



APPEL

An Chleamhnacht um Fhoighlam ó
Thaithí Chleachtadh na Coqasíochta | Affiliation for Pharmacy
Practice Experiential Learning

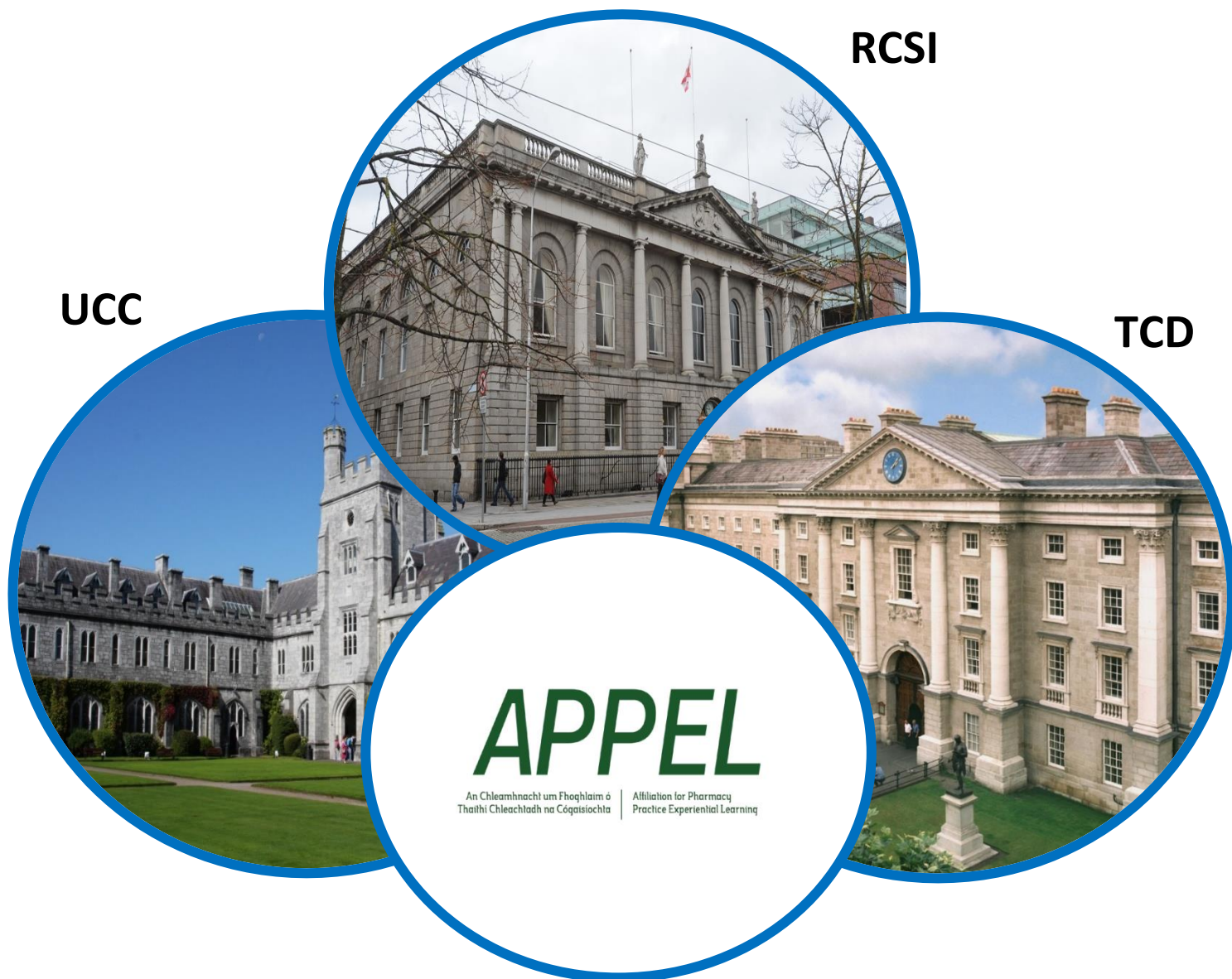


2019/20 Student Handbook

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 the Operations Team, led by the Director/National Coordinator of APPEL. The team is available to support both Trainers and students throughout their practice placements.



