

Guidance on Delivering APPEL Experiential Learning Placements 2019





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Introduction to the Guidance

Definitions and Abbreviations

APPEL	Affiliation for Pharmacy Practice Experiential Learning
PSI	Pharmaceutical Society of Ireland, the Pharmacy Regulator
REP	Role Emerging Practice
RCSI	Royal College of Surgeons in Ireland
TCD	Trinity College Dublin
UCC	University College Cork

Background to the Guidance

In September 2015, a new programme of undergraduate pharmacy education commenced in Ireland - the five-year integrated pharmacy programme. This new programme involves the integration and dispersal of experiential learning placements in a breadth of practice settings throughout the programme's five years.

The programme was introduced in response to a review of pharmacy education, undertaken by the PSI - the PEARs (Pharmacy Education and Accreditation Reviews) project. The PEARs project report set out that *“there is strong pedagogic evidence that experience in the workplace (placements) is essential both to contextualise learning and also to develop the skills, knowledge and values that determine competence as a professional. Work-based placements within the undergraduate programme need to be a formal part of the curriculum in each school of pharmacy and embedded in both the learning processes and their assessment. The optimum method of achieving this would be to integrate work-based placements within the academic programme.”* It further stated, *“the move to an integrated programme will enable the implementation of a holistic period of preparation for first registration”*. Additionally, it specified that *“the overall placement programme in pharmacy must, therefore, serve two functions – provide a contextualisation to learning on the degree programme and provide a sufficient period of consistent practice to allow the student to develop competence through repetition and practice.”*

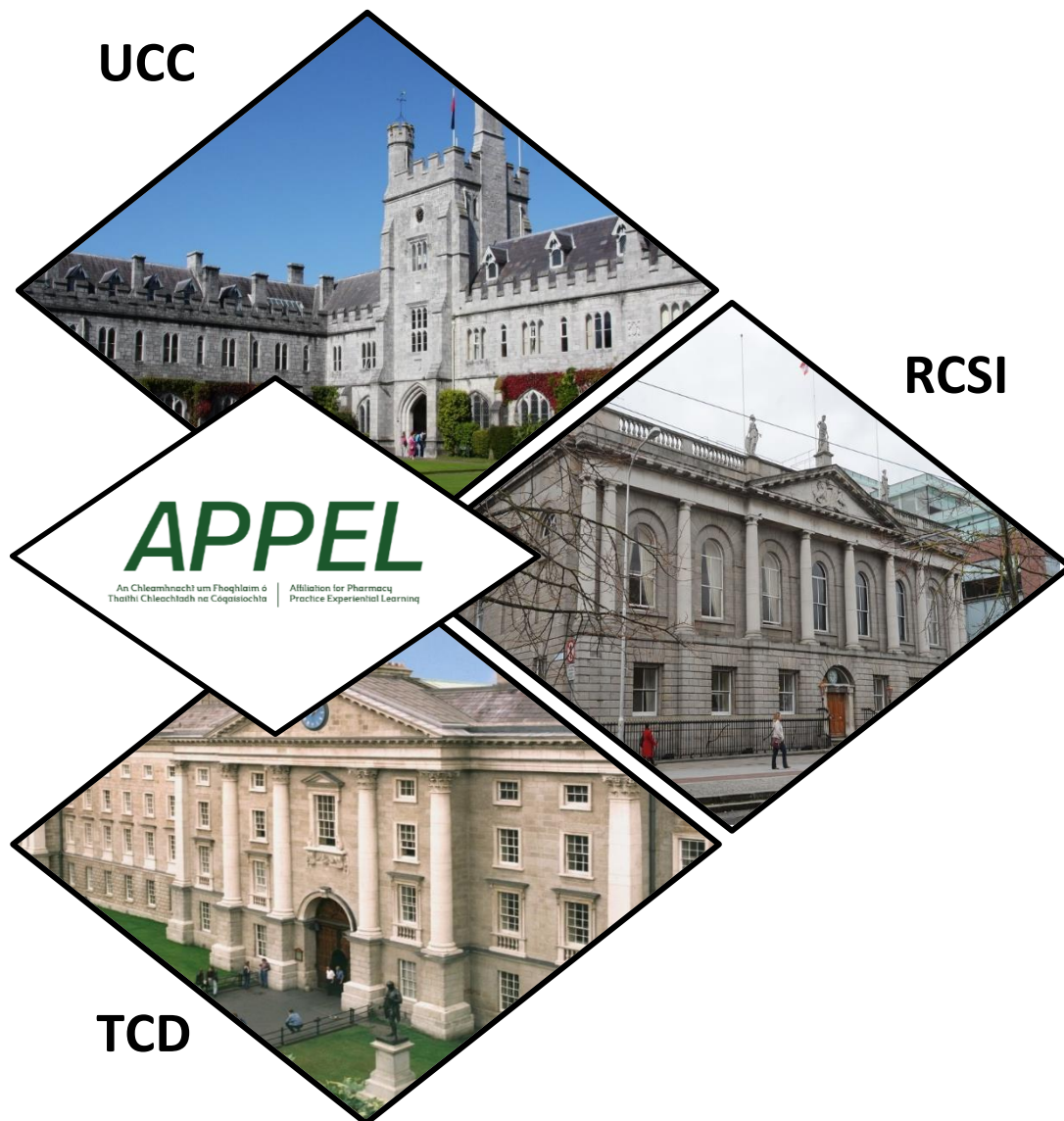
The purpose of the programme is to produce pharmacy graduates who have the knowledge, skills, attitudes and behaviours to meet the Pharmaceutical Society of Ireland (PSI) Core Competency Framework for Pharmacists and are prepared for pharmacy practice in all pharmacy settings. Successful completion of the programme entitles students to apply for registration as a pharmacist.

