APPEL

An Chleamhnacht um Fhoghlaim ó Thaithí Chleachtadh na Cógaisíochta | Affiliation for Pharmacy Practice Experiential Learning

2019-20 Preceptor Handbook

4th-Year Placement

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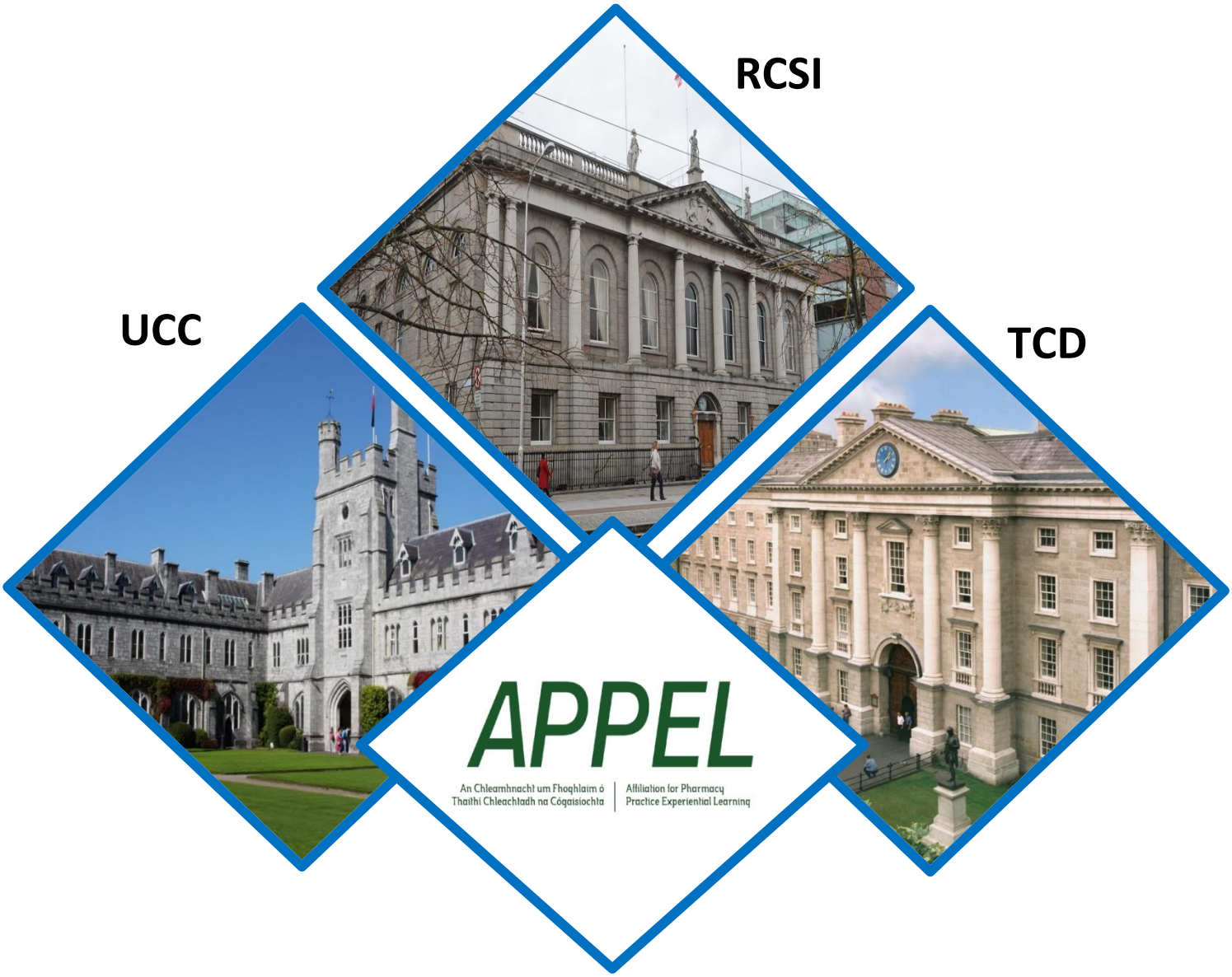


What is APPEL?

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 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.

UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

RCSI

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Message from the APPEL Team

Dear Preceptors,

The APPEL team is delighted to be working with you in your role as an APPEL 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 many Preceptors, this is the first time that you will have provided a four-month experiential learning placement. To support you as our partners in delivering these placements, we have developed a number of resources, including our "Guidance on Delivering APPEL Experiential Learning Placements", which are available on our website. Furthermore, both the APPEL office team and our Practice Educators are available for support at any time; 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.

The APPEL Team

Quick Guide to the 4th-Year Placement

HANDBOOK

This handbook has been developed to help to prepare you for your 4th-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 the APPEL office or a Practice Educator.

PLACEMENT SCHEDULE

Monday, Tuesday, Thursday, and Friday; 9am-5.30pm with 1 hour for lunch (excluding bank holidays).

ATTENDANCE

This is a statutory placement, which is defined in law as being 'at least four months' in duration. Thus, 100% attendance is required by all students. Any student absences during the placement schedule must be reported to the APPEL office at ops@appel.ie.

