



NI Centre for
**Pharmacy Learning
& Development**

ENHANCED PHARMACIST PROGRAMME OVERVIEW



Document Control Sheet Template

Document Control	
Version	1
Title	Enhanced Pharmacist Programme Overview
Date	30/09/26
Owner	Claire McKeown
Document Location	Q Drive

Authorisation	
Reviewed by	Lisa Smith, Laura O'Loan, Leona Rogers
Date of Issue	01/10/2026
Supersedes	N/A
Date for Review	August 2027

Table of Contents

1	Welcome.....	4
2	Acknowledgements.....	4
3	Introduction.....	4
4	What is enhanced level practice?	5
5	What is the value of the EP programme?	6
6	Who is eligible to apply?	7
7	RCPharm Enhanced Pharmacist curriculum outcomes framework	8
7.1	Curriculum outcomes	9
8	Formal learning and development	12
8.1	Workshops and webinars.....	12
8.2	eLearning	13
9	Work-based learning & development	13
9.1	Core and supplementary practice activities	14
10	Supervision and support structures to support learning and development	21
10.1	Educational supervision	21
10.2	Practice supervision	23
10.3	Collaborators.....	23
10.4	NICPLD EP programme team	24
10.5	Peer support	24
11	ePortfolio	24
12	Assessment	25
13	NICPLD contact details.....	27
	Appendix 1: Task and Finish Group	28

Appendix 2: Stakes ratings	30
----------------------------------	----

1 Welcome

Welcome to the Enhanced Pharmacist (EP) Programme Overview. This document provides an overview of the NICPLD EP programme for those considering enrolling in the programme, line managers and employers, practice and educational supervisors and collaborators.

2 Acknowledgements

We would like to thank those involved in the EP Programme Task and Finish Group who provided valuable input and expertise, from a broad range of professional backgrounds and perspectives, helping to shape both the format and content of the EP programme. See Appendix 1 for details of the EP programme Task and Finish Group.

3 Introduction

The NICPLD Enhanced Pharmacist (EP) programme is an 18-month development programme for prescribing pharmacists working in patient-focussed roles across Northern Ireland. It is designed to support pharmacists in the early stages of their prescribing career to build the knowledge, skills, experience and confidence required to practice at enhanced level.

Aligned to the [Enhanced pharmacist curriculum - Royal College of Pharmacy](#), the programme combines formal learning and development delivered via workshops and webinars with learning and development in the workplace, supervision and reflective practice to support progression towards enhanced practice. Participants will develop their clinical and prescribing practice alongside capabilities in leadership and management, education, research and evaluation, enabling them to provide safe, effective and person-centred care in increasingly complex situations.

Throughout the programme, pharmacists will be supported to broaden their scope of practice, strengthen their clinical judgement, and work with greater autonomy and

responsibility. The programme provides a structured pathway for professional development and provides a foundation for future advancement to advanced level practice.

4 What is enhanced level practice?

Pharmacists working at an enhanced level:

- Grasp more complex situations
- Adapt more readily to changing circumstances
- Rely increasingly on experience-based judgement, rather than solely following rules and protocols
- Lead change, improve services, and influence practice beyond clinical encounters

In a clinical context, this means pharmacists can:

1. Make more autonomous decisions about the safe and effective use of medicines within their individual scope of practice
2. Manage more complex clinical situations with confidence, using experience to guide their approach
3. Move from following rules and protocols about the safe and effective use of medicines to appraising situations using a more person-centred, holistic approach
4. Assess, manage, and mitigate clinical risk appropriately

5 What is the value of the EP programme?

Stakeholder	Value of the Enhanced Pharmacist Programme
Pharmacists	Develop confident, well-rounded prescribing professionals who feel prepared, supported, and capable in their roles, through structured supervision and workplace experience that will enable them to grow safely and successfully.
Employers	Provide assurance that their new prescribing workforce is being developed consistently to a high standard, with the right skills, knowledge and experience (PSNI Professional Standard 2 for Chief Pharmacists in NI).
Multi-disciplinary team & wider healthcare system	Support the integration of new pharmacist prescribers into the wider healthcare team – strengthening teamwork, improving continuity of care, and enhancing service delivery.
Patients & the public	Provide assurance that pharmacists are expanding their scope of practice in a structured way, giving them confidence in the ability of the profession to deliver more complex care as they develop professionally.

