



New Zealand Hospital Pharmacists' Association Incorporated  
Te Kāhui Whakarite Rongoā Hōhipera o Aotearoa

# Hospital Pharmacy National Career Framework

## Implementation Toolkit

A toolkit to support the implementation of the NZHPA Hospital Pharmacy National Career Framework within hospital pharmacy services

Version 1  
February 2017

## Forewords

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This welcome initiative articulates the development path for the hospital pharmacy workforce to enable their optimal contribution to better health outcomes for the people of New Zealand.

Pharmacists are an integral part of people's experience of hospital based healthcare, they play a key role at the interface between primary and secondary care, and the current system does not make the best use of their unique skillset. Although there are many examples of pharmacists in leading edge innovative practice, some roles still focus on the supply of medicines, yet they have much to contribute to the safe and effective use of medicines and the reduction of medicine related harm. Better use of pharmacy technicians and pharmacy assistants will enable this and it is pleasing to see this framework and toolkit speaks to the development of the entire hospital based pharmacy workforce.

Recently we refreshed the New Zealand Health Strategy and five key themes were identified; People-powered, closer to home, value and high performance, one team and smart systems. One team identifies the need for the healthcare team to be operating in a high-trust system that works together with the person and their family and whanau at the centre of care. There is a need to use all of our health and disability workforce in the most effective and most flexible ways and to develop leadership, talent and workforce skills across the system.

The pharmacist workforce is young and highly qualified, yet their skills remain underutilised, despite good evidence supporting better use of these skills to improve health outcomes and medicines safety. The recently published Pharmacy Action Plan seeks to unlock the pharmacists' full potential, enabling them to deliver maximum value to the health system and contribute to the objectives of the New Zealand Health Strategy.

Workforce development is identified in the Action Plan as a key tool for change in delivering integrated, people powered high performing healthcare services that make the best use of all members of the healthcare team. This initiative is strongly aligned with both the Health Strategy and the Pharmacy Action Plan.

The framework and toolkit describe explicit development pathways for pharmacists, pharmacy technicians and pharmacy assistants that enable the hospital pharmacy workforce to realise its full potential as a member of a high-trust integrated team delivering health services that put the person at the centre of their care.

It is reassuring to see that this is a national initiative. It provides an opportunity to transform the hospital pharmacy workforce to deliver better health outcomes for the people of New Zealand. It also has potential to serve as a model for pharmacy workforce development across the entire pharmacy sector.

I congratulate Te Kahui Whakarite Rongoa Hohipera o Aotearoa (New Zealand Hospital Pharmacists' Association) for the leadership they have shown in developing this initiative and would like to

encourage the sector including DHBs to actively engage with this framework for developing the pharmacy workforce to the benefit of the people of New Zealand.

**Andi Shirtcliffe**

Chief Advisor Pharmacy



The NZHPA Hospital Pharmacy National Career Framework for pharmacists and technicians is a significant step for the future of our profession.

Pharmacists are the experts in medicines management, a field that is becoming more complex as technology to produce new medicines evolves and new roles are emerging that require specialist knowledge and skills. In some cases the skills and knowledge will be taught, in others they may be acquired through experiential learning on the job. The NZHPA Career Framework provides a structure for the progressive development of a career in hospital pharmacy. It professionally recognises the extra skills learned either formally or on the job and it gives pharmacists a clear future direction.

For pharmacists to practice to the best of their ability they need to be supported by a competent group of pharmacy technicians. The Hospital Pharmacy National Career Framework provides a pathway for pharmacy technicians to grow and develop in their role as an integral part of the pharmacy team.

The Career Framework will provide a greater sense of direction of the hospital pharmacy workforce and contribute to better outcomes for patients and collaboration across the multidisciplinary teams. I wish NZHPA every success with the launch of the Career Framework. Community and primary care pharmacy has much to learn from this exciting initiative.

**Graeme Smith**

President



**PHARMACEUTICAL SOCIETY**  
*of New Zealand Incorporated*

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# Introduction

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Welcome to the New Zealand Hospital Pharmacists' Association (NZHPA) National Career Framework implementation toolkit. The NZHPA National Career Framework was developed following a consultation with hospital pharmacy staff and other key stakeholders which identified the need for a consistent and transparent career structure to support the development of all hospital pharmacy staff<sup>1</sup>. The framework was developed following an inventory and analysis of job descriptions for a range of roles from most of the hospitals in New Zealand, and drew upon best practice career development tools locally and internationally. Hospital pharmacy staff were involved extensively in the development process through a series of workshops, open consultation and the feasibility testing of the framework in 2015<sup>2</sup>. The framework was developed with both current and future roles in mind.

The framework consists of an overview of the career pathway for pharmacists, pharmacy technicians and pharmacy assistants with profiles to describe expectations of practice at the different levels of practice. The overview also describes associated tools to assess competence, the recommended contribution of postgraduate study and the links with advanced practice.

The recently released Pharmacy Action Plan<sup>3</sup> describes 'a future in which pharmacist services, as an essential part of a people-powered integrated model of care, are delivered in innovative ways, across a broad range of settings, so that all New Zealanders have equitable access to medicines and health care services'. The aim of the Pharmacy Action Plan is to unlock pharmacists' full potential so that they can deliver maximum value to the health system and contribute to the objectives of the New Zealand Health Strategy<sup>4</sup>. Internationally, the importance of workforce development and workforce planning for healthcare reform and the need for a capable and competent workforce has been highlighted. The International Pharmaceutical Federation have recently described a range of tools to assist in developing the pharmacy workforce including the use of practitioner development frameworks and the need to develop the pharmacy support workforce<sup>5</sup>.

The need to develop the role of the pharmacy technician is also addressed in order to enable this vision for pharmacists and pharmacy technicians to work at the top of their scope and to deal with increasingly complex patients and situations in an appropriate, safe and equitable manner. The NZHPA National Career Framework has been developed to support the development of hospital pharmacy staff and will directly contribute to supporting the workforce development goals within the Pharmacy Action Plan.

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<sup>1</sup> J. Wrapson, "Report to New Zealand Hospital Pharmacists' Association Executive. The Potential Development of a Nationally Agreed Career and Salary Structure for Hospital Pharmacy Staff," New Zealand Hospital Pharmacists' Association, 2011.

<sup>2</sup> R. Chauhan, "NZHPA Career Structure Survey Results," New Zealand Hospital Pharmacists' Association, Wellington, 2014.

<sup>3</sup> Ministry of Health. 2016. *Pharmacy Action Plan 2016 to 2020*. Wellington: Ministry of Health.

<sup>4</sup> Ministry of Health. 2016. *New Zealand Health Strategy*. Wellington: Ministry of Health.

<sup>5</sup> International Pharmaceutical Federation – FIP (2016). *Transforming Our Workforce*. The Hague, The Netherlands: International Pharmaceutical Federation.

This toolkit is designed to be a 'how to guide for implementing the National Career Framework' for hospitals, hospital pharmacy managers, their pharmacy services and staff. The toolkit supports and guides on the processes that pharmacy services should consider undertaking in order to ensure a consistent and seamless introduction of the National Career Framework. This toolkit builds on the experience gained from testing the feasibility of the framework during 2015. It is to be used as a guide only. Each organisation that implements the Hospital Pharmacy National Career Framework must decide for themselves the most appropriate approach for their particular circumstances.

The NZHPA National Career Framework sets out a clear career structure which guides and advances practice to enable the transparent understanding of practice at each level for pharmacists and other health care professionals working with them. The focus of this toolkit is to guide the organisational level implementation of the framework.

The full report on the Hospital Pharmacy National Career Framework Phase 3 Report (along with an Executive Summary) is available at [www.nzhpa.org.nz](http://www.nzhpa.org.nz).

# Part 1 The NZHPA National Hospital Pharmacy Career Framework

The framework provides an overview of the career structure and a detailed profile for each staff group (pharmacists, pharmacy technicians and pharmacy assistants) to describe the expectations of practice at each level.

## Career structure overview

This overview describes how the levels for each staff group link to expected qualifications including the contribution of postgraduate study. Descriptors of expected practice and the associated tools to assess competence and links with advanced practice are also described. Figure 1 shows part of the pharmacist career structure overview.

The overviews for each staff group can be found in Appendices 1-3.

| Pharmacist level (encompasses all 3 pathways - clinical/technical/managerial)   | Expected Qualifications (guidance only)                                   | Expected knowledge, skills and behaviours at entry to each level - see profile overview <sup>1</sup> | Suggested competency level (to progress to next level)  |
|---|---|--|---|
| All staff must comply with conditions of employment and have a current APC with scope of practice that allows the duties of their job to be undertaken <sup>2</sup> |   |  |   |
| Intern pharmacist   | Degree in Pharmacy. Registration as an intern with Pharmacy Council of NZ | All domains - Intern   | EVOLVE requirements   |
| Level 1 Pharmacist  | Registration as a pharmacist with Pharmacy Council of NZ                  | All domains at Level 1   | <a href="#">RPS Foundation Pharmacist Framework</a> (RPS, UK); <a href="#">SHPACinCAT</a> (SHPA, Australia) |
| Level 2 Pharmacist  | Certificate in Clinical Pharmacy or equivalent experience                 | All domains at Level 2   | <a href="#">RPS Foundation Pharmacist Framework</a> (RPS, UK); <a href="#">SHPACinCAT</a> (SHPA, Australia) |

Figure 1 Sample of Pharmacist career structure overview

Figure 2 shows in more detail the anticipated links between the career framework and other associated activities, processes and tools for pharmacists and recommended postgraduate qualifications. It is important to note that there is no remit within this framework to make the recommended postgraduate qualifications mandatory.