Message from the APPEL Team

Dear Pharmacy Students,

Congratulations on reaching the fourth year of your pharmacy course. We hope that you are looking forward to undertaking your four-month APPEL placement at the start of this academic year.

We are very excited about the variety of interesting and rewarding placements being provided to students this year. This is thanks to the positive engagement of those members of the pharmacy profession who are generously offering four-month experiential learning placements to APPEL students.

We are keen to provide every support possible as you undertake your journey to practice through experiential learning. To support our Training Establishments to deliver experiential learning placements we have developed "Guidance on Delivering APPEL Experiential Learning Placements" which is available on our website. All Preceptors have also completed training to learn more about experiential learning and to prepare for your placement. We want you to enjoy and benefit from your placement. Therefore, both the APPEL office team and our Practice Educators are available to you for support; please do get in contact with us if you ever have any questions or we can provide any assistance.

We wish you every success during this placement!

The APPEL Team

Quick Guide to the 4th-Year Placement

HANDBOOK

This handbook has been developed to help prepare you for your 4th-year placement. Please read it carefully as part of your preparations for your 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 your Practice Educator(s).

ATTENDANCE

This is a statutory placement, which is defined in law as being 'at least four months' in duration. Thus, 100% attendance is expected. You must report any absences during the placement schedule. Contact the **Training Establishment AND your Practice Educator** as soon as possible if you are going to be absent from placement.

CODE OF CONDUCT

Be aware of and comply with your Schools of Pharmacy Joint Student Code of Conduct while on placement. The Code of Conduct is available on www.appel.ie.

COMPETENCY ASSESSMENT

Competency Assessment must be completed on the APPEL Virtual Learning Environment (VLE) by both the student and their Preceptor. The key dates for completion are:

- Formative assessment: completed by week ending 5th October
- Summative assessment: completed by week ending 23rd November

CRITICAL INCIDENTS

You must report all critical incidents to your Practice Educator or the APPEL office (if the Practice Educator is unavailable).

PATIENT SAFETY

Patient safety is your primary concern on placement. If you become aware of a potential patient safety incident, alert your Preceptor/a member of staff at the Training Establishment immediately.

PLACEMENT SCHEDULE

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

SUPPORT

If you have any query/concern regarding your placement, make sure to check if your question has been answered in the FAQ section on www.appel.ie or get in touch with either a Practice Educator or the APPEL office (contact details on page 44).

Abbreviations and Definitions

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

CCF – The PSI’s Core Competency Framework.

Competency Assessment – The process by which Preceptors assess students’ competency in the relevant behaviours in the CCF.

ECTS – European Credit Transfer and Accumulation System.

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/Preceptors, the students, and their School of Pharmacy.

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

PSI – Pharmaceutical Society of Ireland.

RCSI – Royal College of Surgeons in Ireland.