6 Who is eligible to apply?

Applicants must meet the following criteria:

- Be a registered pharmacist working in a patient-focussed role (in any pharmacy sector) in Northern Ireland.
- Be a qualified prescriber and annotated as an independent prescriber with the PSNI by the application closing date.
- Have the ability to actively prescribe during the 18-month programme.
Pharmacists whose prescribing practice is limited to aesthetic medicine only are not eligible to apply.
- Be currently employed in the organisation or practice setting in which they will undertake the programme, at the time of application (applications from individuals with a pending or future start date will not be accepted). Pharmacists who are employed by organisations providing only private healthcare services should contact NICPLD for further information.
- Have workplace support to undertake the programme, including approval from their line manager, confirming organisational support for participation in the workshops, webinars, and completion of the practice-based activities.
- Have an educational supervisor (ES). Ideally, the ES should be a qualified prescriber. Where the ES is not a qualified prescriber, applicants must also have access to a practice supervisor (PS) who is a qualified prescriber. Peripatetic educational supervision is available for up to 10 community pharmacists on a first come, first served basis where appropriate educational supervision is not otherwise available.
- Have the capacity to attend a monthly learning and development day throughout the 18-month programme.
- Have access to a device with a camera and microphone to fully participate in webinars.

Pharmacists who are eligible to apply must complete and submit an online application form, which can be accessed via the NICPLD EP programme webpage. Please note that

meeting the eligibility criteria does not guarantee a place on the programme. Places are limited, and completed applications will be reviewed in order of receipt.

Applications will be accepted twice a year, with closing dates in early July (for the September intake) and November (for the January intake) each year.

7 RCPHarm Enhanced Pharmacist curriculum outcomes framework

The EP programme is structured around the RCPHarm Enhanced Pharmacist Curriculum, which comprises 12 core capabilities defining the key clinical and professional components of enhanced pharmacist practice and 24 outcomes describing the knowledge, skills, and behaviours expected of an entry-level enhanced pharmacist.

Each curriculum outcome is supported by a series of indicators, which outline the expected level of scope of performance required to demonstrate the curriculum outcome. Participants are not required to provide evidence for every individual indicator; their evidence, however, should collectively reflect the breadth and depth of the curriculum outcome. The indicators are illustrative rather than exhaustive.

The capabilities and their associated curriculum outcomes are organised into five overarching domains. These domains align with all RCPHarm post-registration curricula, supporting a continuous development pathway from enhanced to advanced and consultant-level practice. Please refer to the RCPHarm Enhanced Pharmacist curriculum for full details of the curriculum framework [Enhanced pharmacist curriculum - Royal College of Pharmacy](#).

7.1 Curriculum outcomes

To demonstrate **entry-level enhanced practice** in each domain, pharmacists must provide **evidence from real-life practice** demonstrating the following outcomes.

Domain 1: Person-centred care and collaboration	
1.1	Communicates effectively with people receiving care, their carers or advocates, and colleagues
1.2	Demonstrates effective consultation skills, exploring the physical, psychosocial and medication history for that person, remaining open to what a person might share
1.3	Adopts a holistic and inclusive approach in consultations and shared decision-making to optimise the safe and effective use of medicines and patient care
1.4	Supports and facilitates continuity of care for each person, including by making prescribing decisions
1.5	Supports members of the healthcare team in the safe and effective use of medicines to meet the individual needs of those receiving care
1.6	Positively influences patient care by building strong working relationships with other professionals across the care pathway, both within the pharmacy team and across other health and social care professions
Domain 2: Professional practice	

