



# **2019 Preceptor Handbook**

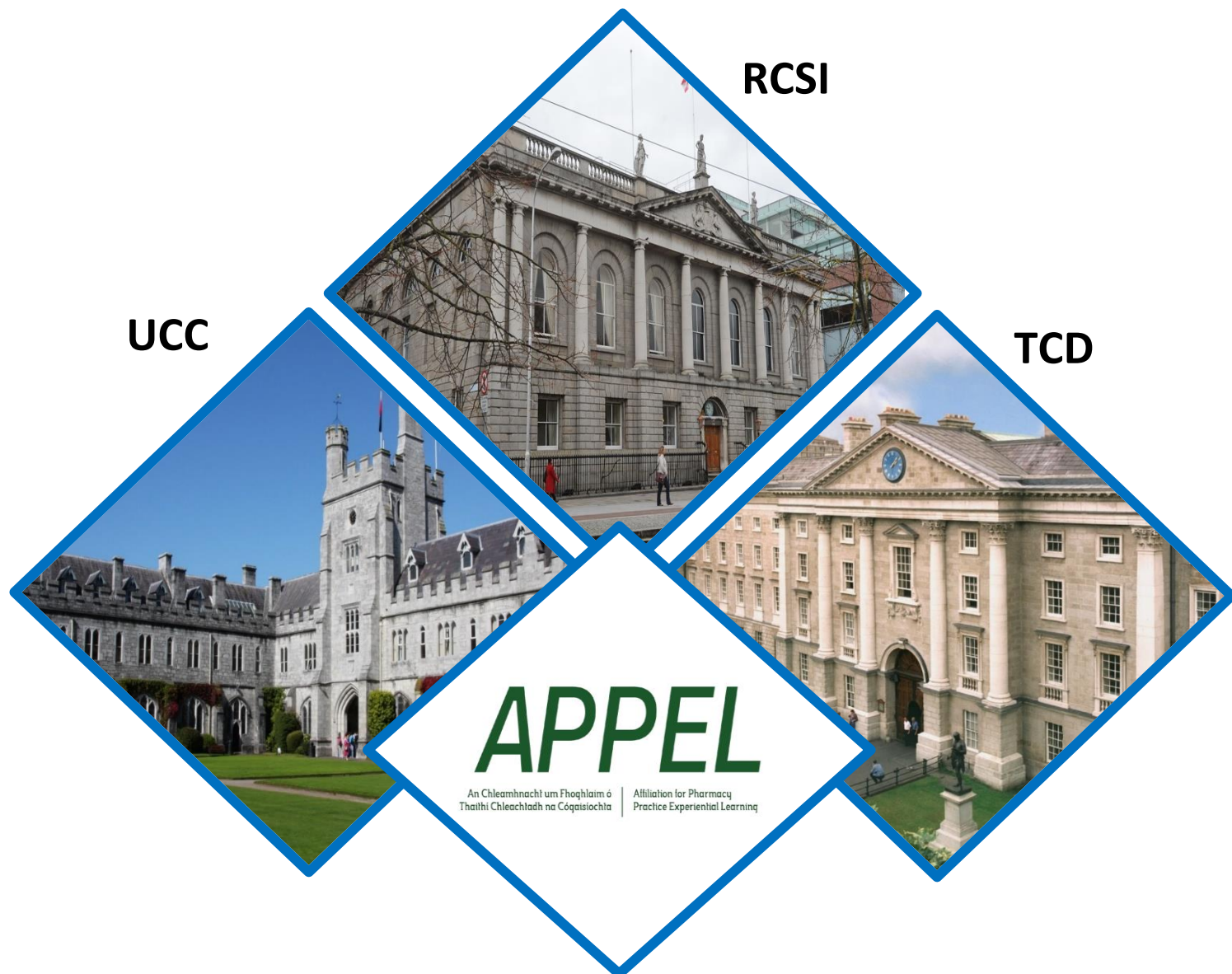
## **4<sup>th</sup> Year Placement**





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## What is APPEL?

APPEL (Affiliation for Pharmacy Practice Experiential Learning) was formed in 2015 by a consortium of the UCC and RCSI Schools of Pharmacy, and the TCD School of Pharmacy and Pharmaceutical Sciences. It was established to streamline the management of the common experiential learning placements of all three integrated pharmacy programmes in Ireland. It is overseen by the APPEL Board, consisting of the three Heads of the Schools of Pharmacy in UCC, RCSI and TCD.

The APPEL team consists of Practice Educators based within the three Schools of Pharmacy, and Operational Staff, led by the Director/National Coordinator of APPEL. The team is available to support both Trainers and students throughout their practice placements.

## Message from APPEL Director / National Coordinator



Dear Preceptors,

The APPEL team is delighted to be working with you in your role as an APPEL Placement Preceptor in the new integrated pharmacy programme. Many of you have years of experience tutoring and mentoring students; for others, this will be your first time hosting a pharmacy student. Regardless, your enthusiasm and willingness to provide student placements are critical to the success of the new programme, and so the whole APPEL team thank you.

For all Preceptors, this is the first time that you will have provided a four-month experiential learning placement. These placements have been structured in line with the PSI's vision that placements are designed to be workplace-based learning experiences with the underpinning philosophy being that, while on placements, programme participants remain as students. To support you, as our partners in delivering these new experiential learning placements to APPEL students, we have developed "Guidance on Delivering APPEL Experiential Learning Placements." Furthermore, both the APPEL office team and our Practice Educators are available for support at any time. As this is the first time that any of us have delivered placements of this nature, please do get in contact with us if you ever have any questions or we can provide any assistance.

By facilitating a placement, you are helping APPEL and the Schools of Pharmacy to deliver an innovative approach to pharmacy education. You will also be engaging with our talented and highly motivated students and have the opportunity to inspire them to consider a career in your organisation or practice setting. All of us at APPEL are most grateful to you for partnering with us to make this experiential learning journey a success. We thank you for generously giving your time and expertise to support students with their development.

Aisling

**Aisling Reast MSc MPSI**  
**Director and National Coordinator APPEL**



# Quick Guide to the 4<sup>th</sup> Year Placement

## **HANDBOOK**

This handbook has been developed to help to prepare you for your 4<sup>th</sup> year student. Please read it carefully as part of your preparations for the placement. You must adhere to the requirements laid out in this handbook. If you have any queries regarding the placement or the handbook, please contact a Practice Educator.

## **PLACEMENT SCHEDULE**

Monday, Tuesday, Thursday, Friday 9am-5.30pm with 1 hour for lunch.

## **ATTENDANCE**

100% attendance is required by all students. Please report any student absences during the placement schedule to the APPEL office at [ops@appel.ie](mailto:ops@appel.ie).

## **STUDENT CODE OF CONDUCT and CRITICAL INCIDENTS**

Students must comply with their Schools of Pharmacy Joint Student Code of Conduct while on placement. Any breaches of the Student Code of Conduct or critical incidents must be reported to a Practice Educator or APPEL office at [ops@appel.ie](mailto:ops@appel.ie).

All critical incidents (including but not limited to fire, burglary, hold-up, death or serious injury to staff or patient) must be reported to APPEL as soon as possible.

## **PATIENT SAFETY**

Patient safety is the primary concern on placement and students must be supervised accordingly to ensure patient safety. If you become aware of a potential patient safety incident concerning your student, you should report it to a Practice Educator or the APPEL office at [ops@appel.ie](mailto:ops@appel.ie) immediately.

## **COMPETENCY ASSESSMENT**

You are required to complete two student Competency Assessments during the placement; the first Competency Assessment must be completed by 6<sup>th</sup> October 2018 and the final Competency Assessment completed by 24<sup>th</sup> November 2018.

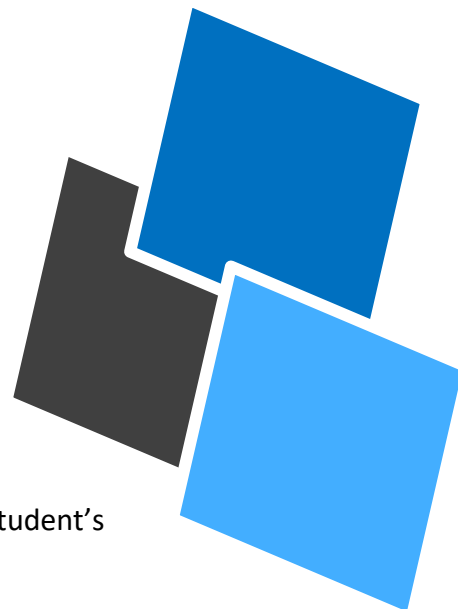
The student must achieve a level 3 in all competency behaviours in the final assessment.

If you have any concern about a student reaching the required level of competence, please get in touch with a Practice Educator as early as possible, to enable us to support you and your student.

## **SUPPORT**

If you have any query regarding the placement, make sure to get in touch with either a Practice Educator or the APPEL office (contact details on page 44).

## Abbreviations and Definitions



**Affiliation for Pharmacy Practice Experiential Learning (APPEL)** – A collaboration between the three Schools of Pharmacy to manage the experiential learning placements for the integrated pharmacy programmes.

**CCF** – The PSI’s Core Competency Framework.

**Competency Assessment** – The process by which Preceptors will assess a student’s competency in the relevant behaviours in the CCF.

