FIP Global Advanced Development Framework

Quick reference guide

Supporting advancement of the profession

Version 1
2020

The FIP Global Advanced Development Framework (GADF) Version 1

Principles of the Global Advanced Development Framework (GADF)

The GADF is intended to be relevant and applicable across a broad range of career options that are available in the pharmacy profession. The educational design is aimed at supporting individual professional portfolio development and should be directly linked to personal career development. The GADF has a primary purpose of supporting structured career development and is therefore grounded in the context of developmental progress, enabling the identification of areas for professional growth and development and supports the development of a professional portfolio of evidence for pharmacy practitioners.

As the GADF is designed to be generally applicable, it does not define job descriptions or a specific scope of practice; it generically and structurally supports the continued professional development of pharmacy practitioners along any chosen career trajectory. The literature supports the principle that the advancement of professional healthcare developmental competencies should include those competencies connected with leadership, managing others, educating and mentoring others and supporting evaluation and innovation in health service provision.

Clusters and competencies of the GADF

There are currently 6 clusters of developmental competencies included in the GADF. The six clusters are:

1. Expert Professional Practice
2. Working with others
3. Leadership
4. Management
5. Education, Training and Development
6. Research and Evaluation

The first cluster, "Expert Professional Practice" is adaptable for all sectors and specialities. As defined earlier, "Expert Professional Practice" refers to the particular field or subject in which an individual feels they have acquired the knowledge, skills, and experiences to be acknowledged as an expert. Expert Professional Practice may be broad or narrow in scope; if the scope is narrow, it may also be referred to as an area of Specialty Practice (15). The term is not only for the pharmacy workforce providing direct patient care services but also for the pharmacy workforce working in other areas of practice (e.g. drug development, regulatory, etc.). "Expert practice" should be defined and shaped by the practitioner, within the context of the individual's job and career. The Expert Practice cluster reflects this design principle and is formatted to allow the advancing practitioner to self-define their area of medicines expertise.

The remaining five clusters are generic domains which are applicable and independent of sector of practice or focus. There are 34 competencies located across 6 clusters. Each competency has three defined stages of advancement which will allow a continuum of practitioner development and progression.

Stages of advancement

The three defined stages of advancement are "Advanced Stage 1"; "Advanced Stage 2"; and "Advanced Stage 3". **"Advance Stage 1"** describes a practitioner who performs well and is at the early stages of advancement. **"Advanced Stage 2"** describes a practitioner who is an expert in their area of practice. They are able to manage complex situations and are recognised as leaders locally/regionally. **"Advanced Stage 3"** describes a practitioner who is recognised as a leader in an area of expertise (nationally, and often internationally).

The GADF Version One is presented in Table below

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Clusters and competencies	Advanced Stage 1	Advanced Stage 2	Advanced Stage 3
1. Expert Professional Practice Improves standards of pharmaceutical care			
1.1. Expert Skills and Knowledge	Demonstrates general pharmaceutical skills and knowledge in core areas. Plans, manages, monitors, advises and reviews programmes in core areas.	Demonstrates in-depth pharmaceutical skills and knowledge in defined area(s). Plans, manages, monitors, advises and reviews in-depth/complex programmes in defined practice area.	Advances in-depth/complex programmes in defined practice area.
1.2. Developing Professional Expertise, including accountability and responsibility	Demonstrates accountability in providing professional expertise and direct service delivery	Demonstrates accountability in providing professional services and expertise via a team or directly to groups of patients/clients/users.	Demonstrates accountability in providing professional expertise at a defined higher level (for example nationally, regionally, internationally or at a strategic level).
1.3. Reasoning and Judgement Including: Analytical skills, Judgemental skills, Interpretational skills, Problem solving skills, Option appraisal	Demonstrates ability to use skills in a range of routine situations requiring analysis or comparison of a range of options. Recognises priorities when problem-solving and identifies deviations from the normal pattern.	Demonstrates ability to use skills to make decisions in complex situations where there are several factors that require analysis, interpretation and comparison. Demonstrates an ability to see situations holistically.	Demonstrates ability to use skills to manage difficult and dynamic situations. Demonstrates ability to make decisions in the absence of established practice, protocols, evidence or data or when there is conflicting evidence or data.
1.4. Professional Autonomy	Is able to follow legal, ethical, professional and organisational policies/procedures and codes of conduct.	Is able to take action based on own interpretation of broad professional policies/procedures where necessary.	Is able to interpret relevant policy and strategy, in order to establish goals and standards for others within the defined area(s).