## Profiles

A role profile is available for pharmacists, pharmacy technicians and pharmacy assistants (Appendices 4-6) to provide the detail for the career framework. They describe clear and transparent expectations of practice at each level and provide consistency in relation to experience, qualifications and competencies at a specific level. The profiles cover the continuum from trainee to experienced practitioner. Figure 3 show an excerpt from the Pharmacy Technician Profile.



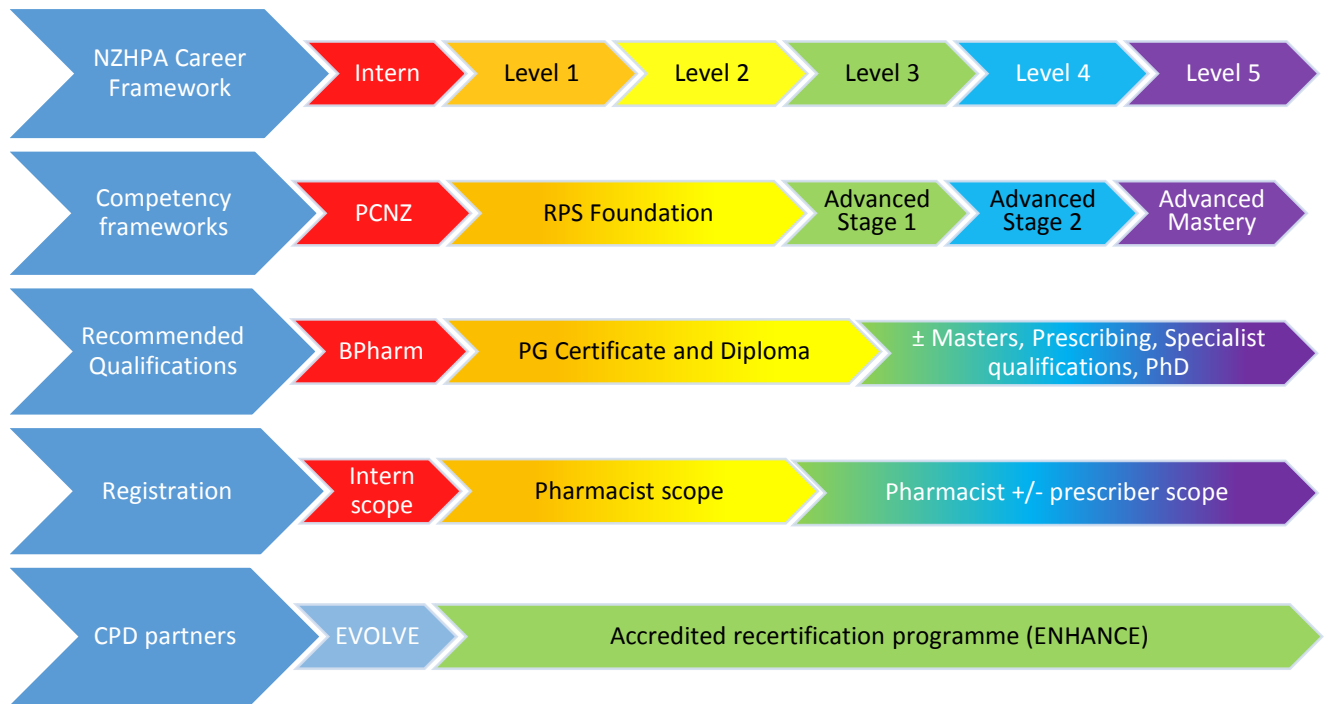


Figure 2 Relationship between NZHPA Career Framework and associated career development tools and processes

Descriptors at each level are cumulative and build on the expectations of the previous level

| Technician Profile |  |  |   |   |   |  |   |  |
|--------------------|--|--|---|---|---|--|---|--|
| Domain identifier  | Domain heading                                 | Domain summary   | Trainee Technician  | Level 1 Technician  | Level 2 Technician  | Level 3 Technician   | Level 4 Technician  | Level 5 Technician   |
| Core 1             | Professional responsibilities                  | This domain covers accepted standards of behaviour and professional practice underpinned by legislation, codes of practice, codes of conduct, and professional standards of practice. This domain is also part of this domain. | Aware of their own professional responsibilities and those of other pharmacy staff. Works under supervision. Maintains confidentiality and complies with privacy legislation. | Works within scope of technician role referring to others for advice and support when required. Behaviour is consistent with legislation, policies, procedures, and professional and ethical standards of pharmacy practice. Takes responsibility for own actions.  | Networks with other health professionals external to the pharmacy. Aware of pharmacy networks and special interest groups and engages as appropriate. Maintains a high standard of ethical and professional practice.                                 | Represents pharmacy / profession at local level e.g. organisational committees.  | Contributes to profession at a regional/national level. Contributes to special interest groups or activities. Takes responsibility for decisions and outcomes that affect patients, service delivery and outcomes. Supports others to | Supports and advises others in relation to standards of practice. Able to resolve ethical and professional issues. Proactive in developing the roles of technicians. Develops and maintains effective networks at all levels (local, regional and national). |
| Core 2             | Personal & professional development / learning | This domain is about personal and professional development e.g. appraisal and development review. It includes accepting responsibility to undertake continuing learning and development.                                       | Completes relevant pharmacy and qualification training programmes. Actively participates in continuing education/ learning opportunities and documents training activities.   | Attends relevant training events and applies learning to practice. Identifies own learning needs with assistance. Acknowledges and learns from mistakes to improve outcomes. Acknowledges and acts on feedback received. Constantly strives to build knowledge and skills and keeps up to date on current awareness of pharmaceutical issues. | Recognises and uses learning opportunities within and outside the organisation. Seeks guidance and advice from colleagues. Develops reflective practice and acts on feedback received. Identifies own learning and development needs for current job. | Identifies own learning and development needs for future career aspirations. Refines reflective practice. Actively seeks feedback and acts on feedback received. | Works as a reflective practitioner.   | Takes advantage of inter-professional learning opportunities. Seeks professional development guidance from appropriate mentors both within and outside pharmacy.   |

Domain heading and identification of whether this is a Core or Specific domain

Description of what the domain covers

Descriptor of practice at each level - describes the expectations of practice at the top of the level

Figure 3 Sample from Pharmacy Technician Profile

## Descriptors

Important points about each descriptor

- The descriptors for each domain, at each level, are cumulative and build on the expectations of the previous level.
- The descriptors for each level describe the expectations of practice at the top of the level (as opposed to entry level practice for that level).
- Not all examples will apply in each situation. Descriptors are intended to be enabling rather than as barriers to development.

Note that there is an additional Level of Pharmacy Manager within the pharmacist profile (Appendix 4). This is intended to describe additional expectations of practice of a pharmacy manager regardless of the level the role is assigned at.

## Domains

The framework identifies 14 domains to describe all the areas of practice for pharmacists, technicians and assistants. These domains consist of those activities core to all roles and those optional or specific to each role and are listed below:

### The 'core' domains cover

1. Professional responsibilities
2. Personal & professional development/learning
3. Education & training (of others)
4. Cultural competence
5. Communication & teamwork
6. Planning and organising
7. Research, analysis and information delivery
8. Reasoning & judgment
9. Quality, safety & risk management
10. Policy & service development
11. Financial & physical resources

### The optional or 'specific' domains cover

12. Technical practice
13. Clinical practice (Patient Centred Care)
14. Leadership and management

The separation of 'core' and 'specific' domains is to enable flexibility to describe the variety of practice that occurs as staff progress in their careers. **Error! Reference source not found.** illustrates some examples of this in practice.

- Levels 1 (yellow) and 2 (green) (junior pharmacists and technicians, many of whom will be in rotational roles) would be expected have **all core and specific domains at the relevant level.**
- From Level 3 onwards there is likely to be divergence in practice. A staff member will need to have the **core domains and at least one specific domain** at the level specified for that

| Domain    | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|---------|
| Core 1    | Yellow  | Green   |         | Blue    |         |
| Core 2    | Yellow  | Green   |         | Blue    |         |
| Core 3    | Yellow  | Green   |         | Blue    |         |
| Core 4    | Yellow  | Green   |         | Blue    |         |
| Core 5    | Yellow  | Green   |         | Blue    |         |
| Core 6    | Yellow  | Green   |         | Blue    |         |
| Core 7    | Yellow  | Green   |         | Blue    |         |
| Core 8    | Yellow  | Green   |         | Blue    |         |
| Core 9    | Yellow  | Green   |         | Blue    |         |
| Core 10   | Yellow  | Green   |         | Blue    |         |
| Core 11   | Yellow  | Green   |         | Blue    |         |
| Clinical  |         |         |         | Blue    |         |
| Technical |         |         | Blue    |         |         |
| L&M       |         |         | Blue    |         |         |

Figure 4 Illustration of core and specific domains in practice

role. The other specific domains can be at a lower level with a minimum of Level 3. The purple example in Figure 4 is of an experienced senior clinical pharmacist who is working at Level 4 for all core and clinical domains, but only needs technical and managerial skills at Level 3.

## Potential uses for the framework

It is envisaged that the career framework can be utilised in a range of ways across the sector.