**HEI** – Higher Education Institution.

**PEARs** – Pharmacy Education and Accreditation Reviews.

**Practice Educator** – An employee of one of the Schools of Pharmacy who also works with APPEL and acts as a liaison between APPEL, the Training Establishments/Supervisors, the students, and their School of Pharmacy.

**Preceptor** – A registered pharmacist who is supervising/supporting a 4<sup>th</sup> year student on placement.

**PSI** – Pharmaceutical Society of Ireland.

**RCSI** – Royal College of Surgeons in Ireland.

**School of Pharmacy** – UCC School of Pharmacy or RCSI School of Pharmacy or TCD School of Pharmacy and Pharmaceutical Sciences.

**TCD** – University of Dublin, Trinity College.

**Training Establishment** – The specific location providing the placement.

**UCC** – University College Cork, National University of Ireland, Cork.

**VLE** – APPEL Virtual Learning Environment – APPEL’s virtual classroom in which students and their Preceptors can engage in certain activities. For students, this includes the academic modules relating to their placement, and for Preceptors, this could include online Preceptor training. Both students and Preceptors will use the APPEL VLE for Competency Assessment, and the APPEL VLE also hosts the placement matching system.

**4<sup>th</sup> Year Placement** – Experiential learning placement in the 4<sup>th</sup> year of the five-year integrated pharmacy programme.

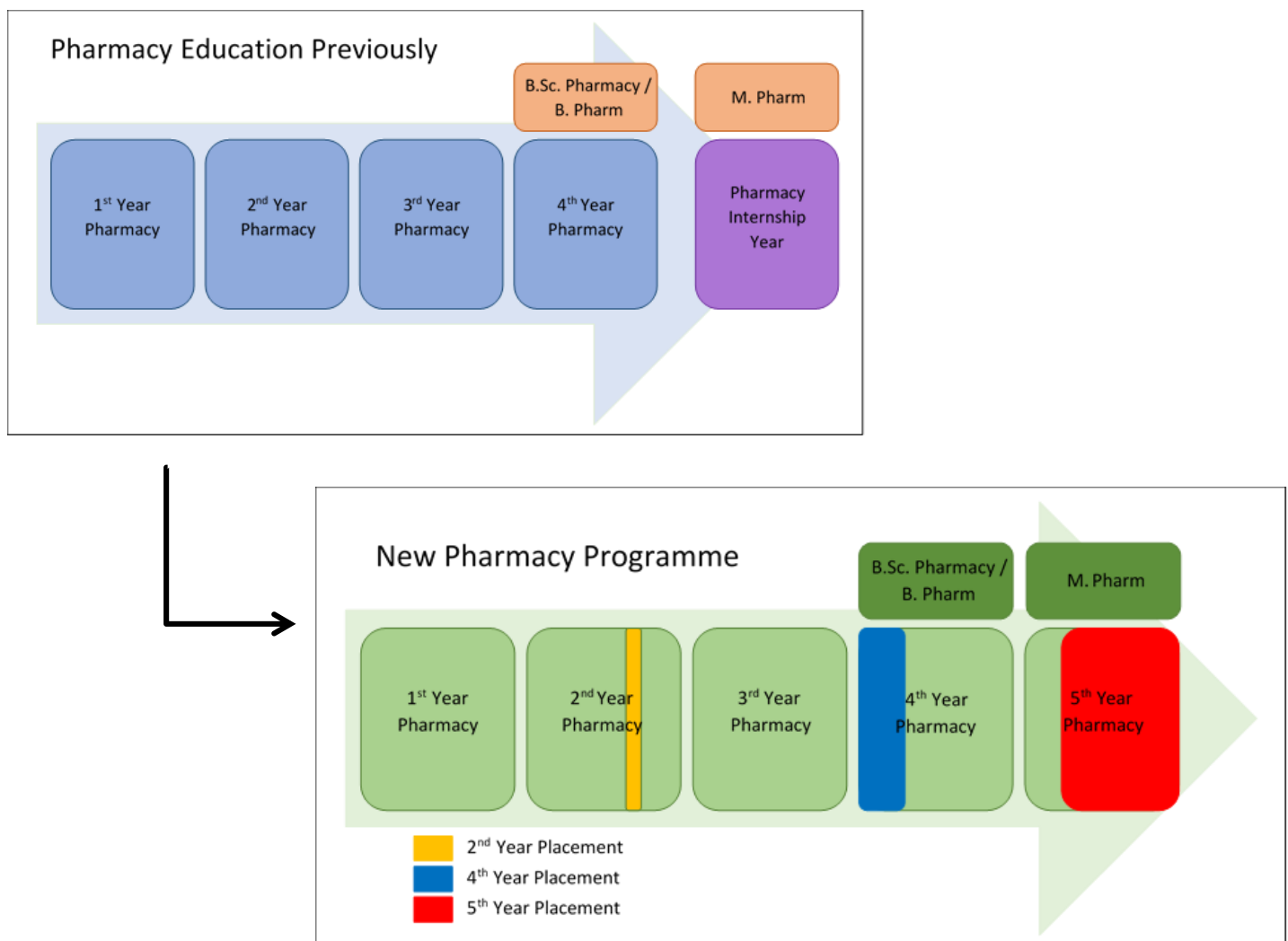
## 4<sup>th</sup> Year Placements – Background Information

### The New 5-year Integrated Pharmacy Programme

The new pharmacy programme started in 2015, following a major review of the pharmacy programme commissioned by the Pharmaceutical Society of Ireland (PSI). This review was known as the PEARs (Pharmacy Education and Accreditation Reviews) project, and in 2015 legislation was introduced to require that all pharmacy students undertake a new five-year integrated programme. The new five-year integrated programme follows a very different structure to previous pharmacy programmes, in that students remain registered at their Higher Education Institution (HEI) for five years and undertake three experiential learning placements during this time, namely in 2<sup>nd</sup>, 4<sup>th</sup> and 5<sup>th</sup> year.

Experiential learning placements are workplace-based learning experiences, which are overseen by APPEL on behalf of the Schools of Pharmacy. The underpinning philosophy of experiential learning placements is that students remain as students while on placement.

It has been set out in legislation that a four-month experiential learning placement will be undertaken in the 4<sup>th</sup> year.





## Section 1 – Practical Placement Information

### When?

3<sup>rd</sup> September 2018 – 21<sup>st</sup> December 2018

### What time?

The placement schedule is set by APPEL. The hours of placement\* are:

Monday	9am - 5.30pm, with an hour for lunch
Tuesday	9am - 5.30pm, with an hour for lunch
Thursday	9am - 5.30pm, with an hour for lunch
Friday	9am - 5.30pm, with an hour for lunch

\* Please note: The placement hours have been organised to be of a similar nature to a university timetable. Students will also be completing other academic work outside of the placement hours, and the placement timetable has been organised to allow students sufficient time to complete this work. Wednesdays have been allocated for academic work. A change to the placement schedule will only be considered by APPEL in exceptional circumstances and on a case-by-case basis. Please contact APPEL immediately if these placement hours cannot be accommodated.

### What will students be doing during the placement?

At the end of the 4<sup>th</sup> year placement, it is intended that students will be able to demonstrate a required level of competency in the relevant behaviours in the PSI's Core Competency Framework aligned to the three domains listed below:

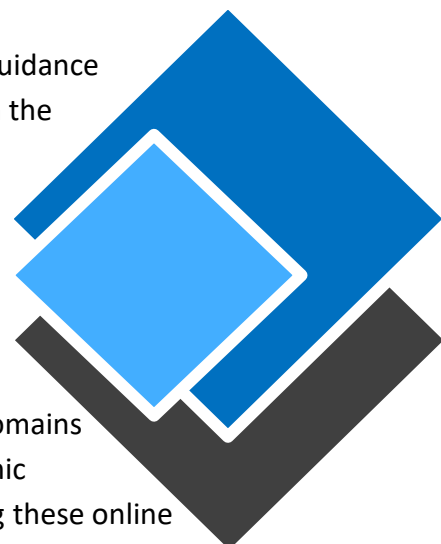
1. Professional Practice
2. Personal Skills
3. Organisation and Management Skills

During the placement, you should facilitate your student to undertake activities that will support them to develop competency in these behaviours. They should be exposed to a sufficient range of activities and opportunities to enable them to develop these required competencies. A training plan will enable you and your student to plan a sufficient range of activities. A list of the relevant PSI Core Competency Framework behaviours can be found in Appendix I and a sample induction and training plan can be found in Appendix II.

Examples of activities that your student can complete can be found in the Guidance on Delivering APPEL Experiential Learning Placements (in Appendix VII and in the Resources area in the APPEL website [www.appel.ie](http://www.appel.ie)).

During the placement, the Preceptor will assess the level of competency the student displays in the relevant behaviours as part of the Competency Assessment. Details on the Competency Assessment are found on page 17.

In addition, students will complete three online modules aligned to these domains to support their understanding of these domains and as part of their academic requirements. Academic staff will be responsible for delivering and assessing these online



modules. As a Preceptor you will not be responsible for your student completing the online academic content, but your student may ask your opinion on a topic they are completing as part of the online modules. If you want more information on the online modules, this can be found in Appendix VI or on the APPEL Virtual Learning Environment (VLE).

## **Where can I get support, if I am unsure how to organise a training plan or activities for my student?**

Contact a Practice Educator. For some Training Establishments and Preceptors, this may be the first time you have had a pharmacy student. The Practice Educator will be able to support you to develop ideas for activities and can discuss the training plan with you. Contact details for Practice Educators can be found on page 44.