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Clusters and competencies	Advanced Stage 1	Advanced Stage 2	Advanced Stage 3
2. Working with Others Is able to communicate, establish and maintain professionally driven working relationships and gain the co-operation of others			
2.1. Communication Including ability to: Persuade, Motivate, Negotiate, Empathise, provide reassurance, Listen, Influence, and Empower (includes networking skills and presentation skills)	Demonstrates use of appropriate communication to gain the co-operation of relevant stakeholders (including patients, colleagues, and other professions). Demonstrates ability to communicate where the content of the discussion is explicitly defined.	Demonstrates use of appropriately selected communication skills to gain co-operation of small groups of relevant stakeholders within the organisation. Demonstrates ability to communicate where the content of the discussion is based on professional opinion.	Demonstrates ability to present complex, sensitive or contentious information to large groups of relevant stakeholders. Demonstrates ability to communicate in a hostile, antagonistic or highly emotive atmosphere.
2.2. Teamwork and Consultation	Demonstrates ability to work as a member of a team. Recognises personal limitations and refers to more appropriate colleague(s).	Demonstrates ability to work as an acknowledged member of a multidisciplinary team. Accepts expert advice through consultation from within the organisation.	Works across boundaries to build relationships and share information, plans and resources. Sought as an opinion leader both within the organisation and in the external environment.

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Clusters and competencies	Advanced Stage 1	Advanced Stage 2	Advanced Stage 3
3. Leadership Inspires individuals and teams to achieve high standards of performance and personal development			
3.1. Strategic Context	Demonstrates understanding of the needs of stakeholders. Practice reflects relevant local, national, regional or global policy.	Demonstrates ability to incorporate relevant local, national, regional or global policy to influence local strategy.	Demonstrates active participation in creating relevant local, national, regional or global policy policies.
3.2. Governance (Standards, Quality and Accountability)	Demonstrates understanding of the pharmacy role in governance, and pharmacists are able to implement this appropriately within the workplace.	Influences the planning or development of governance processes, for the team and/or service delivery.	Shapes and contributes to the planning or development of governance processes at a higher level.
3.3. Vision	Demonstrates understanding of, and contributes to, the organisation vision.	Creates vision of future and translates this into clear directions for others.	Convinces others to share the vision at a higher level.
3.4. Innovation	Demonstrates ability to improve quality within limitations of service.	Recognises and implements innovation from the external environment.	Takes the lead to ensure innovation produces demonstrable improvement in service delivery.
3.5. Service Development	Reviews last year's progress and develops clear plans to achieve results within priorities set by others.	Develops clear understanding of priorities and formulates practical short-term plans in line with workplace strategy.	Relates goals and actions to strategic aims of organisation and profession.
3.6. Motivational	Demonstrates ability to motivate self to achieve goals.	Demonstrates ability to motivate individuals and/or the team.	Demonstrates ability to motivate individuals and/or teams at a higher level.

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Clusters and competencies	Advanced Stage 1	Advanced Stage 2	Advanced Stage 3
4. Management Organises and delivers service objectives in a timely fashion			
4.1. Responding and adapting to national needs	Demonstrates understanding of the implications of national priorities for the team and/or organisation.	Shapes the response of the team and/or organisation to national priorities.	Accountable for the direct delivery of national priorities at a higher level.
4.2. Resource Utilisation	Demonstrates understanding of the process for effective resource utilisation.	Demonstrates ability to effectively manage resources.	Demonstrates ability to reconfigure the use of available resources.
4.3. Standards of Practice	Demonstrates understanding of, and conforms to, relevant standards of practice.	Develops and monitors standards of practice at team level.	Develops and monitors standards of practice at a higher level.
4.4. Managing Risk	Demonstrates ability to identify and resolve risk management issues according to policy/protocol.	Develops risk management policies/protocols for the team and/or organisation, including identifying and resolving new risk management issues.	Develops risk management policies/procedures at a higher level, including identifying and resolving new risk management issues.
4.5. Managing Performance	Follows professional and organisational policies/procedures relating to performance management. Refers appropriately to colleagues for guidance.	Contributes to performance management for a team.	Contributes to performance management at a higher level.
4.6. Project Management	Demonstrates understanding of the principles of project management.	Demonstrates ability to successfully manage a project at team and/or organisation level.	Demonstrates ability to successfully manage a project at a higher level.
4.7. Managing Change	Demonstrates understanding of the principles of change management.	Demonstrates ability to manage a process of change for the team and/or organisation.	Demonstrates ability to promote, initiate and/or lead a process of change at a higher level.
4.8. Strategic Planning	Demonstrates ability to plan and deliver the desired outcomes according to the proposed strategy.	Demonstrates ability to plan and deliver the desired outcomes, while adapting the planning and strategy based on the changes in internal and external environment.	Demonstrates long term and sector wide strategic planning and understanding of organisational politics changes in the external environment.
4.9. Working Across Boundaries (profession/sector/area)	Demonstrates ability to extend boundaries of service delivery within the team.	Demonstrates ability to extend the boundaries of the service delivery across more than one team.	Demonstrates the value of extending service delivery across boundaries in the external environment.