1. The framework can provide a well-structured and stimulating programme for staff development that is consistent across New Zealand. It can help to provide a consistent point of reference and help enable the standardisation of practice.
2. When the NZHPA career framework and associated tools are applied consistently within each workplace it will help to create a shared understanding of what staff at each level can do and how they can contribute to patient care. This will help both pharmacy staff and other health care professionals to know who has the skills and experience needed in a given situation in a way that our current plethora of diverse job titles does not.
3. As a basis for pharmacy services to:
  - inform service planning and skill mix
    - determining staffing structures and setting of roles to appropriate levels to meet service needs
  - assist in and improve recruitment and retention
    - design of job / position descriptions, interview questions, staff appraisal
  - understand professional development needs of individuals and how to support them
    - gap analysis of learning and development needs for individuals and groups of staff and planning to meet those needs in a proactive way
4. As a self-assessment tool for individuals to guide their professional development and career planning and to have a clear understanding of the expectations of practice in their role.

### Flexible application for larger and smaller departments

During the development and testing of the framework DHBs indicated they would need to have flexibility to apply the framework according to their local needs. Two models primarily emerged from this discussion:

- Application to roles. The profile is used to map the roles within the department and in order to progress up levels an individual must apply for a role at the next level. This model is most likely to be used in medium to larger departments with a hierarchical staffing structure.
- Application to individuals. The profile is used to map individuals to the appropriate level. Progress up the levels is possible by internal promotion following successful demonstration of achievement of the expectations at the relevant level. This model is more likely to be used in smaller departments with flatter staffing structures and often longer term stable staffing.

## Assessing achievement against the framework

The decision regarding the achievement of the expectations of practice at a given level, indicating readiness to move to the next level (either by gaining a new role at that level or by internal promotion), is expected to occur locally.

Individuals will need to demonstrate that they have achieved the expectations of practice at their designated level. To do this, individuals will need to compile their evidence within a portfolio. This portfolio could be used to support an

- application for a new role
- application for internal promotion
- performance appraisal
- merit progression

Moving forward the NZHPA is looking at the use of internationally recognised competency frameworks to support the assessment and demonstration of the expected practice outlined by the career framework. Ideally we would like to see mechanisms available for individuals to submit their portfolios and gain external internationally recognised accreditation of their level of practice.

## Part 2 Guidance and tools for implementation of the framework

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### Leadership

Leadership of this change process is a crucial element for success. There must be clear, visible and strong leadership to engage all the key players in this process and drive the activities needed for change. Designated leadership can come from an individual or from a team. Whichever works best in your workplace, this toolkit will help guide the leader(s) through the aspects to consider.



**Who will lead the implementation of the national career framework within your organisation?**

#### A vision for change

A clear vision of end goal is an important first step – while a shared vision for change developed with all stakeholders is needed, a meaningful goal or vision needs to be articulated to engage stakeholders in the first instance. In order to develop and articulate this preliminary goal, leaders will need to consider

- What is the current situation and the challenges and benefits of that?
- What are the drivers for change locally and nationally?
- How would implementing this career framework assist with meeting stakeholder needs to
  - improve patient care
  - develop career progression opportunities for staff
  - enable staff to work at top of scope in order to expand service delivery?

The development of a brief initial statement will capture people’s interest and provide the supporting information or evidence to engage specific groups who need to support the project. Describe clear goals and outcomes that you are trying to achieve as a service and how these link to organisational and national priorities. Brief summaries of the case for change may need to be provided for each target group.

Some ideas identified from the feasibility testing sites that could be relevant to your organisation include:

- The ability to contribute to up skilling staff to achieve the goals within the Pharmacy Action Plan
- Helps to ensure a robust performance management system is in place
- Helps to ensure there is meaningful differentiation in roles and responsibilities
- Decisions about levels and steps become very transparent, including the merit process
- While the process may itself not achieve service improvement, the process may assist in the identification and development of new roles



Image created by Creative Stall from Noun Project



What is your preliminary vision / goal for implementation within your organisation?

How will you communicate this vision to potential stakeholders?

### Resourcing and prioritisation

The organisation must have the resources and commitment to undertake this project. If the pharmacy service (and organisation) have a number of other high profile commitments or competing priorities, this will impact on the ability and readiness of the service to implement and manage any structural career change processes.

The size of the organisation, the number of staff, any existing frameworks and processes undertaken or are already in place will all affect the scope, duration and resource requirement of the project. Implementation timeframe will depend on the size of the service and the organisation. A phased approach to implementation may be useful. A worksheet for identifying likely resource requirements can be found in Appendix 7.



How does the national career framework implementation fit with organisational priorities?

Are there adequate resources to achieve your goals in a realistic timescale?

### Stakeholder engagement

A range of stakeholders will need to be engaged and their buy-in secured to ensure the successful implementation of the framework. You need to understand where support (or lack thereof) may come from. You will need to consider who the key stakeholders are in your organisation and what they need to understand in relation to the project goals and objectives. Likely stakeholders could include (but are not limited to):

- Pharmacy staff
- Organisational leadership to obtain the active support of Executive members of the organisation and liaise with Clinical Governance groups as appropriate
- Human Resources (HR) advisors
- Unions

HR advisors need to be involved from the beginning to support any process where roles may be changed or new roles created. HR advisors should work with the team involved to evaluate job descriptions against the career framework profiles and ensure bias does not permeate into the process. Unions must be actively involved in the process and work in partnership to ensure implementation occurs in a timely and systematic manner. Unions can also be utilised to talk to members, answering queries or concerns.

Consider how best to engage with each of the stakeholder groups in your organisation – individual or group meetings, email dissemination of information etc. Tools such as the Stakeholder Assessment Worksheet (Appendix 8) can assist you in assessing the interests of your potential stakeholders and how best to engage and include them.



**Who are your key stakeholders?**

**What are the best ways to engage with them in the process and gain their buy in?**

### **Barriers and enablers**

Identifying and understanding potential barriers and enablers can assist in engaging your key stakeholders. Summarise any hindrances that occur with the current structure and outline why the service needs to implement the National Career Framework. Examples of potential barriers and motivating factors from the feasibility testing that may be useful include:

- Flat staffing structure which lacks definition of roles and/or responsibilities of positions
- The current structure may not support the need for generalist roles or specialised roles to undertake identified tasks or meet future patient care and health service delivery needs
- Lack of appropriate resources to meet workload
- Current structure may not support career development or progression and may lack consistency in application (in terms of progression or merit operation)
- Consider the likely attitude of staff and their desire to implement a nationally consistent structure

Identify enablers that exist within your service or organisation, which could include:

- National agenda such as the Pharmacy Action Plan
- District Health Board (DHB) or regional service development priorities
- Change champions in key positions
- Aspects of your current structure that support the proposed changes
- Relationships with unions / HR / DHB management



**What are the drivers for this change in your organisation?**

**What are the potential enablers and barriers to assist you in engaging stakeholders?**

## **Planning**

### **Project team**

A project team (or teams) needs to be established early in the process. Consider the teams that are required for

- governance of the process
- ensuring adequate engagement and representation
- getting the work done
- taking responsibility for the decisions that need to be made, particularly the mapping of staff to the framework

Consider whether you need a steering group which has oversight of the process and is likely to consist of senior pharmacy staff, hospital management, HR and union representatives.

Or, will a mixed steering and working group meet your needs? Will you have one or more working project teams (to consider each staff group) who undertake the main work of the career structure review? The project team structure is likely to vary depending on the size of your organisation and standard work practices within it. Which group will set the overall goals of the review? This should be decided and terms of reference written.

Determine what representation is needed at what level. The final team structures should comprise sufficient participants to convene and lead the change management process.

Consider how often each team needs to meet, what resourcing will be required to enable this and what reporting processes will be required.

Once you have decided the overall structure of the team(s) consider how representatives will be selected, particularly pharmacy staff – will you call for volunteers, have a structured selection process, shoulder tap etc.?



**How should project teams be structured in your organisation to enable action as well as oversight / governance?**

**Who will participate in these team(s) and how will they be selected?**

**What support is needed to ensure that the team(s) meets as frequently as needed?**

## Project plan

Once a team has been established a project plan should be written (your organisation is likely to have a standard project plan template, however if they don't the template in Appendix 9 may be of use) and the following aspects should be considered for inclusion:

- Description of the review process
- Any financial investment required for the set up and on-going sustainability of the framework, in terms of training, time and personnel. This should be off set against the benefits to the organisation. For example:
  - Improved staff retention which will decrease recruitment costs
  - Increased training and assessment costs will lead to improved and safer patient outcomes due to up skilling of staff
- Describe the workload - what impact, if any, will there be on staff workload as a result of proposed changes and implementation of the National Career Framework. For example:
  - Department wide or group specific meetings may be increased
  - Time for individuals to review where they fit into the National Career Framework
  - On-going time commitment for training and evaluating etc.
- Provide a timeline for implementation that works for the organisation, staff and unions, where appropriate
- Provide a communication plan, including active communication and rolling notifications
- Give an overview of the proposed changes and outline how a transition plan will be formulated.
- Points where wider consultation is needed
- Outline your evaluation plan (see later section)



A well planned approach to implementation will incorporate strategies that motivate and empower staff, while at the same time ensuring management are on board and supportive of the planned changes.

It is important to remember that **implementation of the career framework is a process not an isolated event** and as such there will be continuing changes occurring.