## **What is the Guidance on Delivering APPEL Experiential Learning Placements?**

You will have learned about the Guidance on Delivering APPEL Experiential Learning Placements as part of your APPEL Trainer Training. APPEL experiential learning placements are designed to be workplace-based learning experiences, which are overseen by the Schools of Pharmacy “with the underpinning philosophy being that, while on placements, programme participants remain as students.” The guidance was developed to protect and promote the educational experience of students on placement and to support Training Establishments and Trainers in the delivery of such placements. A summary of the guidelines can be found in Appendix VII and the full guidance can be found on the APPEL website ([www.appel.ie](http://www.appel.ie)). If you have any questions about the guidance and what it will mean for your Training Establishment, please contact the APPEL office or a Practice Educator.

## **What happens if my student misses some placement time?**

100% attendance is expected on placement. If a student is going to be absent during the prescribed placement hours, for any reason, they are advised to inform their Training Establishment AND the APPEL office ([ops@appel.ie](mailto:ops@appel.ie)), as soon as possible.

Training Establishments should inform APPEL office ([ops@appel.ie](mailto:ops@appel.ie)) of any student absence.

## **What do I do if a critical incident occurs during the placement?**

To support the student’s safety and welfare, if a critical incident arises during the placement, the Training Establishment must contact the Practice Educator or APPEL office. Each of the Schools of Pharmacy has additional support services, which can be offered to students if required. All details discussed with APPEL will be handled in a confidential and sensitive manner. A critical incident is any actual or alleged event or situation that creates a significant risk of substantial or serious harm to the physical or mental health, safety or well-being of a student. Examples include, but are not limited to, death or serious illness of a member of staff or patient, fire, hold-up or burglary.

## What do I do, if I am concerned about the Student's conduct?

Students are required to adhere to the Schools of Pharmacy Joint Student Code of Conduct while on placement.

### The core principles of the Schools of Pharmacy Joint Student Code of Conduct are:

- a) Your primary concern must be to maintain and improve the health, wellbeing, care and safety of patients.
- b) Develop professional competence, skills and standing to bring health gain and value to the community.
- c) Be honest, trustworthy and show respect for others.
- d) Conduct yourselves in a manner, which enhances the service provided and maintains the good name of your profession.
- e) Maintain professional knowledge and competence.
- f) Awareness of obligations under the Code of Conduct and not to breach the Code.

As part of the 4<sup>th</sup> year placement, students will be developing their professionalism. If a student is displaying any behaviours that would not be in accordance with the Schools of Pharmacy Joint Student Code of Conduct, please get in touch with a Practice Educator or the APPEL Office. At this early stage of a student's professional career, it is important that such behaviours are highlighted to students and they are given support to help them develop. Discussing a matter with your Practice Educator does not necessarily mean it will impact your student's progression, but it will allow an opportunity for your student to receive appropriate feedback and support.



If you become aware of any potential breaches of the Schools of Pharmacy Joint Student Code of Conduct or any potential patient safety incidents during the placement, please contact APPEL.

As a Preceptor, you will play a pivotal role in supporting your student's professional development. Your student will have gained academic knowledge from the first three years of their undergraduate degree, and this placement is an opportunity for them to apply this knowledge in an experiential learning setting and to develop their competency.

You will have covered the roles and responsibilities of the Preceptor in the APPEL Trainer Training. Some of the key roles and responsibilities are listed on the next page to support you in your role and as a reminder from your training.

## Roles of the Preceptor

Role	How do I do this?
<p><b><u>Facilitator</u></b>  “Helping to guide your student’s learning”</p> <p>Students are encouraged to take responsibility for their own learning, but an experiential placement is a different learning environment compared with the structured learning environment of the lecture theatre. To help students to adapt to this learning environment, the student will look to you as a facilitator, to help guide their learning.</p>	<ul style="list-style-type: none"> <li>• By identifying learning opportunities and recognising chances to broaden the student’s learning experience, you can assist them in achieving their learning outcomes. You should recognise, facilitate and support opportunities for the student to practice the behaviours of the PSI CCF.</li> <li>• Take responsibility for initiating and maintaining a suitable learning environment for the student.</li> <li>• Prepare a training plan to provide a framework for the student’s learning and help ensure that they are exposed to a sufficient range of opportunities to develop their competency.</li> </ul>
<p><b><u>Role-Model</u></b>  “Leading by example”</p>	<ul style="list-style-type: none"> <li>• By instilling professional values and attitudes while mentoring and guiding the student through the complexities of your current practice, you will support your student’s professional development.</li> <li>• Challenge students’ perceptions about the diversity of the role of the pharmacist.</li> </ul>
<p><b><u>Coach</u></b>  “Improving your students’ performance by providing feedback, guidance and support”</p>	<ul style="list-style-type: none"> <li>• Provide timely constructive and supportive development feedback in a structured manner over the course of the placement.</li> <li>• Encourage self-directed and reflective learning.</li> </ul>
<p><b><u>Instructor/teacher</u></b>  “Helping your student acquire knowledge and skills”</p>	<ul style="list-style-type: none"> <li>• Share your expertise in your area of practice.</li> <li>• Teach the student about what you are doing.</li> <li>• Refer students to relevant guidelines, references and resources.</li> <li>• Student will bring their own attitudes, motivation and experiences to the placement, which in some instances may not be entirely compatible with your values, approach to learning and experience of teaching. In such situations, it is important for you to recognise that people learn in different ways, and adapt your teaching style (in so far as possible) to one which suits the needs of your student.</li> </ul>

The responsibilities of the Preceptor can be found in the Preceptor Agreement; a sample agreement is included in Appendix IV and on the APPEL website ([www.appel.ie](http://www.appel.ie)). Some specific responsibilities for a Preceptor for a 4<sup>th</sup> year placement are listed below:

### **Responsibilities of the 4<sup>th</sup> year placement Preceptor**

1. Be knowledgeable regarding the behaviours in the CCF against which your student will be assessed (see Appendix I).
2. Be available to the student for guidance and direction. While a Non-pharmacist Supervisor can be responsible for the day-to-day supervision of the student, as Preceptor you are responsible for the overall learning experience of the student.
3. Have regular meetings with your student and share your insights as an experienced pharmacist. As a minimum requirement, you should have one meeting every four weeks, of which two sessions during the placement must be face to face. Students will benefit greatly from their interactions with you as a professional role model.
4. Complete the student's first and final Competency Assessments.
5. Contact the Practice Educator as soon as possible if there are concerns regarding the student achieving the required level of competency.
6. Contact a Practice Educator or the APPEL office immediately if there is a potential breach of the Schools of Pharmacy Joint Student Code of Conduct or potential patient safety concern or critical incident.
7. Contact a Practice Educator or the APPEL office immediately if you are no longer available to act as a Preceptor or will be absent for a period of more than 4 weeks throughout the placement.

## **Placement Support**

One of APPEL's primary goals is to support Preceptors to undertake their roles. This support is provided in several ways. If you have any questions or concerns about the placement or your student; before, during or after the placement, please don't hesitate to contact APPEL. All contact details can be found at [www.appel.ie](http://www.appel.ie) or on page 44 of this handbook.

APPEL has developed Guidance on Delivering APPEL Experiential Learning Placements to protect and promote the educational experience of students on placement. Any staff member involved in supporting the student during the placement should be familiar with the content of the guidelines.

## Section 2 – Placement Planning

In order for you and your student to get the most out of the experience, it is important to be prepared. Practice Educators will prepare students before they go on their placement, including preparation relating to the following areas:

- Attendance and punctuality
- Code of Conduct
- Mobile phone use
- Dress code
- Data protection and confidentiality
- Learning activities

Students have signed a student placement agreement, read a student handbook and attended a student Pre-Placement Preparation Day.

Equally, your preparation as a Preceptor for your student's placement will also be vital to ensure that it is an enjoyable and rewarding experience for all.

The PSI requires APPEL, on behalf of the Schools of Pharmacy, to accredit all Training Establishments and Trainers. The APPEL office will have been in contact with you regarding the accreditation requirements. Below is a checklist of the requirements to be completed. More detail on each of these can be found in Appendix III.

### Preceptor Pre-Placement Check List

#### Training Establishments Accreditation Checklist

- Placement Agreement between APPEL and Training Establishment completed (see sample in Appendix V)
- Training Establishment Declarations Form completed
- Joint Written Agreement for Student Vetting completed

#### Preceptors Accreditation Checklist

- Preceptor training completed
- Trainer Declarations Form completed
- Trainer Agreement completed
- Confirm can fulfil Preceptor requirements
  - Preceptor is a PSI-registered pharmacist
  - Employed a minimum of three days per week
- Can accommodate regular contact with student (at least one meeting every four weeks)
- Can comply with requisite supervision requirement - Maximum absence during placement is four weeks



## Plan Your Student Induction

It is important, at the outset of the placement, to provide your student with an induction programme, which familiarises them with the practicalities of their new learning environment. The time and effort invested in induction assists with faster integration and a more effective learning environment.

Plan the time and date to complete the induction, and consider other staff who may be able to support you. Information about a successful induction is provided in the APPEL Trainer Training. Some helpful hints can be found on page 15 and a sample induction and training plan is provided in Appendix II.