The PSI is responsible for the accreditation and approval of pharmacy programmes. As part of the accreditation, pharmacy programmes are assessed against the PSI's approved accreditation standards, which set out that: *“There must be a continuum of structured quality assured practice-placement experiences throughout the curriculum from introductory to advanced, and across the main practice settings ... that are of adequate scope, intensity, structure and duration to support achievement of the PSI Core Competency Framework for Pharmacists, with*

appropriate mechanisms in place to assure and enhance the quality of all practice placements.”
Furthermore, the PSI has set out that: *“The 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.”*



In recognition of the need to manage the placements in line with this philosophy, APPEL was established to centralise the management and quality assurance of the placements. APPEL is a consortium of the Schools of Pharmacy in UCC and RCSI and the School of Pharmacy and Pharmaceutical Sciences in TCD.



Purpose of this Guidance

The purpose of this guidance is to support APPEL accredited Training Establishments and Trainers in the delivery of experiential learning placements. Training Establishments and Trainers must be accredited by APPEL to deliver experiential learning placements as part of the APPEL programme. A condition of this accreditation is that placements are delivered in line with APPEL accreditation agreements and the Guidance on Delivering APPEL Experiential Learning Placements. It is a condition of engagement with APPEL, that the Training Establishment and Trainer agree that APPEL guidelines and agreements supersede any contracts between students and their Training Establishments. A breach of this condition could result in the withdrawal of APPEL accreditation.

How is this Guidance Structured?

This guidance is presented in five sections:

1. Placement Overview

This section describes the structure of the experiential learning placements that take place throughout the integrated pharmacy programme, the role of experiential learning in the programme and the Trainer roles set out by APPEL for the various placements.

2. APPEL's Guidelines for Experiential Learning Placements

This section introduces APPEL's guidelines for experiential learning placements.

3. Examples of Appropriate Placement Activities

APPEL's guidelines for experiential learning placements require that "the activities and tasks that the student completes must be appropriate for the specific placement and be related to behaviours described in the PSI Core Competency Framework". In this section examples of suitable and appropriate placement activities are described, in relation to the various pharmacy practice settings, i.e. community, hospital, industry and role-emerging practice (REP).

4. Implementing the Guidelines

This section sets out how each of APPEL's guidelines for experiential learning placements can be implemented in practice.