For implementation of the framework the following processes should be considered:

- Staff should be split into staff grade and/or role groupings to discuss the framework and what it means to them; ideally all staff should be involved in this process
- Set a date for implementation (as discussed above)

### Communication strategy

As part of the implementation plan, it is vital to ensure there is an agreed communication process. This needs to include:

- Who needs to be communicated with, in what formats and how often
- Who is the person responsible for ensuring communication occurs
- The timings of the communications
- How the views of staff and other stakeholders will be sought

Communication can be used to highlight the benefits of the process and the reason for the implementation of the career framework. Benefits could include

- To help develop staff skills with improved patient care
- To increase opportunities for career advancement
- To improve staff retention and recruitment
- To introduce a transparent and open process for merit progression

Regular workplace meetings to keep staff informed are important so that staff become active participants, which will help maintain the momentum of the project.

As part of the communication process all relevant stakeholders should be provided with the opportunity to comment on and contribute to the process and its implementation.

Highlight to staff what support is available to them through this process, including the following:

- Union representatives
- Employee Assistance Programme



**What will your communication strategy / plan be?**

## Implementation

### Review of job descriptions

Ideally, all pharmacy job descriptions should be up to date and reflective of current roles before the role can be evaluated against the career framework. Person specifications need to be included to facilitate accurate and efficient matching.

It is worth noting that an alternative approach could be taken where the career framework and role profiles can be used to inform the updating of job descriptions, particularly if significant restructuring of staffing is being undertaken as part of this review.

### Mapping out current structure

It is important to understand and map the current structure of the service before thoughts can move to the proposed National Career Framework. You may already have this drawn out. Points to consider include:

- How many staff are currently employed?
- Who do staff report to? Are there different lines of reporting or is it a flat structure?
- Are there different roles or expectations of the current staff members?
- Are staff on different salaries? What are these different salaries based on?



What does your current staffing structure look like?

### Mapping roles to the framework

This is a multi-staged process undertaken by individuals and the project team(s) considering groups of staff. You may wish to undertake some of these activities in a workshop to create a supportive environment for the staff.

#### Input from individuals

Each staff member or role holder should be encouraged to undertake the following activities:

- Review what they do in a typical week
  - If the job varies from week to week, or month to month, or has specific cycles, then referring to their work diary may help to inform this process
- Write down examples of activities or behaviours for each domain, next to the level/s where they match
  - It is important to understand if these examples are person specific or role specific
- Review their job descriptions and highlight / annotate areas they are not currently undertaking or make comments on areas they believe they are undertaking but not currently included in their job description
- Review roles against the career framework, looking at what level they believe their role should be placed

Each staff member should consider both their role and their personal skill and knowledge set. Some role holders may have more experience or specific qualifications which are not a requirement for their current role, but may have been required in previous roles.



Where do current staff believe their roles sit on the framework?

### Peer review

Peer review of the mapping process will be useful. Individuals can both underestimate or overestimate their position on the framework and having a peer to peer discussion could eliminate this gap.

### Project team review

The project team review is a very sensitive process, particularly if there are significant difference between individual's and the team's assessment of the appropriate level, and must be handled carefully. The membership of the team undertaking this review should be considered carefully

The project team should keep the project goals in mind – will individuals or collective roles ultimately be mapped to the framework?

- Review all the individual job descriptions annotated by staff and ensure they are up to date and reflective of the role being undertaken
- Match the individual job descriptions and person specifications against the career framework profiles to identify possible criteria match
  - Information does not have to match the job descriptions exactly, but should be deemed to be equivalent, taking into consideration the aims of the National Career Framework for a nationally consistent approach
- Review the staff member's allocated level and compare this against the team match
- If the project team's and staff member's level mapping do not match revisit the original job description and consider the following questions:
  - Does the role holder believe they have a higher skill mix than is required for the role? If so, the team may wish to assess the financial implications of this and decide the best way forward for the organisation. The team will also need to consider how they will manage staff expectations to ensure that salary bands, position titles and progression criteria remain consistent with relevant local and/or national employment agreements.
  - Does the role holder have specific skills/qualifications/competencies that would elevate them to the next level?
- Define where a job holder sits within the framework
- Gain consensus between the project team (and ideally the individual) of what level and step the staff member will reside on within the career framework
- Depending on the level of agreement between the team's decision and the staff member's self-mapping, specific support should be made available to guide the staff member through this process

- Consideration should be given to the development of a local appeals process in conjunction with HR advisors and other appropriate parties.

#### Consistency of descriptors at a Level

In an ideal world all level descriptors for a role will be set at the same level. However, while we may work towards that, some variation is likely to be more realistic and can be accommodated for in the transitional phase.

Experience from the feasibility testing suggests that at least 70% of the domain descriptors should be set at the assigned level for a role to be designated at that level and that the:

- variations are not more than one level above or below specified level
- variations do not relate to the specific domain most relevant to the job description (that is clinical, technical or managerial specific domains)

If these criteria are not met then the role should be designated at the lower level.



Where does the project team (or appropriate sub-group of) believe roles should sit on the framework?

What process will you put in place to consider appeals to the mapping decision?

#### Map the service to the career framework

Initially the individual and project team mapping processes may not overlap. There may be too many or not enough staff at any one level, which potentially can highlight gaps in service provision. However, this may give management a tool to plan the future of the service as new services develop or natural attrition occurs.

Pharmacy services will require a range of staff across the framework levels. The following questions or comments came out of the feasibility testing and may be useful to consider during implementation:

- At which levels will the majority of staff sit?
  - Which levels will be leading the delivery of service?
- How will staff at levels 1 and 2 will be working?
  - Will these be training roles?
  - Will these be rotational roles?
  - Will they be positions for a specified number of years or will they be permanent roles?
- What support will recently registered pharmacists receive to ensure they gain the necessary skills and knowledge in the broad range of clinical and technical aspects of practice?
- If you operate an on-call service, at what level will you expect staff to contribute to this service?
- Specific roles at level 5 should support the achievement of organisational goals:
  - Where do level 5 roles fit in to your organisation?
  - Are they currently in existence?
  - Do they need to be created to fill gaps in the structure?

- What about future extended roles for both pharmacists and technicians, where would they fit?
- It is also important to consider new staff with previous experience in different environments: where would they fit into your structure:
  - Community pharmacists
  - Primary care clinical pharmacists
  - Academic pharmacists
  - Overseas pharmacists



### **Does the pattern of mapping decisions meet the service configuration needs?**

#### **Postgraduate qualifications**

It is important to discuss as a pharmacy service what the plan is in regards to qualifications and how these will fit into your career framework.

The following are some questions and recommendations identified during the feasibility testing phase and may help with implementation:

- Will you include qualifications within your implementation plan, as recommended in the National Career Framework?
- Does your service currently fund postgraduate qualifications?
  - If yes, is this full funding or partial funding?
  - If no, what are the financial implications to the organisation?
- For those services that do not currently fund, or only partially fund postgraduate courses, how will this affect any qualification recommendations?
- How will you ensure staff who are practicing at a higher level but do not have specific postgraduate qualifications will be grand-parented over to the proposed structure now and into the future?
- Feasibility test sites recommended the words “or equivalent experience” be included in all resulting documents.



### **What will be the department’s expectation of, and support for postgraduate qualifications?**

## **Evaluation and maintenance**

An evaluation plan as part of your project plan will help the team understand the impact the adoption of the career framework has had on practice, alongside the perception of how it has been received by staff. Therefore it is an integral part of the project.

It is important to learn from what went well and also from what didn’t work so well during implementation. What learning can be applied to the next group of staff (if implementation was

undertaken in a staged approach), or shared with other organisations who are yet to go through the process.

Break down your monitoring and evaluation into short, medium and long term outcomes. The following are some examples to draw on in developing your own monitoring and evaluation plan.

### Short term

- Is the time frame agreed at the beginning on target?
- Have communications and meetings been delivered as agreed?
- How many roles have been matched?
- Has an appeals process been instigated so staff know the correct method for an appeal?
- How many staff have appealed their level or step?
- Are all documents related to outcomes of levels and steps been secured in a safe manner for future reference?
- How many staff sit at each level within the National Career Framework?

### Medium term

- Is the career profile embedded into the performance appraisal process?
- Were there any policies and procedures that need updating due to the implementation of the career framework? Have these been completed?
- Has the framework been embedded into the process of recruitment, succession planning and training needs analysis?

### Longer term

- The NZHPA have developed a survey that can be used to track the longer term impact of the career framework on staff satisfaction with their career and development opportunities. This survey could be conducted before introduction of the framework, at 12 months and at 2-5 years. See Appendix 10 and 11 for questionnaires. Please contact NZHPA if you wish to undertake the questionnaire using SurveyMonkey™.
- Review how retention rates have changed from the few years prior to implementation to the few years after.
- Has there been any impact on recruitment rates or previously identified issues with recruitment?
- Consider the number of staff with postgraduate qualifications (certificate, diploma, other) and what level these staff were at when qualifications were gained. Is there a change from prior to implementation?
- Review the number of staff undertaking research and presenting their findings via conferences or publication in journal articles, before and after implementation of the National Career Framework.



What will your evaluation plan look like – for short, medium and long term impacts?

## Future work

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The NZHPA National Hospital Pharmacy Framework is the first piece of work in what will be a suite of tools to help hospital pharmacy staff develop a systematic career structure to assist in the development of the profession to meet the needs of patients and the health service.

NZHPA is working on other aspects which will complement the framework. These include:

- A competency framework for pharmacists and pharmacy technicians
- Support for portfolio development
- Consistent naming for role titles

### Competency frameworks for pharmacists and pharmacy technicians

Access to the Royal Pharmaceutical Society's (RPS) Foundation and Advanced Pharmacy Frameworks and associated tools is currently being negotiated.