# 2

## Brief Your Team

APPEL experiential learning placements may be a new experience for many Training Establishments and staff. Therefore it is important that all staff members are aware of the structure of these learning placements and the role of the student. Some topics you may consider including in your team briefing are:

- The student's name and when they will start
- What the student will know
- What the student can and cannot do
- Hours/scheduled activities
- Support/consider buddy system
- Supervising the student

For staff involved in the day-to-day supervision of the student, it will be necessary for them to be familiar with the APPEL Guidelines on Delivering Experiential Learning Placements (see abridged version in Appendix VII).

# 3

## Plan Your Student's Supervision

All students on placement must be supervised. Supervision must be appropriate to the placement type and the learning environment, whilst ensuring patient safety is a prime focus. Before the placement, you must consider how the student will be supervised; it may be appropriate to have other team members support you with this. A Non-pharmacist Supervisor can be responsible for the day-to-day supervision of the student. However, the Preceptor must ensure that those involved in the day to day supervision of the student, are aware of their supervisory and support role, and are willing to and capable of mentoring a student. It should be clear to all staff, clients and members of the public that the student is not a registered pharmacist. APPEL will provide each student with a badge identifying them as a pharmacy student.

# 4

## Section 3 – During the Placement

### Week One – Induction

Completing an induction and training plan is essential to ensure a good learning experience. A sample induction and training plan is provided in Appendix II. Some additional hints and tips for an effective induction and training plan are:



#### Hints and Tips: Induction and Training Plan

- ✓ Sit down and discuss your plans for the placement with your student.
- ✓ Ensure you will not be interrupted or pressed for time.
- ✓ Discuss your student's previous relevant experience, and ask your student about their expectations and objectives for the placement.
- ✓ Clearly set out your expectations and objectives for the placement.
- ✓ Document agreed expectations, objectives and a schedule for meetings in the training plan (Appendix II). You could ask your student to do this!
- ✓ Discuss and plan for key dates, e.g. Competency Assessments.
- ✓ Discuss how you like to teach and support and invite your student to describe how they like to learn, e.g. should the student ask questions as they arise, or does it work better to keep them until the end of the day?
- ✓ Ensure your student is introduced to key staff and their roles. Explain how other staff can support your student.
- ✓ Show your student the Training Establishment's layout and facilities and explain a typical daily routine in that environment.
- ✓ Provide your student with and arrange for training in any key policies and procedures, e.g. security, confidentiality and procedures specific to your Training Establishment.
- ✓ Ensure your student knows who to contact if they have a difficulty- for example not feeling well, personal emergency, running late.
- ✓ Ensure both you and your student understand how to report student absence to APPEL and how to access APPEL Supports.
- ✓ Agree suitable tasks for your student. Consider appropriate tasks which your student may be able to complete at busy periods.
- ✓ Ensure both you and your student have access to your student's Practice Educators names, contact phone numbers and email addresses, and to the contact details for the APPEL office (see page 44)
- ✓ Complete a Health and Safety induction.

## Placement Activities

During the placement, students should complete activities that will develop their competency in the relevant behaviours in the PSI's Core Competency Framework (CCF).

For the 4<sup>th</sup> year placement, the behaviours are aligned to the following three domains of the CCF; further details can be found in Appendix I:

1. Professional Practice
2. Personal Skills
3. Organisation and Management Skills

In your practice environment, you will be able to provide the student with many activities which will help develop their competence in these areas. Examples of activities can be found in the "Guidance on Delivering APPEL Experiential Learning Placements" (see Appendix III or [www.appel.ie](http://www.appel.ie)).

Experiential learning is "the process of learning through experience" and "learning through reflection on doing." It would be useful to consider the day-to-day activities that you complete as a pharmacist, and consider which of these activities would be appropriate for a 4<sup>th</sup> year student.

As the Preceptor, you will want the best learning experience for your student and will want to create the best learning environment. You can discuss the following tips with other staff members involved in training the student.



### Helpful Hints: Creating a Highly Productive Learning Environment

- Encourage your student to have an active role; professional skills cannot be learnt by observation alone.
- Provide your student with activities which require them to demonstrate learned skills and involve decision-making.
- Provide your student with opportunities to apply new knowledge and skills under supervision. These opportunities are best provided soon after the knowledge or skills are learnt.
- Provide activities which are of sufficient difficulty to be challenging, but are not discouraging.
- Discuss the learning task once it has been completed to help the student's understanding of their experience.
- Recommend that your student use a journal; this can be used to note new experiences, things they have learned, or things they wish to follow up. It could also be used as a revision tool or to note points for discussion with you.
- Encourage your student to have an inquisitive nature and to research things rather than expecting to be told the answer.
- Encourage your student to review how they perform activities; this is essential to developing and refining skills.

## Competency Assessment

During the 4<sup>th</sup> year placement, students are assessed against the behaviours described in the CCF. The CCF contains six domains, and within each domain, there are a number of behavioural statements describing each competency.

During the 4<sup>th</sup> year placement, Preceptors are asked to rate their student against the relevant behaviours for just three domains of the CCF (Appendix 1). You will use the rating system described in the table below.

Level	Rating	Definition	Percentage
N/A	Cannot	Student not exposed to this behaviour in the Training Establishment.	N/A
1	Rarely	Very rarely meets the standard expected. No logical thought process appears to apply.	0-20%
2	Sometimes	Much more haphazard than “mostly”.	21-50%
3	Mostly	Implies standard practice with occasional lapses.	51-84%
4	Consistently	Demonstrates the expected standard practice with rare lapses.	85-100%

As the student is in the 4<sup>th</sup> year of their undergraduate programme, they would not be expected to be of the same standard of competency as a newly qualified pharmacist, i.e. demonstrating all of the competencies consistently. Therefore, although some students may demonstrate some competencies consistently, the standard required at the end of the 4<sup>th</sup> year placement is a minimum of level 3 in all of the relevant behaviours.

You will assess the student twice during the four-month placement. The first assessment (formative assessment) will take place at the end of week five, and a final assessment (summative assessment) will take place at the end of week 12. The formative assessment is undertaken to allow your student to identify behaviours that they need to practice and improve upon. This assessment needs to be completed by the end of week five of placement, to give the student sufficient time to identify practice opportunities to support this improvement. The summative assessment is the final Competency Assessment and is undertaken at week 12. In this assessment, the student is required to achieve a minimum of a level 3 in all of the behaviours to reach the required standard.

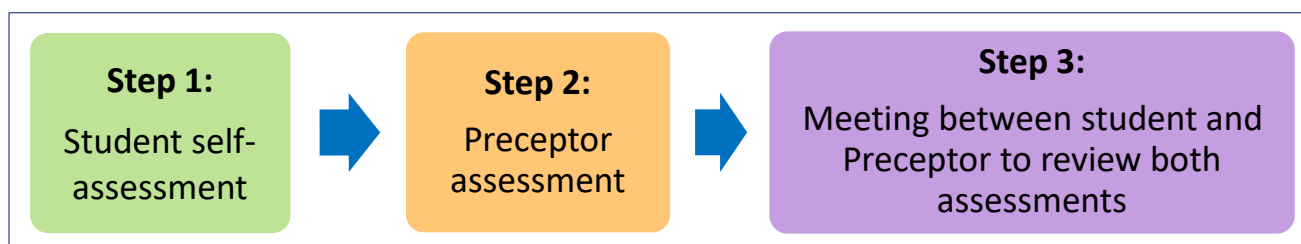
If they have not achieved a level 3, by the end of week 12, you should contact a Practice Educator immediately. The Practice Educator will support you in developing a focused training plan for the final four weeks of the placement to give the student every opportunity to reach a level 3 by the end of the placement. The final Competency Assessment will remain open until the end of week 16, to allow your Preceptor to amend any scores given at week 12, if required.

## Key Competency Assessment Dates

**First assessment to be completed by end of week 5 (6<sup>th</sup> October)**

**Final assessment to be completed by end of week 12 (24<sup>th</sup> November)**

The Competency Assessment workflow (below) will be completed and recorded on the APPEL Virtual Learning Environment (VLE). The VLE will link each student with their Preceptor and provides details of all of the required competency behaviours. The Competency Assessment workflow (below) is completed in three steps:



**Step 1** The student completes a self-assessment exercise where they assign themselves a rating in each of the specified behaviours, based on what they consider their competency rating to be.

**Step 2** The Preceptor rates the student in each of the specified competency behaviours based on their experience of the student's competency. Prior to rating the student, the Preceptor may wish to get feedback from other colleagues who have been involved in the student's training.

**Step 3** A meeting should be organised between the Preceptor and the student, where they review their respective ratings together. The following should be discussed as part of this meeting:

- a) The Preceptor should provide constructive feedback that (i) identifies those areas where the student has performed well and (ii) highlights where improvement is needed and how this may be achieved. The provision of feedback is particularly important for the first assessment to ensure the student is best placed to achieve the required rating in the final assessment.
- b) Discuss where any differences have arisen between the student's and Preceptor's rating – seek to understand, why the student felt they were that rating and provide honest and constructive feedback. It is important to check the student's understanding of the feedback being provided.
- c) Identify the areas where the student is not at the required rating; explore why this may be? Have they not yet had opportunities to develop this competency or do they require more practice in certain activities to develop the competency? Consider and discuss with the student, activities that may provide opportunities to develop these competencies and plan these activities in the training plan.
- d) Record the feedback given at each assessment, on the VLE; record actions which should be completed and amend the training plan as required.