5. Frequently Asked Questions

This section provides answers to some questions frequently asked about the delivery of experiential learning placements.

Related Core Documents

This document is one element of the APPEL Quality Framework. Related core documents include the APPEL Trainer agreements and the placement agreements between APPEL and Training Establishments. Trainers must complete the required training and read the relevant APPEL Placement Handbook, alongside this guidance. Each handbook provides further details regarding the placement requirements and the responsibilities of the Trainer and the Training Establishment for the placement.

Section 1 – Placement Overview

The 5-year Integrated Pharmacy Programme

Students, commencing their studies after 2015, now undertake an integrated pharmacy programme, experiencing patient-facing situations and real-life pharmacy practice at several stages before attaining their qualification. The structure of these placements are described below:

Year	Duration	Setting
2	2 weeks (or equivalent)	Community / Hospital Pharmacy
4	4-month placement Sept-Dec	All Practice Settings
5	8-month placement from Jan-Aug	Community / Hospital Pharmacy

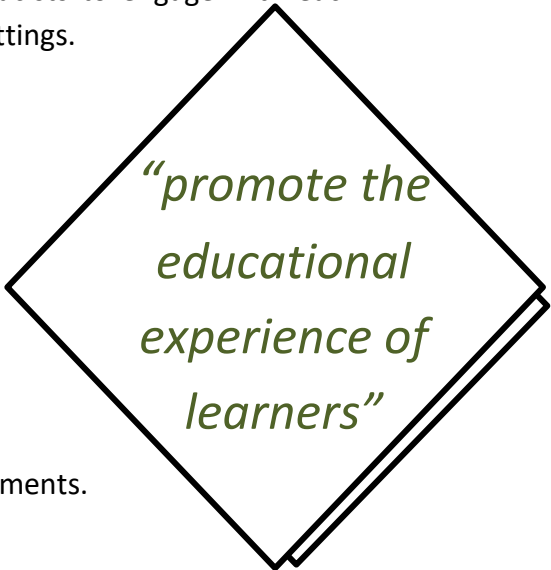
Table 1: Structure of practice placements

Experiential Learning

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". By integrating experiential learning and practical experience throughout the integrated pharmacy programme, students can contextualise their theoretical studies from the lecture theatre and practical classes and are exposed to the skills pharmacists require to meet the demands of the ever-changing face of pharmacy in healthcare.

Experiential learning placements provide students with an understanding of the range of roles undertaken by pharmacists, in community pharmacies, hospitals, the pharmaceutical industry, regulation, professional development and other REP settings. The placements promote a clear understanding of the role of pharmacists, their unique skill sets and expertise in practice. Furthermore, they provide opportunities for students and pharmacists to engage with each other as potential future colleagues, across a breadth of practice settings.

APPEL's placements are designed as workplace-based learning experiences, which promote the educational experience of learners. The PSI requires that placements be under the remit and supervision of the Schools of Pharmacy. In recognition of the need to assure the quality of placements, APPEL's role will include approval and accreditation of Training Establishments and Trainers, quality assurance of placements (including through support and placement visits) and the matching of students to Training Establishments.



“promote the educational experience of learners”

Trainer Roles in APPEL's Practice Placements

Placement	Trainer role
2 nd Year	2 nd -year students have a designated APPEL Supervisor, who must be a pharmacist. The Supervisor's role is to guide and support the student's learning experience while sharing their insights as an experienced pharmacist.
4 th Year	4 th -year students have a designated APPEL Preceptor, who must be a pharmacist. The Preceptor is responsible for overseeing the learning experience and verifying the student's competence assessment. The Preceptor must be available to the student for guidance and direction but is not required to supervise the student directly. An On-Site Supervisor can be responsible for the day-to-day supervision of the student in conjunction with the Preceptor.
5 th Year	5 th -year students have a designated APPEL Senior Preceptor, who must be a pharmacist. The Senior Preceptor is responsible for supervising the student's learning experience and completing the competence assessment. Other pharmacists may assist in the day-to-day supervision of the student in conjunction with the Senior Preceptor.