The Foundation Pharmacists Framework (and assessment tools) is a tool to support the development of pharmacists in their first 1000 days of practice and will support the development, and the demonstration of practice, at Levels 1 and 2 of the National Hospital Pharmacy Framework.

The RPS Foundation Pharmacists Framework is also applicable for pharmacy technicians working in more clinical roles as is a version produced by the Association of Pharmacy Technicians UK (APTUK) (see <http://www.aptuk.org/about-us/education/foundation-pharmacy-frameworkfopf/>.) Both UK frameworks have limited application to the core technical roles of pharmacy technicians. However as more patient facing clinical roles develop in New Zealand it is likely to become a valuable tool and its place within the NZHPA National Hospital Pharmacy Framework determined.

The RPS Advanced Pharmacy Framework builds on the foundation years and supports the development of both advanced and specialist practice. Access to credentialing of practice for NZ pharmacists by the RPS will be explored.

It is important to acknowledge the relative scarcity of supporting information for pharmacy technician and assistant overviews. This reflects the relative lack of comparable information available internationally and the greater variability in practice making it more challenging to directly utilise international tools.

### Portfolios

Internationally there is a strong trend in the development of portfolios to demonstrate competence with external review and credentialing. The development of a portfolio (and credentialing process) enables pharmacists to differentiate themselves from other job candidates and colleagues, to demonstrate their level of practice to other healthcare colleagues and develop further using feedback and a professional development plan.

NZHPA will be looking at how they can support members to compile their own portfolios.

## Naming for role titles

At present NZHPA have made no attempt to suggest role titles at the various levels due to the diversity of titles in current use. If however, there is an appetite from the profession to address this issue and create standardisation of role titles, then this could be co-ordinated by NZHPA.



# Acknowledgements

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## Feasibility test sites

We would like to thank the following Hospital Pharmacy Departments for inviting NZHPA to conduct a workshop looking at the National Career Structure within their DHB.

Auckland DHB

Bay of Plenty DHB

Counties Manukau DHB

Nelson Marlborough DHB

Waitemata DHB

## Framework development consultation

During the development phase of the framework consultation was undertaken with hospital pharmacy staff in a number of fora –from the pharmacy managers’ group, at workshops held in Christchurch, Wellington and Auckland and an online survey open to all staff nationally.

We would like to thank all the pharmacy managers and staff who responded to the consultation and in particular the following people who gave their time in the workshops.

| <b>Attendee name</b> | <b>Role</b>                                  | <b>Place of work (at time of workshop)</b> |
|----------------------|--|--|
| Adele Print          | Pharmacist Prescribing Programme Coordinator | Universities of Auckland & Otago           |
| Ahmed Marmoush       | Pharmacist                                   | Middlemore Hospital                        |
| Anne Blumgart        | Pharmacist                                   | Middlemore Hospital                        |
| Bevan Clayton-Smith  | Pharmacist Prescriber                        | Palmerston North Hospital                  |
| Bevan Harden         | Pharmacist                                   | Christchurch Hospital                      |
| Brenda Edwards       | Technician                                   | Hawke’s Bay Hospital                       |
| Bronwyn Baiteary     | Technician                                   | Christchurch Hospital                      |
| Craig McKenzie       | Pharmacy Manager                             | Dunedin Hospital                           |
| Denise Tai           | Pharmacist                                   | Wellington Hospital                        |
| Dianne Gulliver      | Technician                                   | Auckland Hospital                          |
| Eunice Cu            | Pharmacist                                   | Hutt Hospital                              |
| Fiona McNabb         | Pharmacist                                   | Waikato Hospital                           |
| Greg Oldridge        | Pharmacist                                   | Nelson Marlborough DHB                     |
| Jacky Chan           | Pharmacist                                   | Middlemore Hospital                        |
| Jo Tatler            | Pharmacist                                   | Taranaki Base Hospital                     |
| Joanna Batcup        | Technician                                   | Christchurch Hospital                      |

|                  |                  |                       |
|------------------|------------------|-----------------------|
| Joanne Lang      | Technician       | Invercargill Hospital |
| Johanna Lim      | Pharmacist       | Hawke's Bay Hospital  |
| Leonie Hurrell   | Technician       | Nelson Hospital       |
| Naomi Wood       | Pharmacist       | Auckland Hospital     |
| Nicki Thomson    | Technician       | Wellington Hospital   |
| Nicola Bell      | Pharmacist       | Wellington Hospital   |
| Nicola Rowbottom | Pharmacy Manager | Timaru Hospital       |
| Paul Barrett     | Pharmacy Manager | Christchurch Hospital |
| Pip Bull         | Technician       | Greymouth Hospital    |
| Prathna Singh    | Technician       | Middlemore Hospital   |
| Rachael Turnbull | Pharmacy Manager | Invercargill Hospital |
| Robyn Langford   | Technician       | Whangarei Hospital    |
| Sandra Edmondson | Technician       | Christchurch Hospital |
| Sanjoy Nand      | Pharmacy Manager | Middlemore Hospital   |
| Sharon Elrick    | Pharmacist       | Wairau Hospital       |
| Sian Dawson      | Pharmacist       | Auckland Hospital     |
| Tracey Makinson  | Pharmacist       | Greymouth Hospital    |
| Trish Moy        | Pharmacist       | Auckland Hospital     |

## Project team

|   |                             |
|---|-----------------------------|
| Feasibility testing project lead (Phase 3)    | Nick Leach                  |
| Framework Development Lead (Phase 2)          | Reena Chauhan               |
| Consultation Lead (Phase 1)                   | Jill Wrapson                |
| NZHPA National Career Framework Working Group | Kim Brackley                |
|   | Chris Jay                   |
|   | Sanja Mirkov (Phase 1 only) |

# Appendices

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## Appendix 1      Pharmacy career structure overview



## Pharmacist career structure overview

| Pharmacist level<br>(encompasses all 3 pathways -<br>clinical/technical/managerial)   | Expected Qualifications<br>(guidance only)  | Expected knowledge, skills and<br>behaviours at entry to each level - see<br>profile overview <sup>1</sup> | Suggested competency level<br>(to progress to next level)   |
|---|---|--|---|
| <b>All staff must comply with conditions of employment and have a current APC with scope of practice that allows the duties of their job to be undertaken<sup>2</sup></b> |   |  |   |
| Intern pharmacist   | Degree in Pharmacy. Registration as an intern with Pharmacy Council of NZ   | All domains - Intern   | EVOLVE requirements   |
| Level 1 Pharmacist  | Registration as a pharmacist with Pharmacy Council of NZ  | All domains at Level 1   | <u>RPS Foundation Pharmacist Framework</u> (RPS, UK); <u>SHPAClinCAT</u> (SHPA, Australia)  |
| Level 2 Pharmacist  | Certificate in Clinical Pharmacy or equivalent experience   | All domains at Level 2   | <u>RPS Foundation Pharmacist Framework</u> (RPS, UK); <u>SHPAClinCAT</u> (SHPA, Australia)  |
| Level 3 Pharmacist  | Certificate through to Diploma in Clinical Pharmacy or equivalent experience. May consider starting a pharmacist prescriber qualification at this level | All core domains + at least one specific domain at Level 3   | <u>RPS Advanced Pharmacy Framework</u> (RPS, UK) Advanced Stage 1 level<br><u>Advanced Pharmacy Practice Framework</u> (Australia) Transition level     |
| Level 4 Pharmacist  | Postgraduate qualification relevant to area of practice or equivalent experience. May have a pharmacist prescriber qualification                        | All core domains + at least one specific domain at Level 4   | <u>RPS Advanced Pharmacy Framework</u> (RPS, UK) Advanced Stage II level<br><u>Advanced Pharmacy Practice Framework</u> (Australia) Consolidation level |
| Level 5 Pharmacist  | Postgraduate qualification relevant to area of practice or equivalent experience. May have a pharmacist prescriber qualification                        | Core domains + at least one specific domain at Level 5   | <u>RPS Advanced Pharmacy Framework</u> (RPS, UK) Advanced Mastery level<br><u>Advanced Pharmacy Practice Framework</u> (Australia) Advanced level       |

### Notes

1. Levels act as a guide based on generic job profiles for the three main pathways assuming a single route of progression. Specialised roles may require levels to be tailored to individual job requirements
2. Criteria relating to mental/physical requirements and terms & conditions have not been included in the domains as it is assumed that these aspects will be covered by general employment contracts for each organisation

## Appendix 2 Pharmacy Technician career structure overview



## Technician career structure overview

| Technician level<br>(encompasses all 3 pathways -<br>clinical/technical/managerial)                      | Expected Qualifications<br>(guidance only)   | Expected knowledge, skills and<br>behaviours at entry to each level - see<br>profile overview <sup>1</sup> | Suggested competency level<br>(to progress to next level) |
|--|--|--|---|
| <b>All staff must comply with conditions of employment and work within scope of practice<sup>2</sup></b> |  |  |   |
| Trainee Technician   | Employed as trainee technician and<br>undertaking an approved NZQA Level 4 or<br>5 programme | All domains at trainee level   |   |
| Level 1 Technician   | New Zealand Certificate in Pharmacy<br>(Technician) Level 5                                  | All domains at Level 1   |   |
| Level 2 Technician   |  | All domains at Level 2   |   |
| Level 3 Technician   |  | All core domains + at least one specific<br>domain at Level 3  |   |
| Level 4 Technician   | New Zealand Certificate in Pharmacy<br>(Specialist Technician) Level 6                       | All core domains + at least one specific<br>domain at Level 4  |   |
| Level 5 Technician   |  | Core domains + at least one specific<br>domain at Level 5  |   |