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

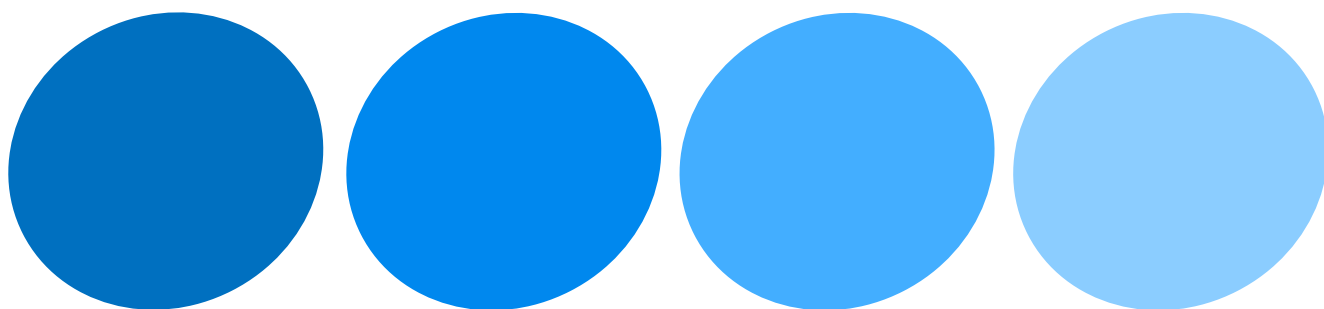
TCD – University of Dublin, Trinity College.

Training Establishment – The specific location providing the placement.

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

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

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



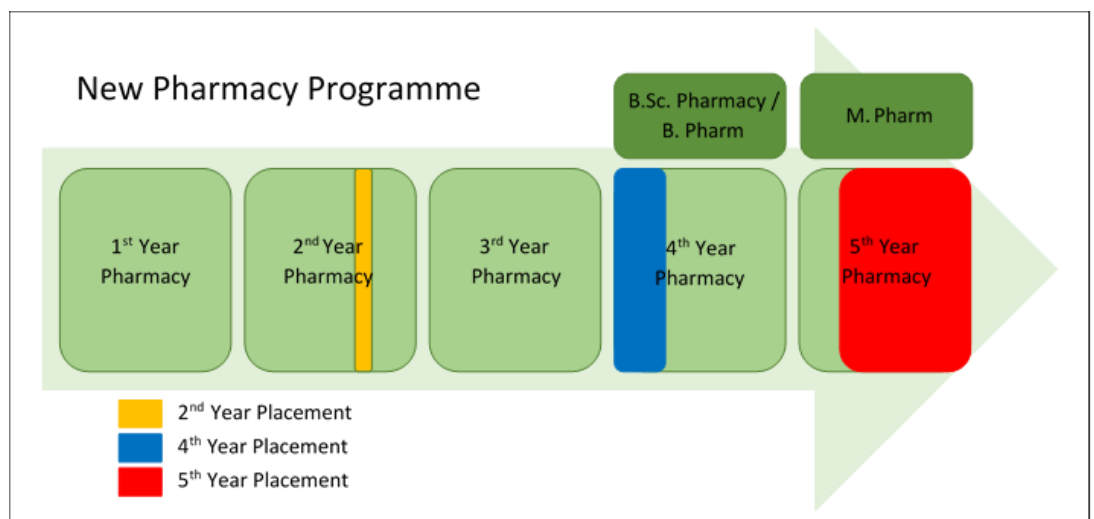
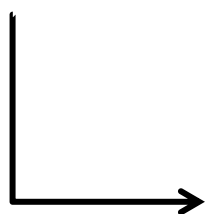
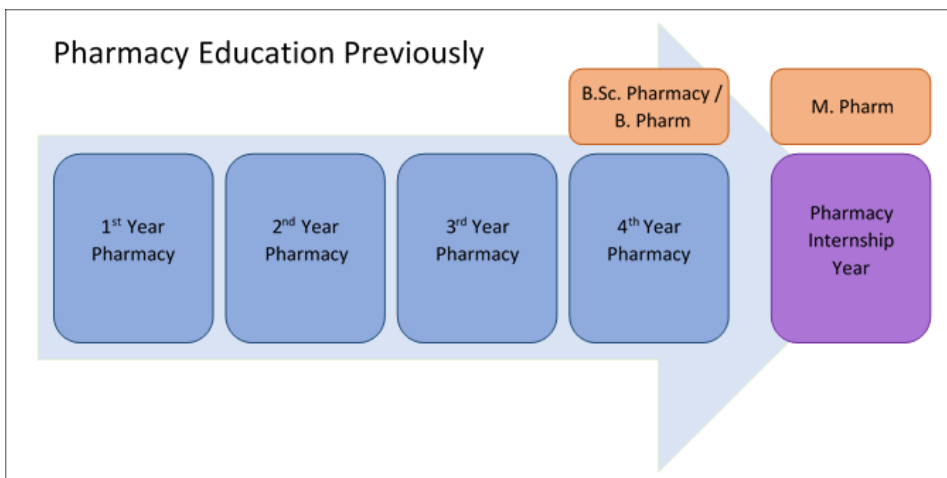
4th-Year Placements – Background Information