### Helpful Hints:

- Arrange a time to complete the Competency Assessment and a time for the meeting with your student to discuss the feedback and ratings from your assessment (step 3 of the process) well in advance of the required deadlines to allow for unexpected delays.
- Check your student understands the feedback you are providing and record your feedback on the VLE.
- Using the training plan template, put a plan (with dates) in place which establishes opportunities to enable the student to be exposed to activities that will help them reach the required level of competency.
- Seek help early. If you have identified or have concerns about your student's development of competency contact your Practice Educator.
- Competency Assessment of students for four-month placements is new for everyone and will be a learning experience for many. For support, guidance or general advice on the Competency Assessment, do not be afraid to contact your Practice Educator.

## Competency Assessment Questions

### **1. Is level 3 the highest rating a Preceptor can give for their student in the 4<sup>th</sup> year placement?**

No, the minimum requirement in the 4<sup>th</sup> year placement is level 3. If a student consistently demonstrates the expected standard practice with rare lapses, they can be rated at level 4.

### **2. What do I do if my student is achieving level 1 and 2 in the first assessment?**

The first assessment is to help Preceptors and students to identify the student's current competency and put a plan in place to help the student achieve the required level of competency before the final assessment. At the first assessment, the student will only have completed five weeks of their placement and may not have been exposed to many opportunities to develop their competency. The Preceptor should look at the areas in which the student is achieving level 1 and 2 ratings and consider possible reasons for these ratings, e.g. is it due to lack of exposure to relevant activities or do they need additional support in this area. The Preceptor should provide honest feedback to their student and agree a plan with their student to address these areas. If the Preceptor has any concerns, they should contact their Practice Educator.

### **3. Why is the final assessment completed at the end of week 12, when the placement lasts 16 weeks?**

The final assessment is completed at the end of week 12, to allow time for a focused training period if the student is having difficulty achieving the required level of competency for certain behaviours.

### **4. When can you use the Not Applicable (N/A) rating?**

The behaviours assessed as part of the 4<sup>th</sup> year Competency Assessment were chosen as it was thought they could be demonstrated in all practice settings. On the exceptional occasion, where a behaviour cannot be demonstrated in a specific Training Establishment, the Preceptor can rate that behaviour as Not Applicable. This rating can be used when the student cannot be exposed to, or will not have the opportunity to be exposed to that behaviour in the Training Establishment. For example, behaviour 6.5.4 states "Contributes to regular audit activities and reports and acts upon findings." If the Training Establishment does not have any regular audit activities to which the student could be exposed, then it will not be possible to assess the student against this behaviour.

### **5. Why does the Competency Assessment not include all of the behaviours listed in the three domains in the PSI CCF?**

The behaviours chosen for assessment are those which were determined as applicable to all practice settings at a level that would be appropriate to a 4<sup>th</sup> year pharmacy student.



## Feedback

This will be the first experience of an APPEL 4<sup>th</sup> year placement for everyone. We would really appreciate your open and honest feedback on what is working well and how we can make things better, so we can improve this experience for all. Please get in touch throughout the placement with any feedback or suggestions. At the end of the placement, we will send you a placement evaluation - we would greatly appreciate you taking the time to complete the evaluation.

## Frequently Asked Questions

### **Why are the placement hours set and why can't I change them?**

The placement hours have been organised to be of a similar nature to a university timetable. Students will be completing other academic work outside of the placement hours, and the placement timetable has been organised to allow students sufficient time to complete this work. Wednesdays have been allocated for academic work. A change to the placement schedule will only be considered by APPEL in exceptional circumstances and on a case-by-case basis.

### **What if my student requests a change of hours e.g. they have a hospital appointment?**

Students will be advised that 100% attendance at placement is required. They will be advised to arrange such appointments outside of placement hours if possible. If there is an exceptional circumstance where an absence is required during placement such as a hospital appointment which cannot be rescheduled, they should contact APPEL office, and each request will be considered on a case-by-case basis. The APPEL office, will then advise you what to do in this case.

### **When should I contact APPEL?**

If you have any queries at all in relation to your student, your placement or APPEL, please contact us. As this is the first year of the 4<sup>th</sup> year placement, we all have a lot to learn. Through raising your queries, we can support you and help shape future training and resources provided to Preceptors.

### **What do I do if the student is unwell or absent?**

If the student is unwell during their placement, please excuse them from attendance and/or help them get medical care, as appropriate. If a student fails to attend their placement or calls in sick, please inform APPEL as soon as possible. Students will also have been advised to contact both their Training Establishment and APPEL if they are going to be absent from their placement.

## Frequently Asked Questions (cont'd)

### **Why do Training Establishments have to report all student absences to APPEL office?**

100% attendance is required on placement. One of the core competency behaviours being assessed on placement is professionalism. Being reliable and punctual, (CCF 6.1.6) is one of the professional behaviours that demonstrate professionalism. If a student is not attending placement, APPEL need to be made aware of this to address the situation and offer the student any supports required. During placement, students remain registered with their HEI, and each HEI therefore has a duty of care to their student.

### **How do I ensure punctuality and professional demeanour?**

Students agree to adhere to the Schools of Pharmacy Joint Student Code of Conduct, and will be given guidance about appropriate dress, demeanour and behaviour before going on placement. If a student is displaying any behaviours that would not be in accordance with the Student Code of Conduct, please get in touch with a Practice Educator. At this early stage of a student's professional career, it is important that such behaviours are highlighted to students and they are given support to help them develop. Discussing a matter with your Practice Educator, does not necessarily mean it will impact your student's progression, but it will allow an opportunity for your student to receive appropriate feedback and support.

### **What can the student do during this placement?**

An important part of experiential learning is to help the student to develop the various competencies required for pharmacy practice. During the 4<sup>th</sup> year placement, the students will complete three online modules, which will support them to develop competencies relating to Domains 1, 2 and 6 of the PSI Core Competency Framework. This includes self-management, workplace management, human resources, quality assurance, leadership, change management, critical thinking, decision-making, team working, communication and legal and ethical issues.

Training Establishments will have various experiential activities that students can complete during the placement, which help develop these competencies. These activities will vary depending on the Training Establishment and could include a project, experience in multiple departments, etc. APPEL can provide guidance on experiential learning activities to Training Establishments.

### **Can students be paid on APPEL Placements?**

Students are not employees of Training Establishments during their placements and must not be reimbursed for placement hours.

### **Can I get a really good student back to complete their 5<sup>th</sup> year placement?**

Legislation does not permit students to complete their 4<sup>th</sup> and 5<sup>th</sup> year placement in the same Training Establishment.

## Frequently Asked Questions (cont'd)

### **What can a student do when the team are busy?**

There will be times during the student's placement when the Training Establishment becomes busy, and the team are not immediately available to answer student questions or direct the student's activities.

APPEL suggests setting an agreed list of learning opportunities at the student's induction, to encourage and enable the student to direct themselves in their learning at busy times, and for the student to make the most of the valuable experience they can gain in your Training Establishment. Please note, students with no previous experience in a particular practice environment may find it more difficult to identify self-directed learning opportunities.

### **Can I stop the placement, mid-placement?**

If you are not certain that your establishment will be able to take a student for the entire duration of the placement, please inform APPEL before the placement starts. In cases of emergency or serious and unexpected shortage of staff to supervise the student, please contact APPEL as soon as possible.

### **What if our circumstances change and we can no longer take a student?**

Please notify APPEL as soon as possible.

### **What if the Preceptor is going to be on extended leave during the placement?**

Preceptor accreditation documentation states that a Preceptor must be employed for a minimum of three days per week (or equivalent) and they will not be absent for more than four weeks during the placement. If the Preceptor is going to be on extended leave or there is a change of circumstance during the placement, you need to get in contact with the APPEL office immediately.

### **What happens if there is a change in Preceptor during the placement?**

If you are aware there is going to be a change in Preceptor you must notify the APPEL office immediately, and they will discuss with you the necessary arrangements for paperwork and accreditation of the new Preceptor. You must ensure there is an adequate hand over of information regarding the student's progression and competence between the Preceptors.

### **How can my experience of being a Preceptor become part of my own CPD?**

In 2018, 84% of our supervisors agreed that supervising a student contributed to their CPD. APPEL has developed some sample CPD cycles, based on some feedback that pharmacists shared regarding their experiences of supervising students. These cycles are intended to illustrate how pharmacists can incorporate their own experiences of supervising students into their own professional learning journeys. These sample CPD cycles are available on the APPEL website; [www.appel.ie/resources](http://www.appel.ie/resources).