### Notes

3. Levels act as a guide based on generic job profiles for the three main pathways assuming a single route of progression. Specialised roles may require levels to be tailored to individual job requirements
4. Criteria relating to mental/physical requirements and terms & conditions have not been included in the domains as it is assumed that these aspects will be covered by general employment contracts for each organisation

## Appendix 3 Pharmacy Assistant career structure overview



## Pharmacy assistant career structure overview

| Assistant level  | Expected Qualifications (guidance only)   | Expected knowledge, skills and behaviours at entry to each level - see profile overview | Suggested competency level (to progress to next level) |
|--|---|---|--|
| <b>All staff must comply with conditions of employment and work within scope of practice<sup>1</sup></b> |   |   |  |
| Level 1 Assistant  |   | All domains at Level 1  |  |
| Level 2 Assistant  | New Zealand Certificate in Pharmacy (Introduction to Pharmacy Practice) Level 3 | All domains at Level 2  |  |
| Level 3 Assistant  |   | All domains at Level 3  |  |

### Notes

1. Criteria relating to mental/physical requirements and terms & conditions have not been included in the domains as it is assumed that these aspects will be covered by general employment contracts for each organisation



## **Appendix 4      Pharmacist profile**

See accompanying Profile appendix

## **Appendix 5      Pharmacy Technician profile**

See accompanying Profile appendix

## **Appendix 6      Pharmacy Assistant profile**

See accompanying Profile appendix

## Appendix 7      Resources planning worksheet

## Resources planning worksheet

| Phase  | Resources required   | Est. time/cost |
|--|--|----------------|
| <b>Leadership</b><br>Establishing teams<br><br>Educational/awareness raising assessing clinical practice against the guidelines<br><br>Environmental readiness | Examples -<br>time for meetings,<br>meeting venue/room,<br>staff release for education, to<br>undertake audits, observations and<br>surveys  |                |
| <b>Solutions and strategies</b><br>Identifying tools, solutions<br>and brainstorming strategies  | Examples:<br>Meeting time<br>Research time to identify tools<br>Time to develop tools  |                |
| <b>Stakeholders</b><br>Identification,<br>communication and<br>engagement activities   | Examples:<br>Focus groups<br>Staff/departmental meetings<br>Seminars   |                |
| <b>Implementation</b><br>Promotion and behaviour<br>changing activities  | Examples:<br>Time to develop resources<br>Poster production, presentations at<br>key meetings, newsletter, posters on<br>each unit<br>Staff replacement to attend education<br>and meetings<br>Data entry, analysis and report |                |
| <b>Evaluation stage</b><br>Data generation,<br>analysis/review and report<br>production  | Examples:<br>data entry and analysis, interviews<br>incentives to reward progress<br>Stationery costs (printing,<br>photocopying)<br>Reporting   |                |

Adapted from Registered Nurses Association of Ontario (RNAO, 2002)  
 Toolkit – Implementation of Clinical Practice Guidelines - budget worksheet

## Appendix 8 Stakeholder assessment worksheet

## Stakeholder assessment worksheet

| Key stakeholder   | Nature of the vested interest   | Stakeholder Influence & support (high, and low) |         | Management strategies  | Revise |
|-------------------|---|---|---------|--|--------|
|                   |   | Influence                                       | Support |  |        |
| Example: Managers | Example:<br>Improving clinical services<br>Meeting accreditation requirements<br>Reducing incidents<br>Being the best unit/facility<br>Retaining staff<br>Reducing OH&S incidents | High  | High    | Example:<br>Collaborate on all phases of the project<br>Include on leadership team<br>Frequent updates on progress |        |
|                   |   |   |         |  |        |
|                   |   |   |         |  |        |
|                   |   |   |         |  |        |

\* Adapted from Registered Nurses Association of Ontario (RNAO, 2002): *Implementation of Clinical Practice Guidelines*

## Appendix 9 Project plan template

## Project background

This page to be completed by the project management team

|   |  |
|---|--|
| <b>Project Title</b>  | Provide a succinct title for the project   |
| <b>Project Aim:</b>   | Overall aim of the project   |
| <b>Project Background</b>   | Brief outline of the project, consider including the problem or practice gap   |
| <b>Project Benefits</b><br>Outline the benefits of implementing the National Career Structure to your organisation  | This Project will result in the following outcomes:<br><ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>           |
| <b>Project Objectives</b><br><br>NOTE: use SMART objectives<br><ul style="list-style-type: none"> <li>▪ Specific</li> <li>▪ Measurable</li> <li>▪ Achievable</li> <li>▪ Relevant</li> <li>▪ Timely</li> </ul> | The overarching project objectives are:<br><ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul> |

## Scope of the project in your pharmacy department

|   |  |  |
|---|--|--|
| <b>Organisational Context</b><br><br>Why is implementation of the National Career Structure important to your organisation? | Short brief statements with outcomes that creates your localised goals for implementation  |  |
| <b>This project will include:</b>   | <b>This project will not include:</b>  |  |
| Eg which groups of staff or all staff   | What is out of scope – consider activities that may be peripheral to the project, possibly nice to do but not core to the project aims.  |  |
| <b>Project Deliverables:</b><br>What you will deliver at the end of the project.  | NOTE: these are the products you will have at the end of the project, e.g. an established nationally consistent career framework, a updated performance appraisal document that reflects the National Career Structure, decision regarding qualifications etc. |  |
| <b>Success Criteria:</b><br>How you will measure the success of the project?  | NOTE: the success criteria must be specific and measurable and may cover short, medium and long term goals   |  |

|  |   |
|--|---|
| <b>Resources:</b><br>What are the resources required to undertake the project? | NOTE: important to be fair and reasonable.<br>Consider: people, union representation, Human Resource personal, space to meet and time to review job descriptions etc. |
|--|---|

|  |  |
|--|--|
| <b>Linkages:</b><br>Are there opportunities for this project to gain leverage from or provide support to other safety and quality project already underway in your organisation? | NOTE: What the potential opportunities for this project to link with existing organisational activity?<br>Are there opportunities for this project to gain leverage from or provide support to other pharmacy departments that are also undertaking implementation of the National Career Structure? |
|--|--|

## Risk plan

Consider the risks early

| Assumptions   | Constraints   |
|---|---|
| Project assumptions are circumstances and events that need to occur for the project to be successful but are outside the total control of the project team. They are listed as assumptions if there is a HIGH probability that they will in fact happen.<br>What are the actions required to mitigate the risk based on assumptions | Project Constraints are aspects about the project that cannot be changed and are limiting in nature. Constraints generally surround four major areas:<br>What are the actions required to mitigate the risk based on assumptions? |
| <b>Work Breakdown:</b><br>The work breakdown will be developed from the implementation action plan  |   |
| <b>Time Frame &amp; Milestones:</b><br>Insert key dates and milestones from action plan.  |   |

## Communication plan

Who is important to make this project successful?

| Stakeholders                                       | Who                              | What are their information needs                                     | How & when will we provide them information          |
|--|----------------------------------|--|--|
| e.g. Pharmacy staff, organisational management etc | e.g. Dr's, nurses, allied health | e.g. data related to current structure, benefits to introduction etc | e.g. newsletter, staff meetings, executive briefings |



## Stakeholder assessment

Who is important to make this project successful?

| Key Stakeholder | Nature of the vested interest  | Stakeholder influence (high/low) | Stakeholder support (high/low) | Management strategies  |
|-----------------|--------------------------------|----------------------------------|--------------------------------|--|
| e.g. Manager    | e.g. Improving staff retention | High                             | High                           | e.g. Include on project team, collaborate on all phases of the project |
|                 |                                |                                  |                                |  |
|                 |                                |                                  |                                |  |

## Project team roles

Are the team members clear about their roles?

|   |   |                              |  |
|---|---|------------------------------|--|
| <b>Executive Sponsor</b>  | Nominate the Executive Sponsor<br>Role of the Executive Sponsor               |                              |  |
| <b>Project Team Coordinator:</b>  | Nominate the Project Team Coordinator<br>Role of the Project Team Coordinator |                              |  |
| <b>Project Team Members:</b>  | Nominate the Project Team Members<br>Role of Project Team Members             |                              |  |
| <b>Project Key Contacts:</b><br><br>List the contact details for key people working on or involved with this project        | Title   |                              |  |
|   | Name  |                              |  |
|   | Email   |                              |  |
|   | Phone   |                              |  |
| <b>Review Process:</b><br><br>Insert details of meeting schedules and review processes                                      |   |                              |  |
| <b>Start Date:</b>  |   | <b>Completion Date:</b>      |  |
| <b>Executive Sponsor</b><br><br>I have read and reviewed this project plan and agree to support the implementation project. | <b>Name:</b>  | <b>Signature &amp; Date:</b> |  |

This template has been adapted from the Project Planning Template developed by the National Health and Medical Research Council, National Institute of Clinical Studies 2007, for local site based implementation activities

## Appendix 10 NZHPA pharmacist career framework questionnaire

## NZHPA pharmacist Career Framework Questionnaire

To gather data that will help NZHPA review the career framework and how it fits in to the New Zealand hospital system, we encourage you to complete this survey prior to implementing the National Career Framework and again after implementation to measure the impact of the National Career Framework.