2.1	Competently and confidently uses clinical judgment to make evidence-informed decisions that support safe prescribing and the delivery of care to individuals
2.2	Undertakes and/or requests relevant examinations and investigations; interprets findings to support clinical decision making, i.e. assessment, diagnosis, monitoring and management
2.3	Critically evaluates information and clinical guidance to make safe and evidence-informed prescribing decisions and recommendations for individuals and/or populations, effectively managing uncertainty and balancing risks
2.4	Ensures the cost-effective usage and appropriate stewardship of medicines
2.5	Demonstrates professionalism, integrity, and accountability, acting within legal and ethical frameworks and taking responsibility for own decisions
2.6	Practises within the limits of own competence; seeks support when needed, signposting and/or referring to other professionals across the care pathway when appropriate
Domain 3: Leadership & management	
3.1	Role models clinical and professional leadership qualities in their practice setting
3.2	Identifies and escalates risks and issues relating to patient safety and care; mitigates and resolves these where appropriate
3.3	Leads initiatives to improve working practices and patient care

3.4	Demonstrates self-awareness and emotional intelligence, maintaining composure and resilience under pressure
Domain 4: Education	
4.1	Plans and engages in structured professional development, learning and reflection
4.2	Seeks feedback from colleagues across the pharmacy and wider health and social care teams, patients, carers, and/or advocates; reflects on feedback to develop practice
4.3	Supports others to develop professionally, providing actionable feedback
4.4	Delivers effective educational sessions at a team level or beyond
Domain 5: Research & evaluation	
5.1	Understands best practice in audit, quality improvement, service evaluation and research in healthcare; applies knowledge to own research and evaluation activities
5.2	Interprets and critically appraises relevant evidence to inform practice, sharing findings with peers and/or the team
5.3	Leads an audit, and/or contributes to quality improvement, service evaluation or research project designed to improve patient care, and identifies appropriate next steps based on findings
5.4	Effectively communicates findings from an audit, quality improvement, service evaluation or research project at a team level or beyond

8 Formal learning and development

8.1 Workshops and webinars

To support their development, pharmacists will be expected to attend workshops and webinars, with a time commitment of one day per month. These sessions will be interactive, with a strong emphasis on small-group, case-based discussions to support the application of learning in a supportive environment, alongside feedback from peers and tutors. The sessions will complement workplace development, and support pharmacists to develop the knowledge, skills and behaviours required for enhanced practice.

Attendance at all sessions is expected for completion of the programme. Participants will be allocated to small groups at enrolment and will remain in these groups throughout, fostering peer support and enhancing discussion and shared learning.

An overview of session topics is provided in the table below. A detailed timetable will be shared in advance of applications opening for each cohort.

Workshops and Webinars
Induction and professional networking
Introduction to enhanced clinical practice
Person centred consultations, communication, and shared decision making
Case based discussions: Enhanced clinical practice (4 sessions)
Case based discussions: Clinical lab tests
Simulation day
Professional judgement, ethics, and accountability

Self-awareness, resilience & professional development
Medicines governance
Leadership, influence and managing change
Education, supervision and developing others
Critical evaluation skills
Journal club
Audit/QI/Service Evaluation (poster presentation)

8.2 eLearning

Participants will be required to complete programme-specific eLearning course(s) to support and enhance their learning and development throughout the programme. Completion of these courses will be a programme requirement. Details of the eLearning required will be provided via the Hub for each cohort.

9 Work-based learning & development

Practice activities are used throughout this programme to help the pharmacists to develop and demonstrate their professional practice, across the five domains of the Enhanced Pharmacist Curriculum.

The practice activities are designed to:

- Provide structured opportunities for the pharmacists to learn from their real workplace experiences, supported by observation, feedback and self-reflection
- Support pharmacists to develop and demonstrate achievement of the Enhanced Pharmacist Curriculum outcomes

- Enable pharmacists to generate meaningful, high-quality evidence of their practice for their ePortfolio

Each practice activity output will be supported by:

- Corroboration – practice is either directly or indirectly observed and feedback provided
- Personal reflection – enables pharmacists to critically consider their experiences, decision making and actions. This reflective process will deepen self-awareness and supports ongoing professional development by informing future practice. Personal reflection should follow feedback from the individual providing corroboration.