The New 5-year Integrated Pharmacy Programme

The new pharmacy programme started in 2015, following a major review of the pharmacy programme commissioned by the Pharmaceutical Society of Ireland (PSI). This review is 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.

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



4th-Year Placements – Practical Information

When? 2nd September 2019 – 20th December 2019

What time? The placement schedule is set by APPEL. The hours of placement* are:

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

*Please note: APPEL placement is not scheduled on bank holidays or on Wednesdays. Wednesdays have been protected to allow you to engage with the online modules, as directed by your academic lecturers. Any alternative placement schedule needs to be discussed with and approved by APPEL in advance. A change to the placement schedule will only be considered by APPEL in exceptional circumstances and on a case-by-case basis.

What happens if I miss 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, your Practice Educator(s) need to be made aware of any absences that occur during placement, so that they can keep your School of Pharmacy updated regarding your attendance.

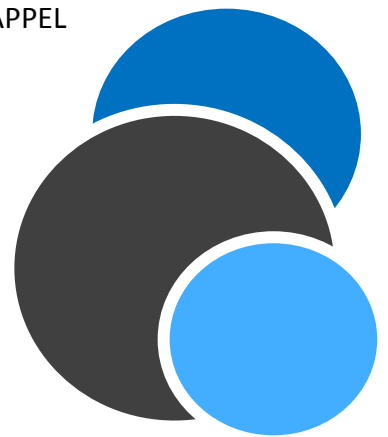
The management of any absences from placement is a matter for your School of Pharmacy who will manage absences in line with the School's policy on attendance.

It is also essential that you contact your Training Establishment, so that they are aware that you are unable to attend placement.

Any absences during the placement schedule must be reported as follows:

- **Unexpected absences** e.g. due to sudden illness or bereavement - Contact the **Training Establishment AND your Practice Educator**. At induction, ask your Preceptor Pharmacist or On-site Supervisor for the name and contact details of the person to contact at the Training Establishment if you are absent. If your Practice Educator is unavailable and has an out of office response to your email, please contact ops@appel.ie.
- **Anticipated absences** e.g. due to family wedding or driving test - Contact your **Practice Educator well in advance** of the absence.

Remember: One of the behaviours you will be assessed against is 'ensures punctuality and reliability'.



What do I do if a critical incident occurs on placement?

For your safety and welfare, you must contact your Practice Educator or the APPEL office if a critical incident arises while you are on 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.

What do I do if an opportunity to travel presents while on placement?

➤ Travel within Ireland

There may be a number of reasons that the opportunity to travel within Ireland presents while you are on placement: team meetings in a different office, conferences relating to your placement, presentations or workshops (this list is not exhaustive). This presents a great opportunity for you to develop competencies relating to teamwork and collaboration and is encouraged by APPEL. However if you have any concerns with regards to your health and safety, impact on your personal circumstances etc., please contact your Practice Educator or the APPEL office.

➤ 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.

➤ 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 where this does occur. If the opportunity to travel overseas as part of your placement presents, contact the APPEL Office on 01-4025129 or ops@appel.ie as soon as possible to start the approval process.



4th-Year Placements – Essential Information

APPEL wants all students and Training Establishments to have an enjoyable and rewarding placement experience. The information that is essential to achieving this goal is found in the sections below and should be read carefully by all students.