This first set of questions looks at you in your current role and what roles, duties and functions you perform and what qualifications and experience you bring to the role.

**Number of years working in current job?** \_\_\_\_\_ years

**Number of years working in current hospital?** \_\_\_\_\_ years

**What year did you gain registration as a pharmacist?** \_\_\_\_\_

**What is your job title** \_\_\_\_\_

**What area of hospital pharmacy do you currently work in?** (please indicate the main area that applies i.e. tick only one box)

- Clinical Pharmacy
- Dispensary
- Management
- Manufacturing
- Medication Safety / Governance
- Medicines Information
- Procurement / Formulary
- Other \_\_\_\_\_

**Do you hold any of the following post graduate qualifications?** (please indicate the highest qualification that applies i.e. tick only one box )per qualification type

- PG Certificate in Pharmacy Practice/Clinical Pharmacy
- PG Certificate (other)  
please specify \_\_\_\_\_
- PG Diploma in Pharmacy Practice/Clinical Pharmacy
- PG Diploma (other)  
please specify \_\_\_\_\_
- Masters of Clinical Pharmacy (or similar)
- Doctorate (PhD)

**Have you completed the PG Certificate in Pharmacist Prescribing?** Yes  No

**Are you registered as a pharmacist prescriber?** Yes  No

**Do you hold any other qualifications that are not specific to pharmacy but are relevant to your job?** Yes  No

*If yes please indicate*

---

**Are you currently studying for any qualifications?** Yes  No

PG Certificate in Pharmacy Practice/Clinical Pharmacy

PG Certificate (other)  
*please specify* \_\_\_\_\_

PG Diploma in Pharmacy Practice/Clinical Pharmacy

PG Diploma (other)  
*please specify* \_\_\_\_\_

Masters of Clinical Pharmacy (or similar)

Doctorate (PhD)

PG Certificate in Pharmacist Prescribing

**Are you an NZHPA member?** Yes  No

**Are you a member of a NZHPA SIG group?** Yes  No

*If YES, to which ones (tick all that apply)*

Mental Health

Clinical Nutrition and Oncology

Medicines Information and Clinical Pharmacy

Technician

Pharmacy Managers

**Are you actively engaged in any NZHPA chat groups? eg: you are frequently (ie minimum monthly) asking questions or replying to comments or questions via email or social media** Yes  No

**In the last 12 months have you been involved in auditing an aspect of your service?** Yes  No

**Did you initiate or lead this audit?** Yes  No

**Have you been involved with and contributed to other multi-disciplinary audits of service?** Yes  No

**Have you been involved in or completed any of the following?**

Data collection for someone else's research with your DHB? Yes  No

Undertaken own practice based research? Yes  No

Involved in a national research project? Yes  No

Have you published results of any research? Yes  No

**Are you a representative on any committee outside of the pharmacy department?**

- |                                |     |                          |    |                          |
|--------------------------------|-----|--------------------------|----|--------------------------|
| Within your hospital           | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| On regional or national groups | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**In the last 12 months have you been involved in any of the following?**

- |   |     |                          |    |                          |
|---|-----|--------------------------|----|--------------------------|
| Writing of bulletins for distribution within the hospital                             | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Contributed to the development of protocols and/or guidelines as part of a wider team | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Contributed to the implementation of protocols and/or guidelines                      | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Led the development of protocols and/or guidelines                                    | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Writing of business cases   | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**Do you provide input into strategic plans in any of the following areas?**

- |   |     |                          |    |                          |
|---|-----|--------------------------|----|--------------------------|
| Within your area of the pharmacy department           | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Within the wider pharmacy department                  | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Within your service area (ie outside your department) | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Within your organisation                              | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Outside your organisation (eg regional or national)   | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**Are you involved in service redesign within your department, ward or service?**

- |     |                          |    |                          |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

*If YES please give details:*

**Do you provide training of others within the pharmacy department?**

- |     |                          |    |                          |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

*If yes please complete the below (tick all that apply)*

- In-service or workplace based training
- Preceptor for interns or technicians

**Do you provide any of the following education to patients?**

- |     |                          |    |                          |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

- One to one counselling
- Patient groups

**Do you provide educational assistance to other health care team members?**

Yes  No

*If yes please complete the below (tick all that apply)*

|               | Community based          | One to one               | Teaching at study days   | Formal in-service        | University lecturing     | Mentoring                |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Nursing       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Medical       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Allied Health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Are you involved in the development of DHB wide education and/or training?**

Yes  No

**Are you involved in the evaluation and/or monitoring of DHB wide education and/or training?**

Yes  No

**Are you recognised as a specialist within the pharmacy department?**

Yes  No

**Are you recognised as a specialist within your hospital?**

Yes  No

**Are you recognised as a specialist throughout the country?**

Yes  No

**Are you regularly consulted by other people or groups of staff about your speciality?**

Yes  No

**Do you have any management responsibility for other staff members?**

Yes  No

*If yes how many people are you responsible for?*

**Do you have management or supervision responsibility for an area of pharmacy?**

Yes  No

**Are you involved in developing new roles for the pharmacy department?**

Yes  No

**Would you consider the main part of your role to be in:**

- Technical practice
- Clinical practice
- Leadership and management
- Other

*Please specify*

**Are there other staff in similar roles or who perform similar duties in comparable areas?**

Yes  No  Unsure

*If yes please describe details (do not include names):*

**Are other staff being trained / prepared to deliver a role similar to yours?**

Yes  No

This next set of questions is looking at your feelings and beliefs around career progression.

Questions will be asked of your last 12 months in your current role. If you have not been in your role for 12 months, answer in relation to the time you have been there.

**Thinking about the things you would most like to have in an ideal job, how important or unimportant are the following factors to you?**

*(Mark one column for each factor)*

|                               | Highly important<br>to me | Somewhat<br>important to me | Little or no<br>importance to<br>me |
|-------------------------------|---------------------------|-----------------------------|-------------------------------------|
| Pay and benefits              | <input type="checkbox"/>  | <input type="checkbox"/>    | <input type="checkbox"/>            |
| Challenging work              | <input type="checkbox"/>  | <input type="checkbox"/>    | <input type="checkbox"/>            |
| Feeling of accomplishment     | <input type="checkbox"/>  | <input type="checkbox"/>    | <input type="checkbox"/>            |
| Opportunities for advancement | <input type="checkbox"/>  | <input type="checkbox"/>    | <input type="checkbox"/>            |
| Job security                  | <input type="checkbox"/>  | <input type="checkbox"/>    | <input type="checkbox"/>            |
| Manageable workload           | <input type="checkbox"/>  | <input type="checkbox"/>    | <input type="checkbox"/>            |

**Thinking about the job you have now, how would you rate your own job against the following factors? *(Mark one column for each factor)***

|                               | Good                     | Average                  | Poor                     |
|-------------------------------|--------------------------|--------------------------|--------------------------|
| Pay and benefits              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Challenging work              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feeling of accomplishment     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Opportunities for advancement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Job security                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Manageable workload           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Thinking about your career, which of these, if any, apply to you? (Mark all that apply)**

- I feel I have already achieved all I want to achieve in my career
- I see my current position as a training ground for my next career move within my current hospital
- I see my current hospital as a training ground for a career move to another hospital/organisation
- I want to work in a higher-level position
- I want to become an expert in my field
- I am prepared to move into another work area to develop my career
- I am prepared to move to another geographical area to develop my career
- None of these
- I have other plans for my career (please specify):

**How do you rate the following in your hospital?**

*(Mark one column for each factor)*

|  | <b>Strongly agree</b>    | <b>Agree</b>             | <b>Neither agree or disagree</b> | <b>Disagree</b>          | <b>Strongly disagree</b> |
|--|--------------------------|--------------------------|----------------------------------|--------------------------|--------------------------|
| The leadership in my hospital strongly support my career development   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand what the key skills and capabilities are that the organization requires in the next 5 years                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand the career development philosophy of the organisation   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand what my own role is in my career development through a clear and well-executed policy                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| Managers are adequately trained to support the career development policy with their staff                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| The performance appraisal process in my organisation places sufficient emphasis on career development                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| Challenging projects or assignments are available to staff who want to take advantage of the opportunity to build new skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |



My hospital provides additional support and tools to me to help in my careers development efforts (supervision mentoring, training etc)

There is a good process in place to understand and address the key drivers for staff motivation, including those related to career development

**How important are the following factors in your career development.**

*(Mark one column for each factor)*

|   | Highly important to me   | Somewhat important to me | Little/no importance to me |
|---|--------------------------|--------------------------|----------------------------|
| On the job training                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Training courses and seminars           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Study leave                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Secondment to work in other areas       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Acting in higher positions              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Gaining experience in a range of areas  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Working on special projects             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Demonstrating my skills & experience    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Feedback on my career development needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Access to mentoring/coaching            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |

**In your current hospital within the past 12 months, has there been anything else that you feel has helped you to develop in your career?** Yes  No

*If YES, please describe*

**In your current hospital within the past 12 months, has there been anything else that you feel has made it difficult for you to develop in your career?** Yes  No

*If YES, please describe*

**Do you believe that implementation of a career framework within your DHB will allow career progression for you?**

Yes  No  Unsure

*Please expand on why you think this*

**Any other comments:**

## Appendix 11 NZHPA technician career framework questionnaire

## NZHPA technician career framework questionnaire

To gather data that will help NZHPA review the career framework and how it fits in to the New Zealand hospital system, we encourage you to complete this survey prior to implementing the National Career Framework and again after implementation to measure the impact of the National Career Framework.