All accredited APPEL Trainers (Supervisors, Preceptors and Senior Preceptors) are required to declare to APPEL that they will provide training to their student in accordance with this guidance. Furthermore, APPEL's agreements with Training Establishments set out that experiential learning placements will be provided in accordance with this guidance. While on placement, students will have a variety of people actively involved in their training. These can include mentors, colleagues and managers within the Training Establishment. Therefore, accredited Training Establishments and Trainers should ensure that all those involved in student training are aware of the requirements of this guidance.



Section 2 - APPEL Guidelines for Experiential Learning Placements

APPEL guidelines have been developed to promote the educational experience of students on placement and to guide Training Establishments and Trainers in the delivery of experiential learning placements. APPEL endeavours to support all Training Establishments and Trainers to implement these guidelines. Further information on meeting these guidelines is set out in Section 4.

APPEL Guidelines for Experiential Learning Placements

- 1. 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.**
- 2. A training plan must be in place to support the provision of sufficient learning opportunities/activities within the placement to meet the learning outcomes of the specified placement.**
- 3. The activities and tasks that the student completes must be appropriate for the specific placement and be related to behaviours described in the PSI Core Competency Framework.**
- 4. The Training Establishment must provide the student with an appropriate induction at the start of their placement.**
- 5. The Training Establishment must ensure that the supervision of the student is appropriate to the placement type and learning environment while ensuring patient safety is a prime focus.**
- 6. The Training Establishment must adhere to the placement timetable as set out by APPEL.**
- 7. During APPEL placement hours the primary relationship between the student and their Supervisor/Preceptor/Senior Preceptor is that of a student and a Trainer; Training Establishments must therefore not enter into any contracts with students which are inconsistent or conflict with this relationship, or conflict with APPEL guidelines.**
- 8. 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.**
- 9. Trainers must take appropriate action including contacting APPEL if a critical incident occurs or a concern is raised by or about a student.**
- 10. Training Establishments and Trainers should declare any connections to students.**

Section 3 – Examples of Suitable Placement Activities

The diversity of practice settings, in which APPEL placements are undertaken as part of the integrated pharmacy programme, will enable students to be exposed to a wide range of placement activities. Guideline 3 requires that “the activities and tasks that the student completes must be appropriate for the specific placement and be related to behaviours described in the PSI Core Competency Framework”. Trainers should use their professional

judgement and experience to help plan and guide placements so that students are exposed to a sufficient range of suitable activities in line with the requirements of this guideline.

Before assigning any activity to a student, Trainers should consider the following:

1. **The duration of the placement.** For example, some activities may be suitable for completion over the duration of a four-month placement but would not be appropriate in a two-week placement.
2. **The student's stage in their pharmacy programme.** For example, the clinical, pharmaceutical and pharmacological knowledge a student will have acquired by the 4th year is expected to be much greater than that of a 2nd-year student.
3. **The previous experience of the student.** For example, some students will have acquired considerable experience, before commencing their pharmacy studies or by undertaking part-time or summer jobs, while other students may have no previous experience in a pharmacy setting.
4. **The student's level of competence.** For example, some students develop competence in some areas more quickly than others, i.e. not all students entering the 4th year of the programme are equally competent in all areas.
5. **Students should be exposed to a broad range of activities.** For example, some activities may be appropriate to be occasionally completed. However, continuously engaging in this activity or exclusively spending time on this activity, to the detriment of the opportunity to experience other relevant activities and learning opportunities, would not enhance the student's learning experience.
6. **The activity should support the development of competency in line with the PSI Core Competency Framework.**
7. **The activity should relate to the learning outcomes of the placement as set out in the relevant placement handbook.**

It is important that all Training Establishment staff members understand that students completing experiential learning placements should be experiencing learning opportunities during the placement hours. Any activities the student is involved in during placement hours should support the development of the skills, knowledge and behaviours required to achieve the competencies listed in the PSI Core Competency Framework and to achieve all of the learning outcomes of the placement. Students or Trainers who would like further guidance on the appropriateness of any specific activity should contact APPEL.