STUDENT CODE OF CONDUCT and CRITICAL INCIDENTS

Students must comply with the Schools of Pharmacy Code of Conduct while on placement. Any breaches of the Code of Conduct must be reported to a Practice Educator or APPEL office at 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 the APPEL office or a Practice Educator 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 immediately.

COMPETENCY ASSESSMENT

You are required to complete two student Competency Assessments during the placement; the first Competency Assessment must be completed by 5th October 2019 and the final Competency Assessment completed by 23rd November 2019.

Students 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 competency, please get in touch with a Practice Educator as early as possible, to enable them to support you and the student.

SUPPORT

If you have any queries regarding the placement, make sure to get in touch with either a Practice Educator or the APPEL office (contact details on page 53).

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 (PE) – An employee of one of the Schools of Pharmacy who also works with APPEL and acts as a liaison between APPEL, the Training Establishments/Trainers, the students, and their School of Pharmacy.

Preceptor – A registered Pharmacist who is overseeing the experiential placement of 4th-year student(s).

PSI – Pharmaceutical Society of Ireland.

RCSI – Royal College of Surgeons in Ireland.

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

TCD – Trinity College Dublin, The University of Dublin.

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.

4th-Year Placement – Experiential learning placement in the fourth year of the five-year integrated pharmacy programme.

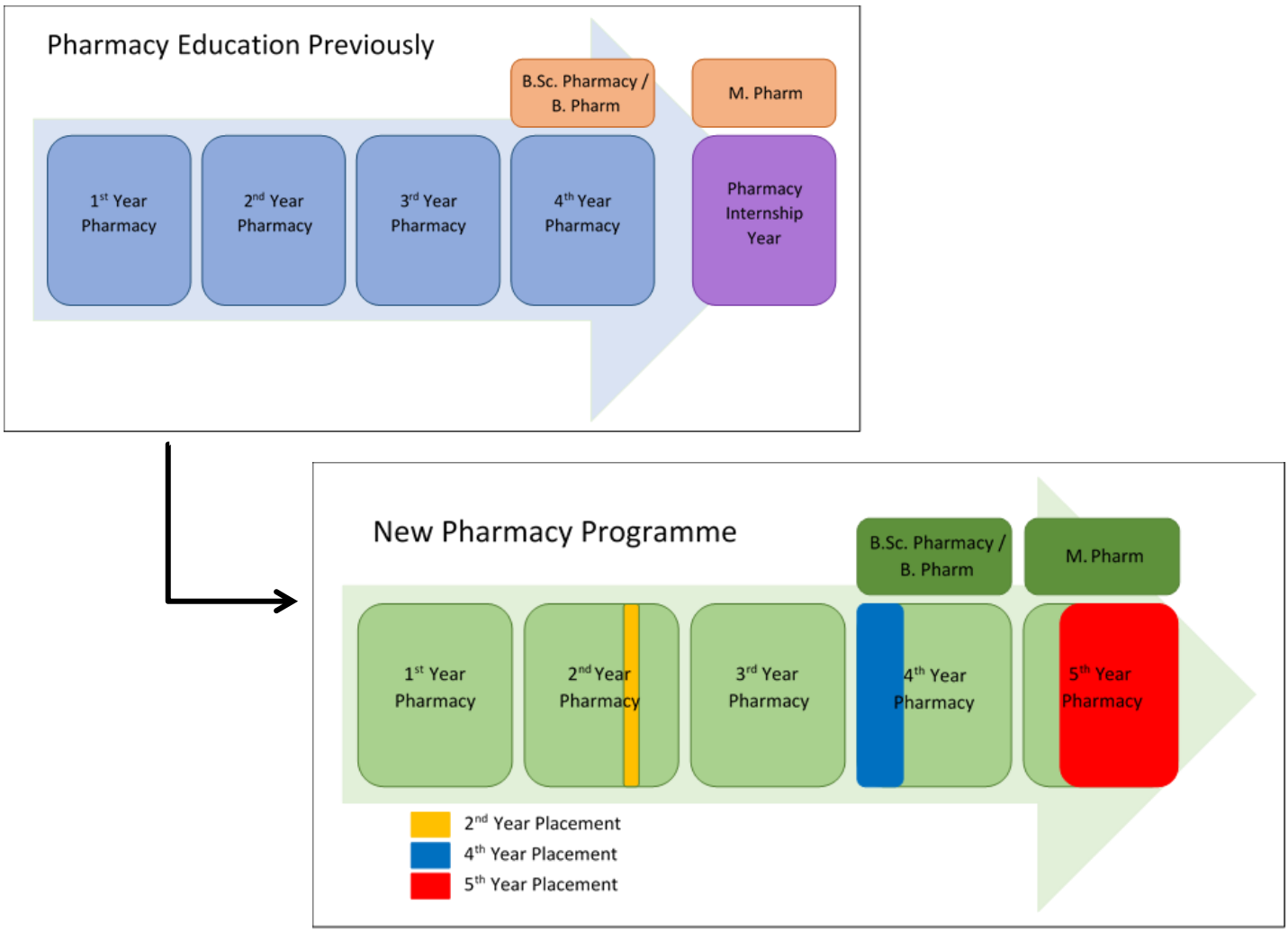
4th-Year Placements – Background Information

The New Five-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 2nd, 4th and 5th 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. Therefore, during APPEL placement hours, the primary relationship between the student and their Supervisor/Preceptor/Senior Preceptor is that of a student and a Trainer.