Academic Requirements and Competency Assessment

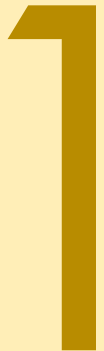
Competency Assessment

While on placement, you must achieve a level 3 in relevant behaviours from domains 1 (Professional Practice), 2 (Personal Skills), and 6 (Organisation and Management Skills) of the PSI's Core Competency Framework (CCF). Level 3 means that you demonstrate expected standard practice with occasional lapses i.e. 51-84% of the time. More information is available on the APPEL Virtual Learning Environment (VLE).

There will be two Competency Assessments by your Preceptor on placement:

- **Formative: Week ending 5th October**
- **Summative: Week ending 23rd November**

It is important to remember that competency is demonstrated through your actions and behaviour i.e. a student with an excellent knowledge of communications theory may not have developed excellent communications skills and a student with little knowledge of communications theory may be an excellent communicator. Thus, the activities you undertake on placement will contribute to your development of competency. If you are experiencing any issues with competency achievement, contact your Practice Educator.



Academic Requirements

While on placement, you will undertake three online modules:

Professional Practice	9 th Sept - 11 th Oct
Personal Skills	14 th Oct – 15 th Nov
Organisation and Management Skills	18 th Nov – 20 th Dec

These will be delivered online via the APPEL Virtual Learning Environment (VLE). Lecturers from the three Schools of Pharmacy will be responsible for delivering these modules. Continuous assessment is the method of examining these modules – more detail is available on APPEL VLE.

Placement Supports



APPEL's role is to support students, Preceptors, and Training Establishments before, during, and after placements. Your Practice Educator is your first point of contact both in your School and in APPEL. The APPEL office is also available if you need additional support or are unable to contact your Practice Educator. Contact details for APPEL team members are available on www.appel.ie and on page 44 of this handbook.

- Contact your Practice Educator with all other queries* relating to your placement and your Competency Assessment. Examples of queries can be found on page 18.

**Academic Queries: Please note that any query relating to academic material should be directed to the appropriate module coordinator/lecturer.*

Student Code of Conduct

As you are a registered student of your School of Pharmacy while on placement, you must adhere to the Schools of Pharmacy Joint Student Code of Conduct for all placement-related activities (this is available on www.appel.ie/resources). The six core principles of the Code of Conduct are:

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1. Your primary concern must be to maintain and improve the health, well-being, care and safety of patients.
 - *E.g. Ensure that patient safety is your primary concern – speak to the appropriate person if you think you have made a mistake.*
2. Develop your professional competence, skills and standing to bring health gain and value to the community and society.
 - *E.g. Take responsibility for your learning on placement and only practice within your limits of competence.*
3. Be honest and trustworthy and show respect for others.
 - *E.g. Protect patient, prescriber and business confidentiality.*
4. Conduct yourself in a manner which enhances the service provided and maintains the good name of your profession.
 - *E.g. Communicate effectively and appropriately with patients/customers, your Preceptor, staff at the Training Establishment and APPEL staff while on practice placement.*
5. Maintain your professional knowledge and competence.
 - *E.g. Engage with all opportunities to learn and develop while on practice placement.*
6. Be aware of your obligations under the Code of Conduct and do not breach the Code.
 - *E.g. Comply with all APPEL policies while on practice placement i.e. the terms and conditions set out in the Student Placement Agreement.*

Placement Governance

STUDENTS

You are required to:

- Sign and abide by the Student Placement Agreement (Appendix I)
- Read the Student Handbook
- Attend the Pre-Placement Preparation Day

PRECEPTORS

Your Preceptor is required to:

- Sign and abide by the Trainer Placement Agreement
- Undertake APPEL Preceptor accreditation
- Complete the required training
- Be a PSI-registered pharmacist
- Be in regular contact with their student (at least one communication every 4 weeks)
- Have a maximum absence during placement of 4 weeks

TRAINING ESTABLISHMENTS

Your Training Establishment is required to:

- Sign and abide by a Placement Agreement
- Undertake APPEL accreditation – declarations, insurance, vetting, health and safety, suitable placement environment, provides induction and training etc.