Furthermore, students exclusively spending time on specific activities, to the detriment of their exposure to other activities, would not enhance the student learning experience and therefore is inappropriate. Students or Trainers who would like further guidance regarding an appropriate amount of time to devote to the completion of an activity should contact APPEL.

If it is APPEL's view that a student is being asked to complete an activity which is inappropriate for the specific placement and/or unrelated to behaviours described in the PSI Core Competency Framework, this will constitute a breach of APPEL guidance.

The following section sets out some examples of both suitable and unsuitable placement activities. Please note the lists of examples are not exhaustive; any activity a student is

completing should support their development in line with the PSI Core Competency Framework or help the student achieve the learning outcomes of the placement.

Examples of Suitable Activities for Placements in Community and Hospital Pharmacy

The following placement activities are considered suitable for students in community or hospital pharmacy placements under appropriate supervision.

Example	Students	Further Activity Details
Engaging with the prescription journey	Placements in all years in consideration of student competence	<ul style="list-style-type: none"> • Receiving a prescription. • Reviewing and screening a prescription. • Preparing a prescription, including entry into the Patient Medication Record (PMR). • Gathering and checking a prescription. • Transferring medicines to a patient. • Patient counselling.
Responding to a patient request for supply of a non-prescription medicine or advice on symptoms (Community only)	Placements in all years in consideration of student competence	Responding to patient requests for supply of non-prescription medicines or advice on symptoms while based at the non-prescription medicines counter.
Participating in medicine-related stock management in the dispensary	Placements in all years	<ul style="list-style-type: none"> • Dealing with stock shortages and supply issues. • Organisation and management of stock, e.g. confirming delivery of and putting away orders, placing orders, date checking etc.
Pharmacy operational tasks	Placements in all years	<ul style="list-style-type: none"> • Completing daily administrative tasks, e.g. filing and verifying prescriptions. • Generating end of the day daily dispensing reports. • Completing end of the month prescription procedures.
Participating in risk management procedures in the pharmacy	4 th and 5 th -Year Students	<ul style="list-style-type: none"> • Documenting near misses, reviewing near miss logs, undertaking a root cause analysis of a near miss. • Completing error reporting. • Discussing any learning from near misses or errors.
Training staff on new procedure or Standard Operating Procedure (SOP)	4 th and 5 th -Year Students	<ul style="list-style-type: none"> • Completing staff training on any new SOPs. • Implementing and auditing the SOP. • Discussing and providing feedback on recommendations regarding an implemented SOP with the pharmacist.
Engaging with a pharmacy audit	4 th and 5 th -Year Students	<ul style="list-style-type: none"> • Participating in pharmacy audits and quality assurance improvements. • Discussing the pharmacy assessment system with the supervising pharmacist.
Organising a health promotion event	4 th and 5 th -Year Students	<ul style="list-style-type: none"> • Organising a health promotion event, e.g. smoking cessation event.

Examples of Unsuitable Placement Activities for Placements in Community Pharmacy

The following list provides some examples of activities that would **not provide** a learning experience for students and therefore are **not considered appropriate** for a community pharmacy experiential learning placement. Students must not be asked to complete or assigned these tasks during their placement hours.

- Assigned or asked to serve on a till, outside of the dispensary and medicinal products storage area e.g. at a perfume counter, or photo counter.
- 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.
- Completing cleaning duties outside of the dispensary e.g. cleaning make-up display stands, washing /sweeping floors, cleaning bathrooms or staff kitchen areas.
- Completing personal errands for staff.
- Stacking shelves and putting away deliveries that are not related to the dispensary and medicinal products storage area.
- Gift-wrapping.
- Being asked to spend excessive amounts of time on any one task (e.g. date-checking, blister packing, repetitive preparation of extemporaneous products).
- Being a Key-holder.

Examples of Unsuitable Activities for Placements in Hospital Pharmacy

The following list provides some examples of activities that would **not provide** a learning experience for students and therefore are **not considered appropriate** for a hospital pharmacy experiential learning placement. Students must therefore not be asked to complete or be assigned to these tasks during their placement hours.