S.I. No. 377/2014 - Pharmaceutical Society of Ireland (Education and Training) (Integrated Course) Rules sets out that pharmacy students undertake a four-month experiential learning placement in the fourth year of the integrated programme.



Section 1 – Practical Placement Information

When?

2nd September 2019 – 20th December 2019

What time?

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

The placement hours have been organised to be similar to a university timetable. Students will also be completing other academic work outside of the placement hours, and the placement timetable has been set to allow students sufficient time to complete this work. Wednesdays are reserved for scheduled academic activities.

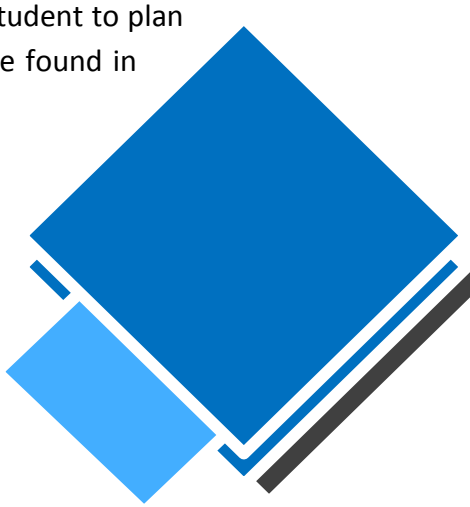
Please note: A change to the placement schedule will only be considered by APPEL in exceptional circumstances and on a case-by-case basis. Please contact APPEL immediately if these placement hours cannot be accommodated.

What will students be doing during the placement?

At the end of the 4th-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 the relevant behaviours from these three domains. A list of the relevant PSI Core Competency Framework behaviours can be found in Appendix I. Students should be exposed to a sufficient range of activities and opportunities to enable them to develop these required competency behaviours. A training plan will enable you and your student to plan a sufficient range of activities. 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 (www.appel.ie) and in Appendix VIII.

During the placement, the Preceptor will assess the level of competency a student displays in the relevant behaviours as part of the Competency Assessment. Details on the Competency Assessment are found on page 18.

In addition, students will complete three online modules aligned to these three domains as part of their academic requirements. These modules are designed to support students understanding of the theory underpinning the relevant behaviours and Academic staff will be responsible for delivering and assessing them. 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.

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. A 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 53.

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 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). If you have any questions about the guidance, please contact the APPEL office or a Practice Educator.

What happens if my student misses some placement time?

This is a statutory placement, which is defined in law as being "at least four months" in duration. Thus, 100% attendance is expected on placement. In order to ensure that all students meet the statutory attendance requirements for the placement, APPEL needs to be made aware of any absences that occur during placement.

Training Establishments should inform the APPEL office (ops@appel.ie) of all student absences.
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 a Practice Educator as soon as possible.

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

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.

To support students' safety and welfare, if a critical incident arises during the placement, the Training Establishment must contact a Practice Educator or the 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 confidentially and sensitively.

What do I do if an opportunity presents that would involve the student travelling while on placement?

- **Travel within Ireland**

There may be a number of reasons that the opportunity to travel within Ireland presents while on placement, e.g. team meetings in a different office, conferences relating to their placement, presentations or workshops. This presents a great opportunity for the student to develop competencies relating to teamwork and collaboration and is encouraged by APPEL. However, when making these arrangements, Training Establishments should consider the student's health and safety, impact on their personal circumstances, etc. Please feel free to contact the APPEL office or a Practice Educator for further guidance.

- **Travel between Training Establishment sites**

Students can only complete placements in their assigned accredited Training Establishment. If there is a need for the student to move to a different location/branch, on a temporary or permanent basis, placement providers should engage with APPEL regarding the accreditation status of the proposed new Training Establishment in advance.

- **Travel overseas**

Last year, some APPEL students were offered the opportunity to travel overseas during their placement. Although APPEL does not expect such opportunities to arise very often, APPEL has developed a process to safeguard student health and safety when this does occur. If the opportunity to travel overseas as part of your placement arises, please contact the APPEL Office on 01-4025129 or ops@appel.ie as soon as possible to start the approval process.

- **Travel expenses**

It is anticipated that expenses incurred by students due to unforeseen travel on placement would be reimbursed by their Training Establishment; therefore please contact the APPEL office if you have any queries in this regard.

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

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

The core principles of the Schools of Pharmacy 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 4th-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 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 APPEL does not necessarily mean it will impact upon a student's progression, but it will allow an opportunity for students to receive appropriate feedback and support.

If you become aware of any potential breaches of the Schools of Pharmacy 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.