# Appendix I – CCF Behaviours Assessed during 4<sup>th</sup> Year Placements

## Domain 1: Professional Practice

Competency: Practises “patient-centred” care	
1.1.1	Demonstrates a “patient-centred” approach to practice
1.1.2	Ensures patient safety and quality are at the centre of the pharmacy practice
Competency: Practises professionally	
1.2.2	Demonstrates awareness of the position of trust in which the profession is held and practises in a manner that upholds that trust
1.2.3	Treats others with sensitivity, empathy, respect, and dignity
1.2.4	Takes responsibility for their own actions and for patient care
1.2.7	Recognises their scope of practice and the extent of their current competency and expertise, and works accordingly
1.2.8	Maintains a consistently high standard of work
Competency: Practises legally	
1.3.2	Understands and applies the requirements of both Irish and European pharmacy and medicines law
1.3.3	Demonstrates an awareness of other legislation relevant to their practice setting, including, as appropriate, data protection law, health and safety law, employment law, consumer law, equality law, and intellectual property rights.
1.3.4	Demonstrates an understanding of the requirements of the regulatory framework to authorise a medicinal product, including the quality, safety, and efficacy requirements
Competency: Practises ethically	
1.4.1	Understands their obligations under the principles of the statutory Code of Conduct for Pharmacists and acts accordingly
1.4.2	Makes and justifies decisions in a manner that reflects the statutory Code of Conduct for Pharmacists, and pharmacy and medicine law
1.4.3	Recognises ethical dilemmas in practice scenarios and reasons through dilemmas in a structured manner
Competency: Engages in appropriate Continuing Professional Development (CPD)	
1.5.1	Understands and accepts the importance of life-long learning for pharmacists
1.5.2	Demonstrates the ability to critically reflect on their own practice and skills, to identify learning and development needs
1.5.3	Takes personal responsibility for engaging in CPD and achieving learning and professional development goals
1.5.4	Identifies and undertakes appropriate learning activities and programmes that meet identified learning needs
1.5.5	Keeps knowledge and skills up to date

## Domain 2: Personal Skills

Competency: Leadership skills	
2.1.1	Inspires confidence and applies assertiveness skills as appropriate
2.1.2	Leads by example by acting to ensure patient safety and quality within the pharmacy environment
2.1.3	Builds credibility and portrays the profession in a positive light by being professional and well informed

Competency: Decision-making skills	
2.2.2	Makes decisions and solves problems in a timely manner
2.2.3	Gathers information from a number of reliable sources and people to enable them to make well-founded decisions
2.2.4	Communicates decisions comprehensively including the rationale behind decisions
2.2.5	Ensures that relevant professional, ethical, and patient safety factors are fully considered in decisions into which they have an input
2.2.6	Distinguishes between important and the unimportant issues
2.2.7	Demonstrates an attention to detail and accuracy in decision-making
2.2.8	Recognises when it is appropriate to seek advice from experienced colleagues, refer decisions to a higher level of authority, or to include other colleagues in the decision

Competency: Team-working skills	
2.3.1	Recognises the value and structure of the pharmacy team and of a multiprofessional team
2.3.5	Demonstrates a broad understanding of the services delivered by other healthcare professionals and disciplines

Competency: Communication skills	
2.4.1	Uses effective verbal, non-verbal, listening and written communication skills to communicate clearly, precisely and appropriately
2.4.3	Uses appropriate language and checks understanding
2.4.4	Demonstrates respect, cultural awareness, sensitivity and empathy when communicating
2.4.5	Demonstrates influencing and negotiation skills to resolve conflicts and problems

## Domain 6: Organisation and Management Skills

Competency: Self-management skills	
6.1.1	Demonstrates organisation and efficiency in carrying out their work
6.1.2	Ensures their work time and processes are appropriately planned and managed
6.1.3	Demonstrates the ability to prioritise work appropriately
6.1.4	Takes responsibility as appropriate in the workplace
6.1.5	Demonstrates awareness of the responsibility of their position
6.1.6	Ensures punctuality and reliability
6.1.7	Reflects on and demonstrates learning from critical incidents

Competency: Workplace management skills	
6.2.1	Demonstrates an understanding of the principles of organisation and management
6.2.2	Works effectively with the documented procedures and policies within the workplace
6.2.3	Understands their role in the organisational structure and works effectively within the management structure of the organisation
6.2.5	Addresses and manages day to day management issues as required in their position of responsibility

Competency: Human resources management skills	
6.3.3	Engages with systems and procedures for performance management
6.3.4	Supports and contributes to staff training and continuing professional development

Competency: Quality assurance	
6.5.1	Recognises quality as a core principle of medicines management and healthcare provision
6.5.2	Understands the role of policies and procedures in the organisational structure and in the provision of healthcare
6.5.3	Contributes to the development, implementation, maintenance and training of staff on standard operating procedures, as appropriate to their level of responsibility
6.5.4	Contributes to regular audit activities and reports and acts upon findings



## Appendix II – SAMPLE Induction and Training Plan

### Induction

**STUDENT NAME:**

**PRECEPTOR NAME:**

#### HOUSEKEEPING CHECKLIST

- ☐ Placement hours are: \_\_\_\_\_
- ☐ Daily lunch time: \_\_\_\_\_
- ☐ Introduce student to members of staff
- ☐ Assign a 'buddy' to the student (if required)
- ☐ Name of 'buddy' \_\_\_\_\_

#### DATE PLANNING

Schedule for Student-Preceptor meetings:

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Student self-assessment dates:

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Competence appraisal completion dates:

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Planned Preceptor annual leave: \_\_\_\_\_

Who will supervise student in Preceptor's absence: \_\_\_\_\_

## PLACEMENT EXPECTATIONS

Student: What is important for me for a successful placement?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Preceptor: What is important for me for a successful placement?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Student's personal learning objectives while on placement:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Student's previous pharmacy or other relevant experience:

\_\_\_\_\_

## LEARNING STYLES

What is the student's preferred learning style (activist, pragmatist, theorist and/or reflector)?

\_\_\_\_\_

How does the Preceptor prefer to teach and support the student?

\_\_\_\_\_

## FEEDBACK

How does the student like to receive feedback?

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How will feedback be provided?

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When and how often will feedback be provided?

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## PAPERWORK

- ☐ SOPs
- ☐ Health and Safety
- ☐ Training Manuals
- ☐ Any other placement related paperwork

## ACCESSING APPEL SUPPORTS

<b>Name of Practice Educator (s) (PE (s))</b>	
<b>PE(s) email</b>	
<b>PE(s) phone number</b>	
<b>APPEL ops email</b>	<a href="mailto:appel@ops.ie">appel@ops.ie</a>
<b>APPEL ops phone number</b>	01 402 5129

## Training Plan

Preceptors and their student(s) should agree a training plan relevant to the placement setting. This should include a plan for opportunities for the student to practice those competencies of the PSI Core Competency Framework against which the Preceptor will be assessing the student. The student should be appropriately supervised at all times. It may be useful to assign anticipated dates to each activity, to support student and Preceptor planning.

### Domain 1 – PROFESSIONAL PRACTICE

#### 1.1 Practises 'patient-centred' care

Student suggested activities:

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Preceptor suggested activities:

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#### 1.2 Practises professionally

Student suggested activities:

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Preceptor suggested activities:

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#### 1.3 Practises legally

Student suggested activities:

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Preceptor suggested activities:

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### 1.4 Practises ethically

Student suggested activities:

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Preceptor suggested activities:

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### 1.5 Engages in appropriate continuing professional development (CPD)

Student suggested activities:

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Preceptor suggested activities:

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Additional Notes:

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Training Plan Review Dates:

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## Domain 2 – PERSONAL SKILLS

### 2.1 Leadership skills

Student suggested activities:

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Preceptor suggested activities:

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### 2.2 Decision-making skills

Student suggested activities:

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Preceptor suggested activities:

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### 2.3 Team working skills

Student suggested activities:

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Preceptor suggested activities:

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**2.4 Communication skills**

Student suggested activities:

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Preceptor suggested activities:

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Additional Notes:

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Training Plan Review Dates:

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## Domain 6 – ORGANISATION AND MANAGEMENT SKILLS

### 6.1 Self-management skills

Student suggested activities:

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Preceptor suggested activities:

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### 6.2 Workplace management skills

Student suggested activities:

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Preceptor suggested activities:

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### 6.3 Human resources management skills

Student suggested activities:

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Preceptor suggested activities:

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## 6.5 Quality assurance

Student suggested activities:

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Preceptor suggested activities:

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Additional Notes:

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Training Plan Review Dates:

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Thank you for engaging with APPEL and supporting pharmacy students' development.  
If you have any questions, please check [www.appel.ie](http://www.appel.ie) or contact your Practice Educator.

## Appendix III – Placement Governance

APPEL want all students and Training Establishments to have an enjoyable and rewarding placement experience. To ensure this, APPEL have implemented a quality assurance process for all placements. Students, Preceptors and Training Establishments are all required to partake in the governance processes, as described below.

### Students

#### *Student Placement Agreement and Student handbook*

Students must complete a placement agreement and read the handbook prior to placement, which contains the terms and conditions of the APPEL placement. A copy of both of these can be found on the APPEL website.

### Preceptors

#### *Trainer Placement Agreement*

Every Preceptor is required to complete a Trainer Placement Agreement in advance of the placement. This contains the terms and conditions of being an APPEL Preceptor. By signing this agreement, the Preceptor agrees to be bound by these terms and conditions.

#### *Preceptor Accreditation*

The PSI requires APPEL to accredit all of its Trainers. Each pharmacist wishing to act as an APPEL Preceptor must complete a number of declarations, including a connections declaration, a declaration that they will complete APPEL Preceptor Trainer Training and the legal declarations required by SI 377/2014. As well as this, APPEL Preceptor must sign a Placement Agreement, as described above.

#### *Preceptor Training*

Each APPEL Preceptor must undertake APPEL Trainer Training. This can be undertaken in a face-to-face training session or online. Regardless of the mode of training, each participant must undertake an assessment on completion of the training.

#### *APPEL Preceptor Requirements*

Each student will have a named pharmacist Preceptor assigned to him or her for the placement. The role of the Preceptor is to support the student in their development as a pharmacy professional. The Preceptor must be a PSI Registered pharmacist and employed for a minimum of three days/week or equivalent. They must be available to the student for guidance and direction but are not required to supervise the student directly.

