and security of digital information related to the patient and workplace
4.4 Interprofessional collaboration	4.4.1 Respect and acknowledge the expertise, roles and responsibilities of colleagues and other health professionals
	4.4.2 Participate, collaborate, advise in therapeutic decision-making, and use appropriate referral in a multi-disciplinary team
	4.4.3 Engage in collaborative practice, research and service provision to optimise patient health outcomes
	4.4.4 Engage in relationship-building with health professionals allowing conflict resolution, teamwork, communication, and consultation
	4.4.5 Demonstrate mutual respect and adopt shared values of the workplace and toward patient care
4.5. Leadership and self-regulation	4.5.1 Apply assertiveness skills (inspire confidence)
	4.5.2 Demonstrate leadership and practice management skills, initiative and efficiency
	4.5.3 Document risk management (critical incidents)
	4.5.4 Prioritise work, practice punctuality and time management
	4.5.5 Develop, implement and monitor innovative ideas
	4.5.6 Recognise and describe emotional information about self and others (e.g. self-awareness, self-regulation, motivation, social skills and empathy)
	4.5.7 Demonstrate flexibility and adaptability to a variety of conditions and circumstances
	4.5.8 Recognise when affected by setbacks or stress and manage with effective coping strategies (resilience)
4.6 Legal and regulatory practice	4.6.1 Apply regulatory affairs and the key aspects of pharmaceutical registration and legislation
	4.6.2 Apply the principles of business economics and intellectual property rights including the basics of patent interpretation
	4.6.3 Be aware of and identify the new medicines coming to the market
	4.6.4 Comply with legislation for drugs with the potential for abuse
	4.6.5 Apply the principles of marketing and sales
	4.6.6 Engage with health and medicines policies
	4.6.7 Recognise the steps needed to bring a medical device or medicine to the market including the safety, quality, efficacy and pharmacoeconomic assessments of the product
4.7. Professional and ethical practice	4.7.1 Demonstrate awareness and employment of local/national codes of ethics
	4.7.2 Fulfil duty of care to the patient and the public
	4.7.3 Maintain privacy and confidentiality (with the patient and other healthcare professionals)
	4.7.4 Comply with patient privacy legislation including documentation of information
	4.7.5 Consider available evidence and support the patient to make informed choices about medicine use
	4.7.6 Obtain patient consent (it can be implicit on occasion)
	4.7.7 Recognise professional limitations of self and others in the team

Table 1.: Global Competency Framework – Early Career Training
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	4.7.8 Demonstrate professional responsibility for all decisions made and actions taken
	4.7.9 Demonstrate awareness of socially accountable practice (including cultural and social needs; cultural safety, respect, and responsiveness; diversity, equity and inclusiveness).
4.8. Quality assurance and research in the workplace	4.8.1 Apply research findings and understand risk-benefit analyses (e.g. pre-clinical, clinical trials, experimental clinical pharmacological research, and risk management)
	4.8.2 Audit quality of service (meet local and national standards and specifications)
	4.8.3 Develop and implement standing Operating Procedures (SOP's)
	4.8.4 Ensure appropriate quality control tests are performed and managed appropriately
	4.8.5 Ensure medicines are not counterfeit and adhere to quality standards
	4.8.6 Identify and evaluate evidence-base to improve the use of medicines and services
	4.8.7 Identify, investigate, conduct, supervise and support research at the workplace (enquiry-driven practice)
	4.8.8 Implement, conduct and maintain a reporting system of pharmacovigilance (e.g. report Adverse Drug Reactions)
	4.8.9 Initiate and implement audit research activities

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