The roles and responsibilities of the Preceptor are covered 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?
Facilitator "Helping to guide your student's learning." Students are encouraged to take responsibility for their own learning, but an experiential placement is a different learning environment compared to the structured learning environment of the lecture theatre. To help students to adapt to this learning environment, your student will look to you as a facilitator, to help guide their learning.	• By identifying learning opportunities and recognising chances to broaden your student's learning experience, you can assist them in achieving their learning outcomes. You should recognise, facilitate and support opportunities for your student to practise the behaviours of the PSI CCF. • Take responsibility for initiating and maintaining a suitable learning environment for your student. • Support your student in preparing a training plan to provide a framework for their learning and help ensure that they are exposed to a sufficient range of opportunities to develop their competency.
Role-Model "Leading by example."	• By instilling professional values and attitudes while mentoring and guiding your student through the complexities of your current practice, you will support your student's professional development. • Challenge your student's perceptions of the diversity of the role of the pharmacist.
Coach "Improving your students' performance by providing feedback, guidance and support."	• Provide timely, constructive and supportive development feedback in a structured manner throughout the placement. • Encourage self-directed and reflective learning.
Instructor/teacher "Helping your student acquire knowledge and skills."	• Share your expertise in your area of practice. • Teach your student about what you are doing. • Refer your student to relevant guidelines, references and resources. • Students 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 that suits the needs of your student.

The commitments of the Preceptor can be found in the Trainer Agreement; a sample agreement is included in Appendix IV and on the APPEL website (www.appel.ie). Some specific responsibilities for a Preceptor for a 4th-year placement are listed below:

Responsibilities of the 4th-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 your student for guidance and direction. While an on-site Supervisor can be responsible for the day-to-day supervision of a student, as Preceptor you are responsible for the overall learning experience of your 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 your student's first and final Competency Assessments.
5. Contact the Practice Educator as soon as possible if there are concerns regarding your student achieving the required level of competency.
6. Notify APPEL of any student's non-attendance on placement.
7. Contact a Practice Educator or the APPEL office immediately if there is a potential breach of the Schools of Pharmacy Code of Conduct, a potential patient safety concern, or a critical incident.
8. 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 more than four 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 do not hesitate to contact APPEL. All contact details can be found at www.appel.ie or on page 53 of this handbook.

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

Section 2 – Placement Planning

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 guidance in the following areas:

- Developing through experiential learning
- Taking responsibility for their own learning
- Attendance and punctuality
- Code of Conduct
- Dress code
- Data protection and confidentiality
- Mobile phone use
- 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

1

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
  - → The Preceptor is a PSI-registered pharmacist
  - → The Preceptor is employed a minimum of three days per week
- Can accommodate regular contact with the student (at least one meeting every four weeks)
- Can comply with requisite supervision requirement - maximum absence during placement is four weeks

Plan Your Student's Induction

2

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 also be found on page 16, and a sample induction and training plan is provided in Appendix II.

3

Brief Your Team

APPEL experiential learning placements may be a new experience for many Training Establishments and their 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).

Plan Your Student's Supervision

4

All students on placement must be supervised. Supervision must be appropriate to the placement type and the learning environment, while ensuring patient safety is a prime focus. Before the placement, you must consider how your student will be supervised; it may be appropriate to have other team members support you with this. An on-site Supervisor can be responsible for the day-to-day supervision of a student. However, you, as a Preceptor, must ensure that those involved in the day-to-day supervision of your 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.

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, dress code, 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 that 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 53).
- ✓ 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 4th-year placement, the behaviours are aligned to the following three domains of the CCF (Appendix I):

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

In your practice environment, you will be able to provide your student with many activities that will help develop their competency in these areas. Examples of activities can be found in the "Guidance on Delivering APPEL Experiential Learning Placements" (see www.appel.ie) and in Appendix VIII of this handbook.

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 4th-year student.

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

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 that 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 that are of sufficient difficulty to be challenging, but are not discouraging.
- Discuss the learning task once it has been completed to help your 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 4th-year placement, students are assessed against the behaviours described in the CCF. The CCF contains six domains, and within each domain, there are several behavioural statements describing each competency. During the 4th-year placement, Preceptors are asked to rate their student against the relevant behaviours for just three domains of the CCF (Appendix I). 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 students are only in the fourth year of their undergraduate programme, they are not expected to be of the same standard of competency as a newly qualified pharmacist, i.e. demonstrating all of the behaviours consistently. Therefore, although some students may demonstrate some behaviours consistently, the standard required at the end of the 4th-year placement is a minimum of level 3 in all of the relevant behaviours.

You will rate your student twice during the four-month placement. The formative assessment (also known as the assessment **for** learning) will take place at the end of week five and the summative assessment (also known as the assessment **of** learning) 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 practise and improve upon. The ratings achieved at this point **do not** contribute towards the overall assessment outcome. It is completed by the end of week five of placement to give you and your student sufficient time to identify practice opportunities to support their improvement and development. There is no expectation that students will have reached the required standard of competency by this first assessment.

The summative assessment is the final Competency Assessment and is undertaken at the end of week 12. In this assessment, your student is required to achieve a minimum of a level 3 in all of the behaviours assessed.

If your student has not achieved a level 3 in all behaviours by the end of week 12, you should contact a Practice Educator immediately. The Practice Educator will support you and your student 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 you to amend any scores given at week 12, if required.