## Training Establishments

### *Placement Agreement*

This agreement outlines the responsibilities of both APPEL and the Training Establishment in their respective participation in student placement(s). This agreement details placement requirements including insurance, induction, health and safety requirements, the suitability of placement environment and that the Training Establishment has the capacity to provide the student with adequate supervision.

### *Training Establishment Accreditation*

The PSI requires APPEL to accredit all Training Establishment. This process includes the completion of certain declarations, including a connections declaration and the legal declarations required by SI 377/2014, a Joint Written Agreement for Student Vetting, as well as the Placement Agreement described above.



## Appendix IV – SAMPLE Preceptor Agreement

I declare that:

- a) I will oversee an experiential learning placement that will provide training to my student(s) in accordance with the Guidance on Delivering APPEL Experiential Learning Placements.
- b) I agree to read the relevant APPEL handbook prior to the placement and bring any questions in relation to this handbook to the attention of APPEL before the placement begins.
- c) I agree to undertake the necessary training and education programmes to become an APPEL-accredited Preceptor, as set down by APPEL.
- d) I will ensure that my student(s) receive induction training at the start of their placement(s), with patient safety as a prime focus.
- e) I will provide the student(s) with an appropriately structured and documented scheme of training that provides and exposes the student to sufficient practice opportunities at an appropriate level.
- f) I will meet with my student(s) according to the guidelines provided by APPEL in the Guidance on Delivering APPEL Experiential Learning Placements and APPEL handbook(s).
- g) I will provide a suitable training environment that is appropriately safe, hygienic and protects the safety, health and welfare of my student(s).
- h) I will ensure that the experiential learning placement schedule will follow the guidelines provided by APPEL in the Guidance on Delivering APPEL Experiential Learning Placements and APPEL handbook(s).
- i) I will ensure that the student(s) is/are appropriately supervised in line with the guidelines provided by APPEL in the Guidance on Delivering APPEL Experiential Learning Placements and APPEL handbook(s). This will take into account individual students' capabilities and limitations. I will be present at the premises for the requisite amount of time, as laid out by APPEL guidelines. In the event of my long-term absence, APPEL will be informed so that alternative placement arrangements can be made.
- j) I will support the student(s) in their training and practice, providing documented feedback, as required.
- k) I will assess the student(s), in line with APPEL guidelines.
- l) I will act as a role model of positive and professional pharmacy practice and will maintain a professional relationship with my student(s).
- m) I will ensure that any potential breaches of the Student Code of Conduct or potential patient safety issues involving students are promptly reported to an APPEL Practice Educator to ensure patient safety is safeguarded.
- n) I will promptly inform APPEL of any critical incidents which may impact on the student(s) on placement (examples of critical incidents include, but are not limited to, death or serious illness of a member of staff or patient, fire, hold-up or burglary).
- o) I will notify APPEL regarding the student's attendance, in line with APPEL's policy on attendance.
- p) I agree with students providing feedback on their training experience to feed into a quality improvement programme.
- q) I understand and consent to APPEL conducting its own evaluation of placements.
- r) I consent to Training Establishment visits by APPEL Practice Educator(s).

Signature of Preceptor:

\_\_\_\_\_

Name: \_\_\_\_\_

For details of your Preceptor agreement, please contact APPEL

## Appendix V – SAMPLE Placement Agreement between APPEL and Training Establishment

The purpose of this Agreement is to outline the responsibilities of both the Affiliation for Pharmacy Practice Experiential Learning (APPEL) and the Training Establishment ('the Parties') in their respective participation in student placement(s) associated with the five-year integrated pharmacy programme. APPEL is a consortium of the Schools of Pharmacy (and Pharmaceutical Sciences) at University College Cork – National University of Ireland, Cork (UCC), Royal College of Surgeons in Ireland (RCSI), and the University of Dublin, Trinity College (TCD). Placement agreements between APPEL and the Training Establishment apply to placements provided to students in all three higher education institutions (HEIs).

This Agreement shall be deemed to commence on the date of signing and shall continue for four years, unless it is terminated earlier in accordance with the terms below or renewed or extended by written Agreement of the Parties.

The Parties will comply with all applicable laws, including, but not limited to any relevant health and safety and data protection laws.

In the event that the Training Establishment has any concern or issue with or about a student, they must bring this to the attention of APPEL; thereafter it will be a matter for APPEL to interact with the student regarding the matters raised. If these matters cannot be resolved to the satisfaction of either Party, the student's placement with the Training Establishment may be terminated by either Party. It is agreed that such cases shall be discussed by the Parties before any action is taken by a Party.

Both Parties will have the right to terminate or suspend this Agreement. Each Party must inform the other in writing if they wish to terminate or suspend the Agreement.

No funding commitments are created by this Agreement.

No right or licence is granted hereunder to use the name, logo, trademark of the other Party without its prior written consent.

Nothing in this Agreement gives rise to a relationship of agency or partnership, joint venture or the relationship of principal or agent between the Parties and no Party has the right or authority to act on behalf of the other Party in any way. The Training Establishment acknowledges the student(s) is/are not an agent of their HEI and does not have the authority to sign any documentation on behalf of their HEI.

This Agreement constitutes the entire Agreement and understanding of the Parties with respect to its subject matter. Any modification or amendment to this Agreement shall be in writing and signed by the Parties.

Neither Party may assign this Agreement or any right under this Agreement without the prior written consent of the other Party.

This Agreement is governed by the laws of Ireland and the Irish courts shall have exclusive jurisdiction to settle any dispute arising out of or in connection with it.

Insurance:

The APPEL Consortium HEIs<sup>1</sup> and the Training Establishment shall both maintain public liability, employer's liability and professional indemnity insurance with minimum indemnity limits respectively of not less than €6,500,000, €13,000,000 and €6,500,000. For the avoidance of doubt the professional indemnity insurance maintained by the Training Establishment, or the Clinical Indemnity Scheme where the Training Establishment is subject to same, shall be expected to be arranged to cover the Student whilst on placement and provide for compensation in the event of any

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<sup>1</sup> HEIs –Higher Education Institutions – in this case UCC, RCSI and TCD



injury, loss or damage to, or the death of, any patient in the course of the carrying on of the organisation's business. Upon request, the HEIs and the Training Establishment shall provide the other with evidence of such insurance cover.

### **Training Establishments**

The Training Establishment agrees it shall provide the student(s) with the placement opportunity for the periods and at such locations as agreed with APPEL. In doing so, the Training Establishment confirms it shall:

- a) Provide sufficient practice opportunities to the student at the appropriate level for each placement.
- b) Ensure that experiential learning placement(s) will be provided in accordance with APPEL's Guidance on Delivering APPEL Experiential Learning Placements.
- c) Meet the student supervision requirements by appointing a suitably-qualified Trainer for the placement, as follows:

	<b>2<sup>nd</sup>-year placement</b>	<b>4<sup>th</sup>-year placement</b>	<b>5<sup>th</sup>-year placement</b>
<b>Trainer pharmacist title</b>	Supervisor OR Preceptor OR senior Preceptor	Preceptor OR senior Preceptor	Senior Preceptor
<b>Trainer pharmacist requirements</b>	Employed for a minimum of 3 days/week or equivalent. Meets APPEL Supervisor requirements.	Employed for a minimum of 3 days/week or equivalent. Meets APPEL Preceptor requirements.	On-site minimum of 3 days/week or equivalent. Meets APPEL Senior Preceptor requirements.
<b>Supervisory requirements</b>	Minimum 1 face to face session	Minimum 1 meeting per 4 weeks and as required, of which 2 sessions must be face to face	Onsite direct supervision with regular face to face sessions as required
<b>Registration requirements of Trainer pharmacist</b>	PSI Registered pharmacist	PSI Registered pharmacist	PSI Registered pharmacist with 3 years post-registration experience AND 2 years practice in field of supervision

- d) Provide a safe place of work in accordance with its obligations under the Safety, Health and Welfare at Work Act 2005 (as amended). The Training Establishment confirms that the following statements are true:
  - The Training Establishment complies with the Safety, Health and Welfare at Work Act 2005 (as amended), and therefore, has an up-to-date Safety Statement and has undertaken risk assessments.
  - Risk assessments are kept under regular review. Practices to reduce risks are implemented to ensure that the Training Establishment remains a safe environment for students.
  - All necessary health and safety training will be provided to the student(s) undertaking placement at the Training Establishment.
  - There is a formal procedure for recording any health and safety-related accidents at the Training Establishment. All recorded accidents involving placement students will be reported to the APPEL team.
- e) Notify the student(s), in a timely manner, of its policies and procedures, insofar as they are applicable to the student(s) for the placement. Students will be provided with the Training Establishment's standard operating procedures and trained to a sufficient level to safely discharge their duties.
- f) Provide the student(s) with induction training at the start of the placement – including training on what their role is, the importance and primacy of patient safety and their obligations under relevant legislation, as well as how to raise concerns/make complaints if issues arise.
- g) Have appropriate staff levels to be able to commit to the supervision requirements for the student(s) and ensure that all staff promote good professional practice.
- h) Provide the student(s) with an appropriate level of access to the resources necessary to undertake their placement activities appropriately.

- i) Consent to APPEL conducting its evaluation of placements.
- j) Consent to Training Establishment visits by APPEL Practice Educator(s).
- k) Not enter into any contract with the student(s) which is inconsistent or conflicts with this Agreement.
- l) Provide the student and APPEL with such feedback, information and co-operation as may be reasonably requested in order to facilitate the evaluation and review of the student(s).