- Completing personal errands for staff.
- Being a Key-holder.

The following list provides some examples of activities that would not provide a learning experience for students if carried out exclusively or excessively. Therefore, students should not be asked to undertake these activities to the detriment of their exposure to other hospital pharmacy activities, which would support broader competence development.

- Stock management tasks e.g. unpacking orders, disposing of expired or patient's medicines, emptying and cleaning pharmacy boxes returned from the wards.
- Dispensing ward/patient pre-packs e.g. post-operative eye drop packs, MRSA packs.
- Delivering medications to the wards.
- Cleaning fridges on the wards.
- Medication credits.
- Repetitive preparation of extemporaneous products.

Examples of Suitable Activities for Placements in Industry and Role Emerging Practice (REP)

Practice placements in industry or REP settings will only take place in 4th year. The modules students complete during these placements are:

1. Professional practice
2. Personal skills
3. Organisation and management skills

Therefore, the placement activities students are exposed to during placements in industry or REP should support competence development in the following areas:

- self-management
- human resources
- quality assurance
- team working
- communication
- leadership
- change management
- critical thinking
- decision making
- legal and ethical issues

Examples of suitable activities include:

Example	Further Activity Details
Pharmacovigilance / Medicine Information	<p>Under supervision, students could receive a medicines related query from the public/another healthcare professional e.g.</p> <ul style="list-style-type: none"> • Researching the query and exploring if an adverse event or any other safety-related risk may be affecting the patient. • Recording relevant information. • Communicating advice to patients or referring to another channel, which may include liaising with a pharmacovigilance officer, if appropriate.
Market access – student project examples	<ol style="list-style-type: none"> 1. Pathway mapping of a particular disease environment <ul style="list-style-type: none"> • Completing background research into a disease area and the treatments available. • Under supervision, conducting interviews with doctors, nurses and pharmacists. • Communicating findings to a cross-functional team, and relevant healthcare professionals. 2. Budget impact analysis <ul style="list-style-type: none"> • Analysing the impact of the HSE reimbursing a new medicine. 3. Adapting a cost-effectiveness model <ul style="list-style-type: none"> • Reviewing literature for medicine efficacy data in certain disease area. • Using a cost-effectiveness model and comparing the benefit of introducing a new medicine versus the current standard of care in an Irish setting. • Communicating findings.
Practice Development	<ul style="list-style-type: none"> • Researching models of practice nationally and internationally, in pharmacy and other professions, and communicating findings. • Supporting colleagues to develop, implement and communicate new practices or practice requirements. • Managing queries from the stakeholders, under supervision.

The following list provides some examples of activities that would not provide a learning experience for students if carried out exclusively or excessively. Therefore, students should not be asked to undertake these activities to the detriment of their exposure to other activities, which would support broader competence development.

- Data entry for prolonged periods of time.
- Documentation filing and control (on a continuous basis).
- General housekeeping.
- Repeatedly being asked to clean, calibrate, maintain lab equipment especially if not directly related to the lab work being done day-to-day.
- Exclusively or spending excessive time updating minor changes to production documentation (e.g. SOPs, MBRs).
- Exclusively or spending excessive periods of time photocopying and printing.

Section 4 – Implementing the Guidelines

1. 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.

- A suitable learning environment has sufficient resources and the capacity to provide an experiential learning placement. This relates to appropriate learning resources and facilities that are fit for purpose and in adherence to any PSI requirements.
- A suitable learning environment has sufficient suitably trained staff, to adequately supervise and support the student training.
- Students must be supernumerary to the workforce of the Training Establishment. At no point, during the placement hours, should the effective running of the Training Establishment be dependent on students' attendance and students must not be used as a substitute for any staff in the Training Establishment.

2. A training plan must be in place to support the provision of sufficient learning opportunities / activities within the placement to meet the learning outcomes of the specified placement.