9.1 Core and supplementary practice activities

The core and supplementary practice activities are outlined in the tables below. The core activities must be completed by the pharmacist as part of the programme, and the supplementary activities are optional or suggested practice activities. These may be used where additional evidence is required to demonstrate achievement of specific learning outcomes or where they provide a useful development opportunity.

Core practice activities

Practice Activity	Description	Corroborative observations
Patient consultation	The pharmacist should document and reflect on 3 patient consultations they have led. These should demonstrate how they adapted their communication approach to meet different patient needs. A minimum of two of the consultations must demonstrate the pharmacist's prescribing capability.	Each consultation must be observed (in person or remotely) by their ES or PS. The ES/PS should give feedback using the recommended form.
Therapeutic management plan	The pharmacist should document and reflect on 3 therapeutic management plans for patients they have managed in practice. Each plan should include a clinical decision they made while managing the patient. A minimum of two of the plans must demonstrate the pharmacist's prescribing capability.	Discuss and get feedback from their ES or PS (case-based discussion).
Collaborative working	The pharmacist should document and reflect on 3 occasions where they positively influenced patient care through collaborative working within a team. Examples should demonstrate the pharmacist's ability to work within the pharmacy team and with other health and social care professionals.	The pharmacist should get feedback on each example from those they worked with and/or patient feedback. The individuals giving feedback should complete the multisource feedback (MSF) form.

Provision of medicines advice	The pharmacist should document and reflect on 3 occasions where they provided accurate, timely, evidence-based medicines information to colleagues and/patients/carers in response to queries relating to medicines or symptoms and obtain feedback on their approach.	The pharmacist should get feedback on each example from those they provided the medicines advice to. The individuals giving feedback should complete the MSF form.
Scope of prescribing practice reflection	The pharmacist should complete a reflection focused on their scope of prescribing practice, reflecting on prescribing and/or deprescribing decisions from the previous 6 months. This should include consideration of confidence, case summaries with rationale, and legal and ethical responsibilities.	Discuss each reflection with an appropriate qualified prescribing colleague.
Management of a challenging or difficult situation	The pharmacist should document and reflect on two occasions that they had to manage a challenging or difficult situation in practice.	Discuss each situation with and get feedback from their ES/PS/peers.
Patient safety incident/near misses	The pharmacist should document and reflect on 3 patient safety incidents/near misses they have identified, including how they mitigated and/or resolved these where appropriate.	Discuss each incident/near miss with ES/PS/peers (case-based discussion).
Influencing without authority/Insight to improvement	The pharmacist should: • identify a situation where they influenced a decision or approach with a colleague, reflecting on how this was achieved and the outcome;	Discuss with ES/PS/peers and reflection.

Insight to improvement	and/or document an occasion where they identified an opportunity for improvement, implemented a simple change, and reflected on its impact	
Learning needs analysis	The pharmacist should complete a learning needs analysis every 6 months, detailing their progress to date and plans for further development.	Discuss with ES.
Develop a personal development plan (PDP)	The pharmacist should develop a personal development plan focused on the Enhanced Pharmacist Curriculum outcomes and review this every 6 months.	Discuss with ES.
Supporting and developing colleagues	The pharmacist should document and reflect on two occasions where they supported a colleague and/or student's professional development and provided high-quality feedback.	Feedback from those they have supported in the form of an MSF form.
Teaching activity	The pharmacist should plan and deliver two effective education sessions at team level and reflect on feedback from learners to adapt their approach.	Feedback from learners.
Journal club presentation	The pharmacist should present two journal papers to colleagues, demonstrating knowledge of research methods and critical evaluation skills.	Feedback from attendees.