### **APPEL**

APPEL, as the affiliation responsible for organising and managing student practice placements on the five-year integrated pharmacy programme, shall:

- a) Put transparent arrangements in place between APPEL and the Training Establishment to clarify the responsibilities and expectations of each Party involved in the delivery of training.
- b) Provide attendance timetables to students and Training Establishments in advance of the placements.
- c) Provide the Training Establishment and the student(s) with such co-operation and assistance as shall be reasonably requested to facilitate the placement.
- d) Assign a Practice Educator to each Training Establishment for the duration of the placement. The Practice Educator will act as a contact point between APPEL and the Training Establishment in respect of the practice placement.
- e) Prepare students for their practice placement in line with APPEL's policies and procedures.
- f) Ensure that all students on practice placements have been vetted by their HEI and have been deemed appropriate to undertake practice placements, prior to placement by APPEL.
- g) Ensure that all students have been deemed by their HEI to have reached an acceptable immunisation/infectious disease status to undertake their practice placements, prior to placement by APPEL.
- h) Make a confidentiality agreement available to the Training Establishment if required, which details that APPEL and the student(s) shall maintain the confidentiality of confidential information.
- i) Not require pharmacy student(s) to include any information constituting personal data of patients or staff of the Training Establishment, or any sensitive business information, in any academic exercise during or following their placement.
- j) Ensure that the student(s) is/are a suitable candidate for placement.
- k) Provide reasonable notice of visits to the Training Establishment in advance of the visit.

**By signing this Agreement, the owner/superintendent/supervising/chief pharmacist for the Training Establishment and the Director and National Co-ordinator of APPEL, respectively, declare the above to be true.**

Signed for and on behalf of:

**APPEL**

\_\_\_\_\_  
 Name: \_\_\_\_\_  
 Role: \_\_\_\_\_  
 Date: \_\_\_\_\_

Signed for and on behalf of:

**Training Establishment**

\_\_\_\_\_  
 Name: \_\_\_\_\_  
 Role: \_\_\_\_\_  
 Date: \_\_\_\_\_

For details of your placement agreement, please contact APPEL

## Appendix VI – Online Module Outlines

### Module 1: Professional Practice (3<sup>rd</sup> September - 12<sup>th</sup> October)

#### **Module aims and rationale**

This module aims to help students develop their knowledge, skills, and attributes in CCF Domain 1, Professional Practice. The module focuses on helping students develop the concept of what it means to be a pharmacist. It will encompass the legal, ethical, and professional challenges faced by pharmacists in their working environment, and will also help raise awareness of the importance and necessity of lifelong learning.

#### **Learning outcomes**

1. Participate in accordance with the behaviours identified in Domain 1 of the CCF
2. Explain the legal requirements regulating the practice of pharmacy
3. Integrate knowledge and skills to ensure safe and effective practice
4. Critically review professional dilemma(s)
5. Rationalise professional decision-making
6. Illustrate the role of ethical principles in guiding professional behaviour
7. Justify the value of patient/person-centred practice
8. Demonstrate engagement in reflective practice and continuing professional development

### Module 2: Personal Skills (15<sup>th</sup> October - 16<sup>th</sup> November)

#### **Module aims and rationale**

This module aims to help students develop their knowledge, skills, and attributes in CCF Domain 2, Personal Skills. The module will support students in acquiring the personal skills, including decision making skills and leadership skills. This module will also provide an introduction to the principles of leadership and change management, differentiating leadership from management and recognising the importance of team building. It will also focus on the development of generic skills of critical thinking, decision making, team working and communication. The module will be delivered in the context of the workplace and with a focus on quality improvement and patient safety.

#### **Learning outcomes**

1. Participate in accordance with the behaviours identified in Domain 2 of the CCF
2. Explain how professional requirements affect decision-making
3. Integrate knowledge and skills to ensure safe and effective practice
4. Critically review professional skills development (self and others)
5. Demonstrate leadership skills within your current role
6. Tailor communication skills to specific contexts
7. Justify the need for multiple perspectives in decision making
8. Demonstrate engagement in reflective practice and continuing professional development

### Module 3: Organisation and Management Skills (19<sup>th</sup> November - 22<sup>nd</sup> December)

#### **Module aims and rationale**

This module aims to help students develop their knowledge, skills, and attributes in CCF Domain 6, Organisation and Management Skills. It will provide the opportunity for students to develop and demonstrate competencies related to self-management, workplace, human resources and financial management and in quality assurance in the context of the practice environment.

#### **Learning outcomes**

1. Participate in accordance with the behaviours identified in Domain 6 of the CCF
2. Explain systems and procedures used for performance management
3. Integrate knowledge and skills to ensure safe and effective practice
4. Critically evaluate principles of organisational behaviour and change management
5. Develop and work within documented procedures and policies
6. Apply frameworks for risk management in response to critical incidents
7. Justify decisions related to principles of pharmacoeconomic assessment
8. Demonstrate engagement in reflective practice and continuing professional development

## Appendix VII – Guidelines on Delivering APPEL Experiential Placements (abridged)<sup>2</sup>

GUIDELINES	WHAT DOES THIS MEAN?
<b>The Training Establishment must provide a learning environment that facilitates experiential learning and enables the student to meet the learning outcomes of the specified placement.</b>	<p>The Training Establishment must have:</p> <ul style="list-style-type: none"> <li>• sufficient learning resources and suitable premises to facilitate student(s), and</li> <li>• a sufficient number of suitably trained staff to support the student's learning experience.</li> </ul> <p>Students must be supernumerary to the workforce requirement of the pharmacy.</p>
<b>A training plan must be in place to support the provision of sufficient learning opportunities or activities within the placement to meet the learning outcomes of the specified placement.</b>	<p>APPEL will provide a template training plan, which can be completed in conjunction with the student.</p>
<b>The activities and tasks that the student completes must be appropriate for the specific placement and be related to the behaviours described in the PSI Core Competency Framework.</b>	<p>Placement activities must support the development of competencies in the PSI's Core Competency Framework.</p> <p><b>Example of suitable activities for placements include:</b>            Pharmacy operational tasks: Completing daily administrative tasks, e.g. filing and verifying prescriptions; generating end of day daily dispensing reports; completing end of month prescription procedures</p> <p><b>Example of unsuitable activities for placements include:</b>            Being assigned or asked to assist customers with non-healthcare related queries e.g. being asked to help customers looking for make-up advice or non-healthcare electrical products such as hairdryers.</p>
<b>The Training Establishment must provide the student with an appropriate induction at the start of their placement.</b>	<p>APPEL provides Trainers with suggested induction topics, such as health and safety, relevant standard operating procedures, training plan and meeting schedule.</p>
<b>The Training Establishment must ensure that the supervision of the student is appropriate to the placement type and learning environment whilst ensuring patient safety is a prime focus.</b>	<p>The student must be supervised appropriately and should only be allocated activities that are within their limits of competence.</p>

<sup>2</sup> Full guidelines can be found on [www.appel.ie](http://www.appel.ie)

## Appendix VII – Guidelines on Delivering APPEL Experiential Placements (abridged) (Cont'd)

GUIDELINES	WHAT DOES THIS MEAN?
<b>The Training Establishment must adhere to the placement timetable as set out by APPEL.</b>	4 <sup>th</sup> year placement schedule: Monday, Tuesday, Thursday, Friday from 9am-5.30pm (excluding bank holidays).
<b>Students are not employees of the Training Establishment during their placements and must not be reimbursed for placement hours.</b>	Experiential learning placements are workplace-based learning experiences, which are overseen by APPEL on behalf of the Schools of Pharmacy. The underpinning philosophy is that students remain as students, while on placement.
<b>Trainers must complete the necessary training and education programmes to become an APPEL-accredited Trainer and only act as a Trainer if they are fit and competent to do so.</b>	APPEL Trainer Training is offered both face-to-face and online. A placement-specific handbook needs to be read.
<b>Trainers must take appropriate action including contacting APPEL if a critical incident (e.g. burglary) occurs or a concern is raised by or about a student.</b>	As students remain registered with their University while on placement, any incidents/concerns will be handled in line with APPEL and University procedures.
<b>Training Establishments and Trainers should declare any connections to students.</b>	Students are not permitted to undertake their placement in a Training Establishment in which the owner or their Trainer is a connected relative of theirs.

## The APPEL Team Contact Details

### APPEL Office, Operations Team



L-R: Rachel Hamilton (Operations Coordinator), Trevor McBrearty (Senior Operations Coordinator), Michael Cresswell (Programme Manager), and Aisling Reast (Director/National Coordinator).

Phone: 01 402 5129

Email: [ops@appel.ie](mailto:ops@appel.ie)

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### UCC Practice Educators



Maria Donovan  
[mariadonovan@ucc.ie](mailto:mariadonovan@ucc.ie)  
087 7422 462



Ruth McCarthy  
[ruth.mccarthy@ucc.ie](mailto:ruth.mccarthy@ucc.ie)  
087 6252 794

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### RCSI Practice Educators



Anne Teresa Morgan  
[annteresamorgan@rcsi.ie](mailto:annteresamorgan@rcsi.ie)  
087 3601 548



Róisín Reynolds  
[roisinreynolds@rcsi.ie](mailto:roisinreynolds@rcsi.ie)  
087 3670 664

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### TCD Practice Educator



Eimear Ní Sheachnasaigh  
[ENISHEAC@tcd.ie](mailto:ENISHEAC@tcd.ie)  
087 7003 899

## Notes

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