- The training plan should provide structure for the learning experience and expose the student to sufficient learning opportunities to achieve the specified learning outcomes of the placement.
- The Trainer should read the relevant APPEL placement handbook before the placement and understand the learning outcomes of the placement to enable them to provide sufficient opportunities to allow the student to achieve the learning outcomes.

3. The activities and tasks that the student completes must be appropriate for the specific placement and be related to behaviours described in the PSI Core Competency Framework.

- The placement activities and tasks that students complete must be suitable and appropriate for the specific placement and support development of the skills and behaviours described in the PSI Core Competency Framework. Any other activities are not considered appropriate during experiential learning placement hours. Students or Trainers who would like further guidance on the appropriateness of any specific activity should contact APPEL.
- The student should be exposed to a sufficient range of activities to meet the learning outcomes of the specified placement. While completing certain activities, on occasion, may help the student understand these activities, continuously engaging with or exclusively spending time on these activities to the detriment of the opportunity to experience other relevant activities and learning opportunities would not enhance the learning experience and therefore is inappropriate. Students or Trainers who would like further guidance regarding an appropriate amount of time to devote to the completion of an activity should contact APPEL.
- If it is APPEL's view that a student is being asked to complete an activity which is inappropriate for the specific placement and/or unrelated to behaviours described in the PSI Core Competency Framework, this will constitute a breach of APPEL guidance.

4. The Training Establishment must provide the student with an appropriate induction at the start of their placement.

- To protect the safety, health and welfare of the student, patients, the public and Training Establishment staff, the student must receive an appropriate induction. This should include any health and safety requirements and relevant policies and procedures.
- As part of the induction, it is good practice to discuss the training plan with the student and what they would like to achieve from the placement.

5. 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.

- The student must be facilitated to allow them to follow and understand safe and effective pharmacy practice procedures.
- The student must be supervised appropriately.
- The student must only be allocated activities within their limits of competence.
- The Trainer must be present at the premises for the amount of time as specified in the relevant APPEL handbook. In the event of the long-term absence of the Trainer, APPEL should be informed so that alternative placement arrangements can be made.
- Given that practice settings are varied, it is important for the Trainer and the student to establish expectations of what can be done under indirect supervision. Patient safety must always guide the amount of supervision that a student requires. Students generally require more supervision earlier in their studies and at the beginning of each placement. As they progress through the placement and the programme, the Trainer may adjust the level of supervision using their professional judgement.

6. The Training Establishments must adhere to the placement timetable as set out by APPEL.

- Students must complete the placement during the hours specified by APPEL in the placement handbook.
- Students are completing the practice placements as part of their integrated pharmacy programme, and the placement timetable is organised to be of a similar nature to that of a university timetable. Students will also be completing other academic work during the placement and the placement timetable has been organised to allow students sufficient time to complete their academic work outside their placement hours.

7. During APPEL Placements hours the primary relationship between the student and their Supervisor/Preceptor/Senior Preceptor is that of a student and a trainer; Training Establishments must therefore not enter into any contracts with students which are inconsistent or conflict with this relationship, or conflict with APPEL guidelines

- It is a condition of engagement with APPEL, that the Training Establishment and Trainer agree that APPEL guidelines and agreements supersede any contracts between students and their Training Establishments. A breach of this condition could result in the withdrawal of APPEL accreditation.
- Contracts must not conflict with the placement timetable.
- Contracts must not require students to engage in activities unrelated to behaviours described in the PSI Core Competency Framework during placement hours.

8. 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.

- Trainers must complete all required APPEL training.
- Trainers should reflect on their performance as a Trainer and address any development needs self-identified or identified through feedback.
- Trainers should act as a role model of positive and professional pharmacy practice and maintain a professional relationship with their student.

9. Trainers must take appropriate action including contacting APPEL if a critical incident occurs or a concern is raised by or about a student.

- Trainers must ensure that any potential breaches of the Student Code of Conduct or potential patient safety issues involving students are promptly reported to APPEL. Any incident reported will be handled appropriately by APPEL and in line with APPEL procedures. When reporting any incident, care must be taken to protect patient confidentiality and applicable laws.
- Trainers must promptly inform APPEL of any critical incidents which may impact on the student 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).