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Clusters and competencies	Advanced Stage 1	Advanced Stage 2	Advanced Stage 3
5. Education, Training and Development Supports the education, training & development of self and others. Promotes a learning culture within the organisation			
5.1. Role Model	Understands and demonstrates the characteristics of a role model to members in the team and/or organisation.	Demonstrates the characteristics of an effective role model at a higher level.	Is able to develop effective role model behaviour in others.
5.2. Mentorship	Demonstrates understanding of the mentorship process.	Demonstrates ability to effectively mentor others within the team and/or organisation.	Demonstrates ability to effectively mentor outside the team and/or organisation.
5.3. Conducting Education & Training	Demonstrates ability to deliver teaching and feedback effectively according to a learning plan with supervision from a more experienced colleague.	Demonstrates ability to evaluate the learning performance and learning needs of others. Demonstrates ability to plan a series of effective learning experiences for others.	Demonstrates ability to design and manage a course of study, with appropriate use of teaching, learning and study methods.
5.4. Professional Development	Demonstrates self-development through professional development activity.	Facilitates the professional development of others.	Shapes and contributes to the professional development strategy.
5.5. Links Practice and Education	Participates in the delivery of didactic/experiential education and training.	Participates in structured or formal didactic/experiential education and training.	Shapes, contributes to or is accountable for the creation or development of higher education qualification(s).
5.6. Educational Policy	Demonstrates an understanding of current educational policies relevant to workforce development.	Demonstrates ability to interpret national policy in order to design strategic approaches for local workforce education planning and development.	Shapes and contributes to national education and workforce planning and development policy.

Clusters and competencies	Advanced Stage 1	Advanced Stage 2	Advanced Stage 3
6. Research and Evaluation Uses research to deliver effective practice. Identifies and undertakes research to inform practice			
6.1. Critical Evaluation	Demonstrates ability to critically evaluate and review evidence.	Demonstrates application of critical evaluation skills.	Is recognised as a peer reviewer undertaking critical evaluation activities.
6.2. Identifies Gaps in The Evidence Base	Demonstrates ability to identify where there is a gap in the evidence base to support practice.	Demonstrates ability to formulate appropriate and rigorous research questions.	Demonstrates ability to design a successful strategy to address research questions.
6.3. Develops and Evaluates Research Protocols	Demonstrates ability to describe the core features of research protocols.	Demonstrates ability to design a rigorous protocol to address previously formulated research questions.	Demonstrates active involvement in the critical review of research protocols.
6.4. Creates Evidence	Demonstrates ability to generate evidence suitable for presentation at local level.	Demonstrates ability to generate new evidence suitable for presentation at research or professional symposium.	Demonstrates authorship of primary evidence and outcomes in peer reviewed media.
6.5. Applies Research Evidence into Working Practice	Demonstrates ability to apply research evidence into own practice.	Demonstrates ability to apply research and evidence-based practice within the team and/or organisation.	Is able to use research evidence to shape policy/procedure at an organisational and/or local, national, regional and international level.
6.6. Supervises Others Undertaking Research	Demonstrates understanding of the principles of research governance.	Is able to contribute to research supervision in collaboration with research experts.	Is a research project supervisor for postgraduate students.
6.7. Establishes Research Partnerships	Demonstrates ability to work as a member of the research team.	Demonstrates ability to work with others across professional boundaries to conduct research projects.	Demonstrates ability to show leadership within research teams concerning the conduct of research.