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4th-Year Placements – Detailed Information

1. Academic Requirements and Competency Assessment

During your 4th-year placement, both your academic work and your Competency Assessment will be aligned to three domains of the PSI's CCF:

1. Domain 1: Professional Practice
2. Domain 2: Personal Skills
3. Domain 6: Organisation and Management Skills

While on placement, you will undertake three online modules in line with these domains (academic requirements). Simultaneously, you will be developing the behaviours associated with these domains through activities undertaken on placement (Competency Assessment). It is important to note that competency is demonstrated and thus, your Competency Assessment should reflect activities that you undertake on placement.

Academic Requirements

Three modules, each worth 10 ECTS credits, are required to be completed during the four-month placement. Each module is aligned to one of the CCF domains mentioned above. These modules are designed to equip you with the theoretical basis underlying the CCF behaviours you need to demonstrate on placement. To facilitate the joining together of three Schools of Pharmacy in the delivery of these modules, APPEL has a VLE, which students from each School of Pharmacy can access. As these modules are delivered online, examination of these modules is by continuous assessment only. Further information on these modules and their assessment will be provided by a lecturer at each pre-placement preparation day and during the orientation week of Module 1.



Please note: These modules are not overseen by APPEL. The modules have been developed and are being delivered by academic members of staff at each of the Schools of Pharmacy. All of the information relating to the modules can be found on the VLE. Any questions relating to these modules should be addressed to an academic member of staff (see support pathways below).

Support pathways for online modules on placement

Student: *"I have a query on an online placement module – who do I contact?"*

Is it related to the Virtual Learning Environment (VLE)?
e.g. cannot access VLE?

Contact the APPEL Office
(ops@appel.ie) or call 01 402 5129

Is it related to the module content or assessment?
e.g. word count, deadlines

Contact academic module coordinator

Competency Assessment

The 4th-year placement is an educational experience in a pharmacy practice environment. APPEL has developed guidelines (Appendix II) to promote the educational experience of students on placement. The aim of the guidelines is to ensure that students have the opportunity to achieve the level of competency required in all of the relevant behaviours of domains 1, 2 and 6 during the four-month placement. It is recommended that you and your Preceptor complete a training plan (Appendix III) during placement induction to ensure that you are given the opportunity to achieve all the requisite behaviours within the required timeframe.



TOP TIP: The most up-to-date versions of all of the appendices can be found on www.appel.ie. If you want to print a copy for your files, please visit www.appel.ie.

There will be two Competency Assessments during your placement – one formative and one summative:

Formative Assessment: This type of assessment is also known as assessment *for* learning. Therefore, the purpose of formative assessment is to allow you and your Preceptor to identify behaviours that you need to practise and improve upon and to support your development on placement. The ratings achieved at this point **do not** contribute towards your overall assessment outcome. The formative assessment needs to be completed by the end of week five of placement so that you and your Preceptor have sufficient time to identify practice opportunities for all behaviours that do not meet the required standard at this point. There is no expectation that students will have reached the required standard of competency by the formative assessment.

Summative Assessment: This type of assessment is also known as assessment *of* learning. The summative assessment is your final Competency Assessment and is undertaken by the end of week 12. This Competency Assessment is the final one and it is mandatory to achieve the required standard to progress in the three online modules.

If you have not achieved a level 3 by the end of week 12, you and your Preceptor need to contact a Practice Educator immediately. The Practice Educator will support you both in developing a focused training plan for the final four weeks of the placement to give you every opportunity to reach a level 3 by the end of the placement.

The final Competency Assessment will remain open until the end of week 16, to allow your Preceptor to amend any scores given at week 12, if required. Both you and your Preceptor will use the rating system described in table 1 below.