This first set of questions looks at you in your current role and what roles, duties and functions you perform and what qualifications and experience you bring to the role.

**Number of years working in current job?** \_\_\_\_\_ years

**Number of years working in current hospital?** \_\_\_\_\_ years

**What year did you start working as a pharmacy technician?** \_\_\_\_\_

**What is your job title** \_\_\_\_\_

**What area of hospital pharmacy do you currently work in?** (please indicate the main area that applies i.e. tick only one box)

- Clinical
  - Dispensary
  - Distribution
  - Inventory
  - Management
  - Manufacturing
  - Procurement / Formulary
  - Other
- 

**Do you hold any of the following qualifications?** (please indicate the highest qualification that applies i.e. tick only one box )per qualification type

- Pharmacy Technician or Dispensary Assistant (awarded by PSNZ)
  - National Certificate in Pharmacy (Technician)
  - NZ Certificate in Pharmacy (Pharmacy Technician) Level 4
  - NZ Certificate in Pharmacy (Pharmacy Technician) Level 5
  - NZ Certificate in Pharmacy (Specialist Technician) Level 6
  - Pharmacy Accuracy Checking Technician
  - Other
-

**Do you hold any other qualifications that are not specific to pharmacy but are relevant to your job?** Yes  No   
*If yes please indicate*

**Are you currently studying for any qualifications?** Yes  No

NZ Certificate in Pharmacy (Pharmacy Technician) Level 4

NZ Certificate in Pharmacy (Pharmacy Technician) Level 5

NZ Certificate in Pharmacy (Specialist Technician) Level 6

Pharmacy Accuracy Checking Technician

Other

**Are you an NZHPA member?** Yes  No

**Are you a member of a NZHPA SIG group?** Yes  No   
*If YES, to which ones (tick all that apply)*

- Technician
- Mental Health
- Clinical Nutrition and Oncology
- Medicines Information and Clinical Pharmacy

**Are you actively engaged in any NZHPA chat groups? eg: you are frequently (ie minimum monthly) asking questions or replying to comments or questions via email or social media** Yes  No

- Technician chat group
- All members chat group

**In the last 12 months have you been involved in data collection for an auditing of an aspect of your service?** Yes  No

**If yes to the above questions, did you initiate or lead this audit?** Yes  No

**Have you been involved with and contributed to other multi-disciplinary audits of service?** Yes  No

**Have you undertaken you own practice based research?** Yes  No

**Have you been involved in or completed any of the following?**

Data collection for someone else's research with your DHB? Yes  No

Undertaken own practice based research? Yes  No

Involved in a national research project? Yes  No

Have you published results of any research? Yes  No

**Are you a representative on any committee outside of the pharmacy department?**

- |                                |     |                          |    |                          |
|--------------------------------|-----|--------------------------|----|--------------------------|
| Within your hospital           | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| On regional or national groups | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**In the last 12 months have you?**

- |  |     |                          |    |                          |
|--|-----|--------------------------|----|--------------------------|
| Presented to pharmacy department in-services?                              | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Updated policy and procedures within your area of practice?                | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Developed policy and procedures within your area of practice?              | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Worked with other departments to improve practice and/or patient outcomes? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Led the integration of national policy or guidelines into practice?        | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**Over the last 12 months were you involved in any of the following?**

- |  |     |                          |    |                          |
|--|-----|--------------------------|----|--------------------------|
| Participation in orientation of new staff?       | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Co-ordinating training for your service or team? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Developing and/or updating training packages?    | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Development of service level projects?           | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Implementation of service level projects?        | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Writing of business cases                        | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**Do you provide input into strategic plans in any of the following areas?**

- |   |     |                          |    |                          |
|---|-----|--------------------------|----|--------------------------|
| Within your area of the pharmacy department           | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Within the wider pharmacy department                  | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Within your service area (ie outside your department) | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Within your organisation                              | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Outside your organisation (eg regional or national)   | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**Are you involved in any of the following financial aspects of the pharmacy department?**

- |   |     |                          |    |                          |
|---|-----|--------------------------|----|--------------------------|
| Do you create reports on financial aspects within your area?                  | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Do you generate regular reports (e.g. monthly) regarding workload statistics? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**Do you provide input into strategic plans in any of the following areas?**

- |   |     |                          |    |                          |
|---|-----|--------------------------|----|--------------------------|
| Within your area of the pharmacy department | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Within the wider pharmacy department        | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Within your organisation                    | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**Are you involved in service redesign within your department, ward or service?**

- |     |                          |    |                          |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

*If YES please give details:*

**Do you provide training of others within the pharmacy department?**

- |     |                          |    |                          |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

*If yes please complete the below (tick all that apply)*

- In-service or workplace based training
- Preceptor for student technicians

**Do you provide any of the following education to patients?**

- |     |                          |    |                          |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

- One to one counselling
- Patient groups

**Do you provide educational assistance to other health care team members?**

- |     |                          |    |                          |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

*If yes please describe*

**Do you have any management responsibility for other staff members?**

- |     |                          |    |                          |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

*If yes how many people are you responsible for?*

**Do you have management or supervision responsibility for an area of pharmacy?**

- 
- |     |                          |    |                          |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

**Do you participate in staff recruitment?**

- |     |                          |    |                          |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

**Are you involved in developing new roles for the pharmacy department?**

- |     |                          |    |                          |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

**Would you consider the main part of your role to be in:**

- Technical practice
- Clinical practice
- Leadership and management
- Other

*Please specify*

**Are there other staff in similar roles or who perform similar duties in comparable areas?**

Yes  No  Unsure

*If yes please described details (do not include names):*

**Are other staff being trained / prepared to deliver a role similar to yours?**

Yes  No

This next set of questions is looking at your feelings and beliefs around career progression.

Questions will be asked of your last 12 months in your current role. If you have not been in your role for 12 months, answer in relation to the time you have been there.

**Thinking about the things you would most like to have in an ideal job, how important or unimportant are the following factors to you?**

*(Mark one column for each factor)*

|                               | Highly important<br>to me | Somewhat<br>important to me | Little or no<br>importance to<br>me |
|-------------------------------|---------------------------|-----------------------------|-------------------------------------|
| Pay and benefits              | <input type="checkbox"/>  | <input type="checkbox"/>    | <input type="checkbox"/>            |
| Challenging work              | <input type="checkbox"/>  | <input type="checkbox"/>    | <input type="checkbox"/>            |
| Feeling of accomplishment     | <input type="checkbox"/>  | <input type="checkbox"/>    | <input type="checkbox"/>            |
| Opportunities for advancement | <input type="checkbox"/>  | <input type="checkbox"/>    | <input type="checkbox"/>            |
| Job security                  | <input type="checkbox"/>  | <input type="checkbox"/>    | <input type="checkbox"/>            |
| Manageable workload           | <input type="checkbox"/>  | <input type="checkbox"/>    | <input type="checkbox"/>            |



**Thinking about the job you have now, how would you rate your own job against the following factors? (Mark one column for each factor)**

|                               | Good                     | Average                  | Poor                     |
|-------------------------------|--------------------------|--------------------------|--------------------------|
| Pay and benefits              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Challenging work              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feeling of accomplishment     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Opportunities for advancement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Job security                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Manageable workload           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Thinking about your career, which of these, if any, apply to you? (Mark all that apply)**

- I feel I have already achieved all I want to achieve in my career
- I see my current position as a training ground for my next career move within my current hospital
- I see my current hospital as a training ground for a career move to another hospital/organisation
- I want to work in a higher-level position
- I want to become an expert in my field
- I am prepared to move into another work area to develop my career
- I am prepared to move to another geographical area to develop my career
- None of these
- I have other plans for my career (*please specify*):

**How do you rate the following in your hospital?**

(Mark one column for each factor)

|  | Strongly agree           | Agree                    | Neither agree or disagree | Disagree                 | Strongly disagree        |
|--|--------------------------|--------------------------|---------------------------|--------------------------|--------------------------|
| The leadership in my hospital strongly support my career development                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand what the key skills and capabilities are that the organization requires in the next 5 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand the career development philosophy of the organisation                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |

|  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I understand what my own role is in my career development through a clear and well-executed policy   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Managers are adequately trained to support the career development policy with their staff  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The performance appraisal process in my organisation places sufficient emphasis on career development  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Challenging projects or assignments are available to staff who want to take advantage of the opportunity to build new skills                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My hospital provides additional support and tools to me to help in my careers development efforts (supervision mentoring, training etc)        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is a good process in place to understand and address the key drivers for staff motivation, including those related to career development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**How important are the following factors in your career development.**

*(Mark one column for each factor)*

|   | Highly important to me   | Somewhat important to me | Little/no importance to me |
|---|--------------------------|--------------------------|----------------------------|
| On the job training                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Training courses and seminars           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Study leave                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Secondment to work in other areas       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Acting in higher positions              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Gaining experience in a range of areas  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Working on special projects             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Demonstrating my skills & experience    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Feedback on my career development needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Access to mentoring/coaching            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |

**In your current hospital within the past 12 months, has there been anything else that you feel has helped you to develop in your career?**

Yes  No

*If YES, please describe*

**In your current hospital within the past 12 months, has there been anything else that you feel has made it difficult for you to develop in your career?**

Yes  No

*If YES, please describe*

**Do you believe that implementation of a career framework within your DHB will allow career progression for you?**

Yes  No  Unsure

*Please expand on why you think this*

**Any other comments:**