Lead an audit, QI or service evaluation project	The pharmacist should lead an audit, quality improvement (QI) or service evaluation project. They should produce an abstract of their work with a narrative of what they did and how they led the project and reflect on the process and outcomes.	Discussion with ES/PS.
Communicates the findings of their audit, QI or service evaluation project	The pharmacist should communicate the findings from their audit, QI, or service evaluation project to the relevant team and deliver a poster presentation to peers. The pharmacist should reflect on this activity.	Feedback from attendees.

Supplementary practice activities

Practice Activity	Description	Corroborative observations
Continuity/transfer of care	The pharmacist should document and reflect on an occasion when they were involved in a handover, discharge, referral or transition between services or settings to support safe continuity of care.	Case-based discussion with ES/PS and/or feedback via the MSF form
Supporting complex communication needs	The pharmacist should document and reflect on an occasion when they were required to adapt their communication approach for a challenging situation such as a non-English speaking individual, a distressed patient/carer, cognitive or sensory impairment.	Observation using the Mini-CEX/DOPS form or case-based discussion with ES/PS if not observed
Medicines stewardship	The pharmacist should document and reflect on a contribution they have made to medicines optimisation, sustainability, deprescribing or antimicrobial stewardship initiative.	Case-based discussion with ES/PS and/or feedback via the MSF form
Escalation and referral	The pharmacist should document and reflect on an occasion when they recognised their own limits of competence and appropriately escalated, referred or signposted an individual.	Case-based discussion with ES/PS and/or feedback via the MSF form

Workplace wellbeing or resilience	The pharmacist should document and reflect on a time(s) when they maintained professionalism and demonstrated resilience and safe practice during periods of pressure or challenge.	Discussion with ES/PS and/or feedback via the MSF form.
Learning from complaints or feedback	The pharmacist should document and reflect on an occasion when they have received feedback from a patient, colleague or service which has resulted in an improvement to practice.	Discussion with ES/PS, supported by the original feedback where available.
Spotlight a skill or behaviour	The pharmacist should highlight and reflect on a professional strength, behaviour or attribute demonstrated by themselves or observed in a colleague that positively influenced patient care, teamwork or professional practice.	Discussion with ES/PS and/or feedback via the MSF form.
Patient/public education resource	The pharmacist should document and reflect on a time that they developed or adapted a patient educational resource, counselling aid or health promotion material.	Discussion with ES/PS and/or feedback from those who reviewed or used the resource.

10 Supervision and support structures to support learning and development

Pharmacists undertaking the EP programme will have access to a range of support mechanisms to enable their development and progression towards enhanced practice.

10.1 Educational supervision

Educational supervisors provide holistic support throughout the pharmacist's development journey, providing continuity throughout the programme and supporting the pharmacist to integrate learning from a range of experiences. This role may be delivered remotely.

Description	Essential
Key responsibilities	Support the pharmacist's personal and professional development and ongoing progress throughout the programme. Engage regularly with the pharmacist (approx. once per month) providing guidance and feedback and supporting the development of meaningful reflective practice. Support the pharmacist to reflect on their progress more formally every 6 months (intermediate progress review). Complete a final declaration to confirm that the pharmacist's ePortfolio is ready for assessment.
Requirement	Member of Pharmaceutical Society of Northern Ireland. No ongoing fitness to practise issues relating to their professional practice.

	No conflict of interest with the pharmacist they are supervising.
Knowledge	Understands their role and responsibilities within the EP programme where they are acting as an ES. Has read and understood the current version of the EP Overview and the Educational Supervision Guide.
Skills/experience	Two years post registration experience in pharmacy. Be sufficiently experienced and have the necessary knowledge and skills to provide effective educational supervision. Prescribing qualification would be ideal but not essential.
Behaviours	Ability to set and maintain appropriate professional boundaries. Acts as a positive role model for the pharmacist, displaying appropriate professional behaviours.
Training	Has completed the NICPLD 'Effective mentoring' eLearning course. Bi-annual webinars will be offered to educational and practice supervisors to inform and update them regarding the EP programme. Regular drop-in sessions led by the EP programme Senior Leads will be available to ESs throughout the EP programme.