Table 1: Competency Assessment Ratings

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%

Behaviours Rated as ‘Not Applicable’

The behaviours that will be assessed in each Competency Assessment are taken from domains 1, 2 and 6 of the PSI’s CCF. However, you may notice that your Competency Assessment does not contain all behaviours from each of these domains – some have been removed from the Competency Assessment for your 4th-year placement, as they may not be possible to achieve in the 4th-year placement setting, or they may not apply to all practice settings. The behaviours that you will be assessed against can be found in Appendix IV, and on www.appel.ie/resources. However, if you and/or your Preceptor believe that any of these behaviours are **not applicable** in your placement setting, please follow the following steps:

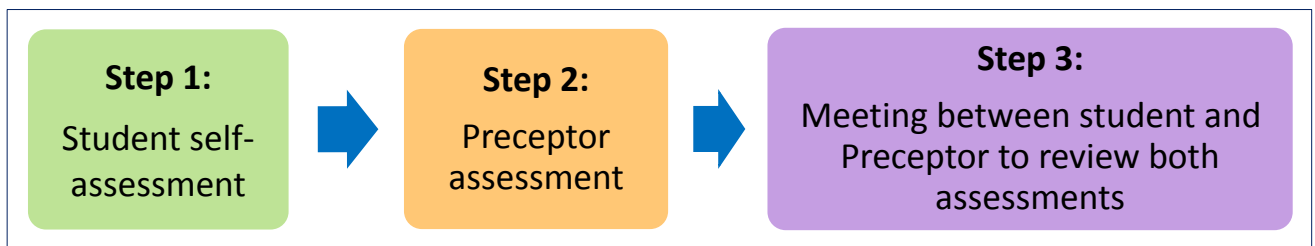
1. Review Table 2 below, which contains ideas for developing competency in certain behaviours below. The five behaviours listed in this table were the most commonly rated as ‘Not Applicable’ in 2018. The examples of activities listed in the table may prompt you and/or your Preceptor to find an activity that is suitable in your placement environment.
2. If you still believe the behaviour is not applicable, contact your Practice Educator to discuss.

Please note: The Schools of Pharmacy reserve the right to further engage with students whose Competency Assessments indicate that a number of behaviours could not be demonstrated in their placement, i.e. a number of behaviours were rated as Not Applicable.

Table 2: Ideas for Developing Competency

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	Following SOPs for dispensing, OTC consultations etc. Draft SOP for supply of new 'P' medicine and train staff on it.	Following SOPs for taking a medicines information query, dispensing a medication etc.	Training staff on implementation of a SOP by demonstrating how they adhere to it in their activities.	Drafting or reviewing SOP (e.g. GDPR).
6.1.7 Reflects on and demonstrates learning from critical incidents	Review error log and present findings to team on strategies implemented to reduce risk.	Review error log and present 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. Discuss 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.	Give clinical case presentation to department staff.	Give presentation to site staff on medicines produced at plant – mode of action, indications.	Give presentation on progress of research project at seminar.
6.5.4 Contributes to regular audit activities and reports and acts upon findings	Partake in Pharmacy Assessment System and report on findings to Preceptor.	Audit of near-miss log – report on findings to Preceptor.	Participate in regular unannounced GMP walk-downs and communicate findings at team meeting.	Complete audit of SOP training – communicate reminders to those who still have to complete required training.
2.1.2 Leads by example by acting to ensure patient safety and quality within the pharmacy environment	Checking name, form, strength and expiry date of medicine when dispensing. Relaying accurate information to other healthcare professionals with medicines queries. Discussing potential clinical interventions with Preceptor / pharmacist.	Checking name, form, strength and expiry date of medicine when dispensing. Relaying accurate information to other healthcare professionals with medicines queries. 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

Each Competency Assessment consists of two parts. Firstly, the student self-assesses their competency for each of the behaviours. Separately, the Preceptor assesses the student's competency. It is strongly recommended that the Preceptor and student schedule a meeting to review both the formative and summative Competency Assessment (workflow below).