10. Training Establishments and Trainers should declare any connections to students

APPEL cannot assign students to a community or hospital placement in which the student is connected to either the owner or their Trainer. In the case of industry and REP placements, APPEL cannot assign students, to an establishment if the student has a connected relative working in a supervisory or management role or if they are connected to their Trainer. (A connected relative includes spouse or partner, parent, brother, sister, child, spouse of a child, grandparent, uncle, aunt, niece, nephew, brother-in-law, sister-in-law and parent-in-law). If Trainers or Training Establishments become aware of a connection, they must bring this to the attention of APPEL. Disclosure is the responsibility of both the student and Trainer. Failure to disclose a potential connection may result in the student having to repeat the placement at an alternative site.

Section 5 - Frequently Asked Questions

Can I change the student's placement hours?

Training Establishments must adhere to the APPEL experiential learning placement timetable as indicated by APPEL. Students are completing the experiential learning placement as part of the integrated five-year programme, and the placement timetable is organised to be of a similar nature to a university timetable. Students will also be completing other academic work during the placement, and the placement timetable had been organised to allow students sufficient time to complete other academic work outside their placement hours. APPEL may consider requests for an exceptional timetable modification on a case-by-case basis.

Can I ask the student to cover lunch breaks and holidays of my regular staff as part of their practice placement hours?

No - the student is completing an experiential learning placement and must be supernumerary to the workforce of the Training Establishment. At no point, during the placement hours, should the effective running of the Training Establishment be dependent on student's attendance and students must not be used as a substitute for any staff in the Training Establishment. Arrangements outside of the placement structure and hours are a matter for the student and their Training Establishment.

Can I ask the student to move to a different location/branch for their practice placement hours?

No – Students can only complete placements in their assigned and accredited Training Establishment. If exceptional circumstance arise which require the student to move to a different location/branch (e.g. flooding in original Training Establishment), placement providers should engage with APPEL regarding the possibility of assigning the student to an alternative accredited Training Establishment.

When considering the suitability of an activity for an experiential learning placement, what is meant by “exclusively spending time on a specific activity, to the detriment of student exposure to other activities, would not enhance the learning experience”?

Student must achieve certain learning outcomes and demonstrate competence in certain areas, during their placements. This will require students to be exposed to a sufficient range of learning opportunities. If a student is spending the majority of their time completing the same activities and not being exposed to a range of activities, this could be detrimental to the learning experience and prevent them from meeting the required learning outcomes of the experiential placement. Students or Trainers who would like further guidance regarding an appropriate amount of time to devote to the completion of an activity should contact APPEL.

What happens if the trainer is no longer in a position to oversee the placement, e.g. due to a change of role or long-term absence during the placement?

If this situation arises, contact APPEL immediately. APPEL will work with the Training Establishment to see if any alternative accredited Trainer can be provided or if the student will have to be placed in an alternative Training Establishment.

What happens if a Training Establishment has concerns about a student’s behaviour or professionalism?

As part of the placement agreement, all students agree to adhere to the School of Pharmacy’s student’s code of conduct. If you are concerned about a student’s behaviour or professionalism, this must be discussed with APPEL as soon as possible.

What happens if a student breaches the rules or policies of the Training Establishment?

As part of the Student Placement Agreement, all students undertake to comply with the Training Establishment’s standard operating procedures (SOPs) and policies and follow any other rules and guidelines required by the Training Establishment. If a student is in breach of this agreement, you should contact APPEL as soon as possible. APPEL will discuss the concern or issue with both the student and the Training Establishments, and in the event, the concern or issue cannot be resolved to the satisfaction of the student or Training Establishment, the student’s placement with the Training Establishment may be terminated.

What happens if a student cannot attend their placement due to illness or exceptional circumstance?

If a student cannot attend the placement, the student is required to notify APPEL and their Training Establishment as soon as possible and inform them of the situation. All absences must be reported to APPEL. If additional placement time is required as a result of the absence, APPEL will secure additional placement time in an appropriate Training Establishment.