You may notice that the Competency Assessment does not contain all behaviours from domains 1, 2, and 6 in the PSI's CCF document – some behaviours have been removed from the Competency Assessment for 4th-year placement as they may not be possible to achieve in the 4th-year placement setting or may not apply to all practice settings. The behaviours that will be assessed can be found in Appendix I and on www.appel.ie/resources. If you believe that any of these behaviours are not applicable in your placement setting, please contact a Practice Educator as soon as possible.

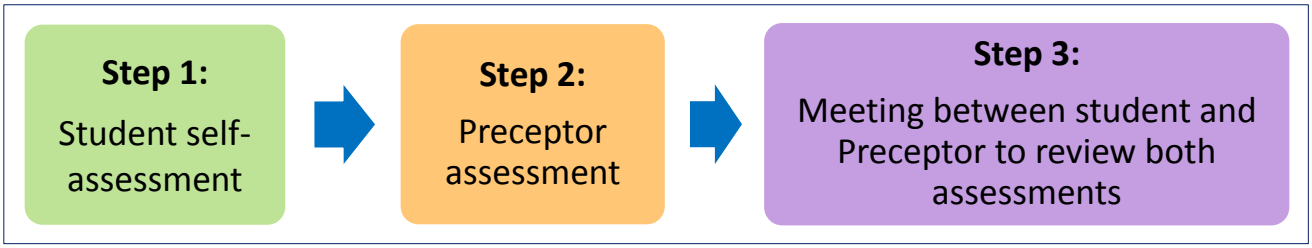
In 2018, some Preceptors raised queries regarding the applicability of certain behaviours in their particular setting. Some suggested activities that could develop competency in these behaviours can be found on page 22. These may assist you and your student in identifying an activity that is suitable in your placement environment.

Key Competency Assessment Dates

First assessment to be completed by end of week 5 (5th October 2019)
Final assessment to be completed by end of week 12 (23rd November 2019)

The Competency Assessment 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 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 You rate the student in each of the specified competency behaviours based on your experience of the student's competency. Before rating the student, you 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 you and the student, where you can review your respective ratings together. The following should be discussed as part of this meeting:

a) You 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 your ratings – 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 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 ensure the student amends 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 that establishes opportunities to enable your student to be exposed to activities that will help them reach the required level of competency.
- If you believe that any of the behaviours are not applicable in your placement setting, please contact a Practice Educator.
- Seek help early. If you have identified or have concerns about your student's development of competency contact a Practice Educator.

Competency Assessment Questions

Why is the first (formative) competency assessment, completed so early in the placement?

The first assessment is a formative assessment (an assessment **for** learning) It is undertaken early in the placement to allow your student to be familiar with the behaviours being assessed and to identify behaviours that they need to practise and improve upon. By completing this first assessment by the end of week five, you and your student should have sufficient time to identify practice opportunities to support their improvement and development and to put a training plan in place. The ratings achieved at this point do not contribute towards the overall assessment outcome. There is no expectation that students will have reached the required standard of competency by this first assessment.

How would I rate a student at the first assessment, if they haven't been exposed to that behaviour yet?

You should rate your student N/A, but think and plan for activities that your student could complete to develop this behaviour on the placement. If you need support or suggestions of activities that may expose students to certain behaviours contact a Practice Educator.

Competency Assessment Questions

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, your student will only have completed five weeks of their placement and may not have been exposed to many opportunities to develop their competency. You should look at the areas in which your 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. You should provide honest feedback to your student and agree a plan with them to address these areas. If you have any concerns, please contact a Practice Educator.

Is level 3 the highest rating a Preceptor can give for their student in the 4th-year placement?

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

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.

When can you use the Not Applicable (N/A) rating?

The behaviours assessed as part of the 4th-year Competency Assessment were chosen as it is believed they can be demonstrated in all practice settings. On the exceptional occasion that 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. Last year, some Preceptors found that certain behaviours initially did not appear to be applicable to their setting, but on taking a wider view of the competency, they often a way to assess the behaviour. Practice Educators are happy to discuss any queries you have regarding whether a behaviour can be applied in your setting. See Table 1 on the next page for examples of how certain behaviours could be demonstrated in the various practice settings

How do competency behaviours apply in Industry and REP placements?

Although it may seem difficult to see how certain competency behaviours apply in an Industry or REP setting, taking a wider view of the competency as a whole will help you to identify how your student will be able to demonstrate these behaviours. Previous Preceptors have kindly provided examples of activities that their students undertook to develop competency in certain behaviours (see Table 1). If you are unsure of how to provide opportunities for your student to demonstrate certain behaviours, please contact a Practice Educator who will be happy to assist you.

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 that were determined to be applicable to all practice settings at a level that would be appropriate to a 4th-year pharmacy student.

Table 1: Examples of Activities to support Competency Development.