10.2 Practice supervision

Practice supervision supports day-to-day learning within the workplace and the application of knowledge and skills in real-world practice.

Practice supervisors:

- Support pharmacists to develop their scope of practice in real clinical and professional settings
- Provide guidance, teaching and regular feedback
- Facilitate reflective discussions on practice
- Help ensure safe and effective patient care through appropriate oversight

Practice supervision may be delivered by a range of experienced professionals, including members of the wider multidisciplinary team. In some settings, elements of this supervision may be delivered remotely.

10.3 Collaborators

Collaborators are individuals who support the generation of evidence from practice through observation, feedback, and professional judgement.

They contribute to learning by:

- Observing performance in real or simulated settings
- Providing structured feedback to support development
- Contributing to the evidence in the pharmacist's e-portfolio

Collaborators may:

- Work within or outside the pharmacist's organisation, including remotely
- Come from a range of backgrounds, including healthcare professionals, non-clinical colleagues, or patients
- Also be the pharmacist's ES
- Also provide practice supervision

- Undertake this role on a one-off or repeated basis

Collaborators do not need to be pharmacists and may contribute alongside supervisory roles, depending on their experience.

10.4 NICPLD EP programme team

The EP programme Senior Leads will be available to provide support to pharmacists, ESs and PSs throughout the programme and will facilitate regular drop-in sessions to address queries and provide guidance. They will also be contactable by phone or email and can offer individual support to help supervisors fulfil their role, as well as signpost to appropriate development resources where required.

10.5 Peer support

Peer support will form an integral part of the programme, providing participants with opportunities to learn collaboratively, share experiences, and reflect on their development. Participants will be allocated to small groups at enrolment and will remain in these groups throughout the programme, enabling the development of supportive peer networks.

These groups will facilitate discussion during sessions and provide a safe environment for sharing challenges, insights, and learning, supporting confidence, wellbeing, and ongoing professional development.

11 ePortfolio

The ePortfolio is a practice record of the pharmacist's development as a pharmacist and prescriber throughout the 18-month programme. This ePortfolio will be built from completion of the practice activities detailed in Section 9 which will enable them to document their progress towards and achievement of the Enhanced Pharmacist Curriculum outcomes. The ePortfolio will also incorporate ongoing self-reflection and feedback from those they work with and encounter in practice.

12 Assessment

The EP programme assessment will entail an ePortfolio review. The pharmacist must submit their ePortfolio to NICPLD by the specified submission date.

Pharmacists will need to provide evidence in their ePortfolio which clearly demonstrates they have met each of the curriculum outcomes at the required standard. Pharmacists should refer to the indicators of expected level of performance for each curriculum outcome to guide their evidence selection.

A piece of evidence is the collection of material used to demonstrate that a completed practice activity demonstrates a curriculum outcome. Each piece of evidence should include three elements which may be comprised of one or more uploads:

- **Output** – the activity completed by the pharmacist
- **Corroboration** – independent confirmation that the activity took place and was completed to the appropriate standard
- **Reflection** – the pharmacist's own evaluation of the experience

For some curriculum outcomes, it is necessary to provide more than one piece of evidence to demonstrate the outcome has been met.

Each curriculum outcome in the RCPharm Enhanced Pharmacist curriculum is assigned a stakes rating of high, medium or low. This reflects the potential level of risk associated with the curriculum outcome, particularly in relation to patient safety, see below for details.

Curriculum outcome stakes rating	Indicative minimum number of pieces of evidence mapped demonstrating the required standard
Low	1
Medium	2
High	3

The stakes rating does not indicate the importance of a curriculum outcome. All curriculum outcomes are considered equally important in demonstrating enhanced level practice and all must be achieved to demonstrate that they have met the standard. Please refer to Appendix 2 for further details regarding the stakes ratings for each curriculum outcome.