Competency Behaviour	Community Pharmacy	Hospital Pharmacy	Industry	Role-Emerging Practice
6.5.3 "Contributes to the development, implementation, maintenance and training of staff on standard operating procedures, as appropriate to their level of responsibility"	a) Drafting SOP for supply of new 'P' medicine and training staff on it. b) Following SOPs for dispensing, OTC consultations, etc.	Following SOPs for taking a medicines information query, dispensing a medication, etc.	a)Training staff on implementation of an SOP. b) Demonstrating how they adhere to an SOP in their activities. c)Reviewing and approving cleaning documentation including cleaning batch records and cleaning protocols	Becoming trained in an area requiring an updated SOP and drafting or reviewing SOP (e.g. GDPR)
6.1.7 "Reflects on and demonstrates learning from critical incidents"	Reviewing error log and presenting findings to team on strategies implemented to reduce risk	Reviewing error log and presenting findings to team on strategies implemented to reduce risk	Root cause analysis for a process investigation	Simulated situation – e.g. GDPR breach in clinical trial. Discussing how to deal with it with Preceptor
6.3.4 "Supports and contributes to staff training and continuing professional development"	Training staff on a new SOP that has been implemented in the pharmacy e.g. request for Sumatriptan	Giving clinical case presentation to department staff	Giving presentation to site staff on medicines produced at plant – mode of action, indications	Giving presentation on progress of research project at seminar
6.5.4 "Contributes to regular audit activities and reports and acts upon findings"	Partaking in Pharmacy Assessment System and reporting on findings to Preceptor	Auditing of near-miss log – reporting on findings to Preceptor	Participating in regular GMP walk-downs and communicate findings at team meeting	Completing audit of SOP training – communicate reminders to those who still have to complete required training

Table 1: Examples of Activities to support Competency Development (cont.).

Competency Behaviour	Community Pharmacy	Hospital Pharmacy	Industry	Role-emerging Practice
2.1.2 "Leads by example by acting to ensure patient safety and quality within the pharmacy environment"	a) Demonstrating a good example of patient safety to pharmacy team e.g. has an effective procedure for dispensing prescriptions b) Using effective communication skills to relay accurate information to other healthcare professionals with medicines queries c) Discussing potential clinical interventions with Preceptor / pharmacist	a)Demonstrating a good example of patient safety to pharmacy team e.g has an effective procedure for dispensing prescriptions b) Using effective communication skills to relay accurate information to other healthcare professionals with medicines queries c) Discussing potential clinical interventions with Preceptor / pharmacist	Complying with SOPs e.g. handwashing and correct garbing procedures before entering manufacturing areas. *within the placement environment	Research based – accuracy in measurements and in recording lab results accurately. Following SOPs. *within the placement environment

Feedback

As this is only the second year of an APPEL 4th-year placement, we would really appreciate your open and honest feedback on what is working well and how we can make things better, so that we can improve this experience for everyone involved. Please get in touch with APPEL at any time during the placement if you have 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.

We also welcome feedback from students and conduct surveys and focus groups with them after their placement. Some examples of the feedback received from last year's 4th-year students can be found on page 29, and may be useful to consider when preparing for your student's placement.

Frequently Asked Questions

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

The placement hours have been organised to be similar 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 are advised that 100% attendance at placement is required. They are 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, students have been advised to contact their Practice Educator, 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.

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 have been advised to contact both their Training Establishment and their Practice Educator if they are going to be absent from their placement.

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

The placement is defined in law as being 'at least four months in duration'. For the student to fulfil this legal requirement - 100% attendance is required on placement. The Schools of Pharmacy have to ensure this legal requirement has been fulfilled, so they have to monitor and manage all attendance. One of the core competency behaviours being assessed on placement is professionalism. Being reliable and punctual, (CCF 6.1.6) is one of the behaviours that demonstrates professionalism. If a student is not attending placement, APPEL and the Schools of Pharmacy 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 Code of Conduct and are 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 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 a Practice Educator does not necessarily mean it will impact upon the student's progression, but it will allow an opportunity for the 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 4th-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 to develop these competencies. These activities will vary depending on the Training Establishment and could include a project, experience in multiple departments, etc. Examples of activities that students have completed in the different practice settings can be found in Appendix VIII of this handbook. Practice Educators can also provide guidance on experiential learning activities. Additionally, each student, along with their Preceptor should develop a training plan outlining how these competencies will be demonstrated and achieved during this placement.

I'm offering a paid placement; can I ask my student to sign our standard contract?

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 nor require students to engage in activities unrelated to behaviours described in the PSI Core Competency Framework during placement hours.

Can I get a really good student back to complete their 5th-year placement?

The legislation does not permit students to complete their 4th and 5th-year placements in the same Training Establishment.

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.

We suggest 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 Training 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 competency between the Preceptors.

How can my experience of being a Preceptor contribute to my CPD?

In 2018, 88% of our preceptors agreed that supervising a student contributed to their CPD. APPEL has developed some sample CPD cycles based on 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 professional learning journeys. These sample CPD cycles are available on the APPEL website www.appel.ie/resources.

When should I contact APPEL?

If you have any queries at all about your student, your placement, or APPEL, please contact us. As this is only the second year of the 4th-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.

Tips and Advice from Preceptors

"We put a lot of planning into our student induction, to ensure the student got off to a great start…a useful topic that we also included was email etiquette."

"Our student was very shy, I suggested they get to know one patient well initially. I introduced the student to one regular patient, and then encouraged the student to speak to that patient each time they came in to help build up a connection and overcome shyness."

"We really wanted our students to be able to self-start and have ownership of their activities and tasks….To help this, as part of the induction and during regular meetings, we would discuss the following:

- Encourage self-directed learning and highlight Training Establishment resources that were available e.g., students could be sent links to resources to enable them to undertake their own research and preparation.
- Encourage the student to develop the ability to act independently and with clarity of purpose, looking for support when necessary.
- Encourage the student to find out about other roles within the company.
- Encourage the student to learn teamwork, within a team and across different groups.
- Encourage the student to manage their time, understand their own capacity and time management, and understand how to manage different and changing priorities."

Industry – "To help my student see the relevance of the competencies regarding patient care, I explained that quality is all about the patient in all its aspects, and so "patient care" is underlying every procedure and SOP in the organisation".

Feedback from 2018-19 Students - Hints and Tips

What is important to students?

- Completing an induction. Students said, "It is important to discuss and have an understanding of your Preceptor's expectations and goals of the placement."
- An opportunity to discuss and review their placement goals halfway through the placement. Depending on the practice setting, students said they might not know enough about the placement to set realistic goals at the start and would therefore like the opportunity to review these once they have a better understanding of the placement setting.
- All staff members of the Training Establishment understanding the purpose of the four-month placement and the role of the student.
- Receiving feedback on how they are developing. As part of the feedback received after the formative competency assessment, students would like to get an insight from their Preceptor on how they can improve specific behaviours and what the Preceptor would expect to see if a student were demonstrating each behaviour.
- Students also appreciate when feedback is included within the comment section of the APPEL VLE when rating the individual behaviours.

What type of activities did students find provided good learning opportunities?

- Having their own project to work on.
- Being assigned a topic to review and presenting it to other team members.
- Reviewing error reports.
- Being involved in meetings on current projects.
- Completing blog posts/journal club entries.
- Compiling training.

What did students appreciate their Preceptors doing?

- Setting them up with a buddy at induction.
- Involving the student in tasks that the Preceptor is doing – even if student was just shadowing.
- Meeting regularly with the student – students said that sit-down, face-to-face chats are always best but regular contact even by email/phone is really appreciated.
- Checking in with students and offering support to students regularly, even if the student does not seem to need it. Sometimes students feel that there is an expectation that they should be able to do a task without asking for help or asking questions.
- Asking students if they have any questions, as asking questions can be uncomfortable for some students. If they are asked regularly, they may, over time, find it easier to ask themselves.

Appendix I – CCF Behaviours Assessed during 4th-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 leaning 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:

_____

_____

_____

Student self-assessment dates:

_____

_____

_____

Competency assessment completion dates:

_____

_____

_____

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?

_____
_____
_____

How will feedback be provided?

_____
_____
_____

When and how often will feedback be provided?

_____
_____
_____

PAPERWORK

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

ACCESSING APPEL SUPPORTS

Name of Practice Educator (s) (PE (s))	
PE(s) email	
PE(s) phone number	
APPEL ops email	ops@appel.ie
APPEL ops phone number	01 402 5129

Training Plan

Preceptors and their student(s) should agree on 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:

_____

_____

_____

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:

_____

_____

_____

_____

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:

_____

_____

_____

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

Appendix III – Placement Governance

APPEL wants all students and Training Establishments to have an enjoyable and rewarding placement experience. To ensure this, APPEL has 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 before 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 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.

Trainer Declarations Form

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 the APPEL Preceptor Trainer Training and the legal declarations required by SI 377/2014.

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 must be employed by the Training Establishment 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 Declarations Form

This form includes certain declarations, including a connections declaration and the legal declarations required by SI 377/2014.

Joint Written Agreement – Student Vetting

This Agreement delegates the task of vetting students to their HEI rather than the Training Establishment.

Appendix IV – SAMPLE Trainer 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: _____

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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[1] 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

[1] HEIs –Higher Education Institutions – in this case UCC, RCSI and TCD

SAMPLE

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:

	2nd-year placement	**4th-year placement**	**5th-year placement**
Trainer pharmacist title	Supervisor OR Preceptor OR senior Preceptor	Preceptor OR senior Preceptor	Senior Preceptor
Trainer pharmacist requirements	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.
Supervisory requirements	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
Registration requirements of Trainer pharmacist	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.

SAMPLE

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: _____

SAMPLE

Appendix VI – Online Module Outlines

Module 1: Professional Practice (9th September - 11th 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 (14th October - 15th 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 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 (18th November – 20th 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)[2]

GUIDELINES	WHAT DOES THIS MEAN?
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.	The Training Establishment must have: • sufficient learning resources and suitable premises to facilitate student(s), and • a sufficient number of suitably trained staff to support the student's learning experience. Students must be supernumerary to the workforce requirement of the pharmacy.
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.	APPEL will provide a template training plan, which can be completed in conjunction with the student.
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.	Placement activities must support the development of competencies in the PSI's Core Competency Framework. **Example of suitable activities for placements include:** 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. **Example of unsuitable activities for placements include:** 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.
The Training Establishment must provide the student with an appropriate induction at the start of their placement.	APPEL provides Trainers with suggested induction topics, such as health and safety, relevant standard operating procedures, training plan and meeting schedule.
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 supervised appropriately and should only be allocated activities that are within their limits of competency.