The portfolio will be assessed according to the grade descriptors outlined in the table below.

Met the standard	Not met the standard
Demonstrates all curriculum outcomes at the required standard	Does not demonstrate all curriculum outcomes at the required standard

Submitted ePortfolios will be assessed by a pharmacist prescriber working in the same sector, but not in the same workplace as the EP programme pharmacist. Assessors are required to complete training prior to undertaking assessment of portfolios. The assessor will verify that the pharmacist has provided sufficient relevant evidence at the required standard to demonstrate achievement of the RCPPharm Enhanced Curriculum outcomes.

All candidates whose portfolio is assessed as having reached the standard will be issued with an EP programme certificate of achievement. Those candidates whose portfolio has been assessed as not meeting the standard will be provided with feedback on the additional work required before they can resubmit their ePortfolio during the next assessment window.

For moderation purposes, a minimum of 10% portfolios submitted will be double marked. All those portfolios assessed as not meeting the standard by the first assessor, will be double marked by a second assessor. If the first and second assessors do not agree on the assessment outcome for the portfolio, they will discuss the portfolio to reach a consensus about the final outcome. If consensus cannot be reached, the portfolio will be reviewed by an independent assessment panel to agree the final assessment outcome.

13 NICPLD contact details

NICPLD EP programme email: nicpld-EP@qub.ac.uk

Tel: 028 9097 1384

Website: [NICPLD: Enhanced Pharmacist programme](#)

Appendix 1: Task and Finish Group

Name	Role/Affiliation
Anita Lawther	Lead Pharmacist, Medical Directorate, SEHSCT
Anne Keenan	Pharmacy Manager SWAH, Omagh Hospital & Primary Care Complex
Brónach Cassidy	Early Career Pharmacist representative
Bronagh White	Senior Lead for Experiential Learning, NICPLD
Claire Hetherington	Lead General Practice Pharmacist
Claire McEvoy	Senior Lead for the PRFP & EP Programme, NICPLD
Claire McKeown	Senior Lead for the PRFP & EP Programme, NICPLD
Conan O'Rourke	Lead Pharmacist for Prescribing, NICPLD
Eimear McCusker	Head of Pharmacy and Medicines Management, BHSCT
Ennis Shields	Governance & Pharmacy Support Pharmacist, CPNI
Esther Brownrigg	Clinical Pharmacy Development Lead, SEHSCT
Fiona Kirkpatrick	Senior Principal Pharmaceutical Officer, DoH
Fiona O'Neill	Lead Palliative Care Pharmacist, BHSCT
Glynis McMurtry	Professional Head of Pharmacy, GP Federations
Helen Bell	Deputy Head of Pharmacy, Clinical Pharmacy Services, NHSCT

Joanne Caldwell	Lead General Practice Pharmacist
Kathy Watson	Deputy Pharmacy Clinical Services Lead, SHSCT
Leona Rogers	Senior Lead for the PRFP & EP programme, NICPLD
Lisa Smith	Postgraduate Pharmacy Dean, NICPLD
Lyn Stevenson	Healthcare Academy Trainer, Boots Group
Rebecca Teece	Healthcare Capability Manager, Pharmacy Programmes, Boots
Sarah McGinnity	Clinical Pharmacy Development Lead, BHSCT
Sarah Murray	Assistant Head of Pharmacy, Clinical Services Lead, SHSCT
Siobhan Hussey	Patient representative
Yvonne Cunningham	Community Pharmacist

Appendix 2: Stakes ratings

The table below details the stakes ratings for each RCPHarm Enhanced Pharmacist curriculum outcome.

Outcome	Stakes
1.1	H
1.2	H
1.3	M
1.4	H
1.5	H
1.6	M
2.1	H
2.2	H
2.3	H
2.4	M
2.5	H
2.6	H
3.1	M
3.2	H
3.3	L

3.4	H
4.1	M
4.2	H
4.3	M
4.4	L
5.1	L
5.2	M
5.3	L
5.4	L