[2] Full guidelines can be found on www.appel.ie

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

GUIDELINES	WHAT DOES THIS MEAN?
The Training Establishment must adhere to the placement timetable as set out by APPEL.	4th-year placement schedule: Monday, Tuesday, Thursday, Friday from 9am-5.30pm (excluding bank holidays).
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.	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.
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.	APPEL Trainer Training is offered both face-to-face and online. A placement-specific handbook should also to be read.
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.	As students remain registered with their University while on placement, any incidents/concerns will be handled in line with APPEL and University procedures.
Training Establishments and Trainers should declare any connections to students.	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.

Appendix VIII - Examples of activities completed by students on 4th-year placement

Preceptors have previously requested examples of activities that students completed, whilst on placement, and some feedback on what other Preceptors found worked well. We would like to thank Preceptors who took the time to share feedback with us, which includes examples of activities students completed on placement, as well as providing information on activities that helped students to develop competency.

Examples of Some Activities Completed in Pharmaceutical Industry Placements
Placement Example 1 – Manufacturing Site **1. Activities to develop communication skills-** - Learning about the hierarchy of quality review and management structures including attending and actively contributing to daily meetings. - Communicating information and quality related issues to the wider quality team. - Learning when and how to escalate issues to other members of the team. **2. Activities to develop workplace management and quality assurance competency** - Updating quality documentation, e.g. completing pre and post production batch record review. - Preparing manufacturing batch records for the QP. - Understanding quality oversight structures and participating in quality projects. - Participating in root cause analysis for processes. - Participating in GMP audits. - Completing end of month QA metrics. - Participating in international quality management processes and meetings. **3. Activities to develop engaging in appropriate CPD** -Encouraging students to reflect on and discuss any learnings from visits to manufacturing sites, and other departments and laboratories.
Placement Example 2 – Pharmaceutical Industry Global Office **1. Activities to develop workplace management and quality assurance competency** - Supporting the development of medical information literature. - Reviewing non-urgent material/medicine information queries prior to team review. - Completing internal quality audits, e.g. reviewing completion of SOP records. **2. Activities to develop team working and self-management skills** - Facilitating meetings, learning to take meeting minutes. - Working with other students on placement, organising the final team meeting of the placement, including preparing the agenda and facilitating the meeting. - Setting up and preparing for one-to-one meetings with their Preceptor. **3. Activities to develop leadership skills and engaging in appropriate CPD** - Completing a presentation to the group manager about their experience as a student in that Training Establishment. - Participating in company careers symposium.

Examples of some activities completed in Role Emerging Practice Placements

Placement Example 1 – Academia

1. Developing skills and supporting ongoing projects within the Training Establishment

- Supporting projects in laboratory based research.
- Completing desk research of laboratory processes to understand the reason for the process.
- Learning new techniques, and understanding formal procedures e.g. how to write an SOP.
- Analysing, manipulating quantitative or qualitative data.
- Reporting data, writing up reports, and sharing and discussing data with the wider team.

2. Activities to develop workplace management, communication and quality assurance

- Managing and organising their own work within time constraints, and proactively seeking assistance in a timely manner.
- Communicating their research and data in a clear and concise manner.

Placement Example 2 – Professional body

1. Developing skills and supporting ongoing projects within the Training Establishment

- Completing quality checks and undertaking annual reviews.
- Learning about quality assurance processes.
- Involvement in planning for training courses.

2. Activities to develop team working and self-management skills

- Working with and meeting new people, and developing personal skills.
- Giving a presentation.

Examples of some activities completed in Hospital Placements

1. Developing skills and supporting ongoing projects within the Training Establishment

- Participating in preparing and sending out medication safety newsletters.
- Participating in Hospital's Quality Team meetings and activities.
- Learning how the lab results that the pharmacist relies upon are processed and managed in the medical laboratory.

2. Activities to develop workplace management and communication skills

- Learning from resources available in the hospital e.g. Completing ISBAR training and developing a logical thought processes in communication of information.
- Preparing draft responses to medication queries from consultants.

3. Engaging in appropriate CPD and Team work

- Spending time with other healthcare professionals e.g. dieticians, physiotherapists.

Examples of some activities completed in Community Placements

1. Auditing and reviewing the system for medication error management within the pharmacy

- Developing a new near miss log template for the pharmacy to facilitate convenient and accurate recording of the "near misses".
- Auditing the existing "near miss" incidents and reporting back to the pharmacist and team.

2. Developing a SOP for a product newly available as OTC medicine

- Training staff on the new SOP.
- Auditing, reviewing and adding updates to existing SOPs.

3. Developing a new "workflow" process for management of repeat prescriptions using reports available on dispensing software

4. Supporting the pharmacist to prepare and organise governance and management for nursing home dispensing

The APPEL Team Contact Details

APPEL Office, Operations Team

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Notes