Step 1 You will complete a self-assessment exercise and assign yourself a rating in each of the specified behaviours, based on what you consider your competency rating to be.

Step 2 Your Preceptor will also assign you a rating in each of the specified competency behaviours based on their experience of your competency.

Step 3 A meeting should be organised between you and your Preceptor to review the respective ratings together. The following should be discussed as part of this meeting:

- Your Preceptor should provide constructive feedback that (i) identifies those areas where you have performed well and (ii) highlights where improvement is needed and how this may be achieved.
- Identify the areas where you are not at the required rating; explore why this may be. Have you not yet had opportunities to develop this competency or do you require more practice in certain activities to develop the competency? Consider, and discuss with your Preceptor, activities that may provide opportunities to develop these competencies and document these activities in the training plan.

Helpful Hints

When you meet with your Preceptor to review the Competency Assessments, we recommend that you particularly focus on the following areas:

- ❖ Behaviours in which your competency level is lower than the required standard – it is recommended that you discuss potential opportunities for development in these behaviours with your Preceptor.
- ❖ Behaviours in which there is a discrepancy in the competency level assessed by you and your Preceptor – try to understand the reason for the difference by asking your Preceptor how they think you can improve in these areas.

If you and your Preceptor cannot identify opportunities for you to support your competency development in one or more behaviours, contact your Practice Educator. Your Practice Educator will liaise with you and your Preceptor to support you to identify ways to develop competency in all applicable behaviours.

Key dates for your diary:

- Formative assessment: completed by the end of week 5 (5th October).
- Summative assessment: completed by the end of week 12 (23rd November).



TOP TIP: You are advised to update your training plan after the formative assessment, in conjunction with your Preceptor, to ensure that you reach the requisite level 3 in each of the behaviours.

Competency Assessment Queries

1. 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.

2. What do I do if I am achieving level 1 and 2 in the formative assessment?

The formative assessment is an assessment *for* learning. The purpose of a formative assessment is to help Preceptors and students to identify the student's current competence and put a training plan in place to help the student achieve the required level of competency before the final assessment. By the formative assessment, you will only have completed five weeks of your placement and may not have been exposed to many opportunities to develop your competence. You and your Preceptor should agree a plan to address the areas in which you need to develop your competence. If you have any concerns, contact your Practice Educator. Remember: there is **no** expectation that you will be at the required standard of competency achievement in the formative assessment.

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

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

4. 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 was believed they could 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. Feedback from Preceptors indicated that 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 found ways to assess the behaviour. Examples of how some behaviours can be demonstrated can be found in Table 2 above, as well as in the answers to queries 5 and 6 below. Practice Educators are happy to speak with you and/or your Preceptor regarding ideas for developing competency in certain behaviours in your setting.

Please note: The Schools of Pharmacy reserve the right to further engage with students whose Competency Assessments indicate that a number of behaviours could not be demonstrated in their placement, i.e. behaviours were rated as Not Applicable.

Competency Assessment Queries (cont'd)

5. How do competency behaviours apply in industry placements?

Preceptors working in Industry are well placed to determine how the behaviours of the CCF apply in their particular settings. Previous Preceptors have kindly provided examples of activities they have undertaken, these can be found on page 16. If you or your Preceptor have any queries regarding whether certain competency behaviours are applicable in industry settings, a Practice Educator can discuss this with you. For example, we received queries relating to the application of behaviour 6.5.3 (contributes to the development, implementation, maintenance and training of staff on standard operating procedures, as appropriate to their level of responsibility), which was achieved by students in some Training Establishments reviewing and approving cleaning documentation including cleaning batch records and cleaning protocols.

6. How do competency behaviours apply in REP placements?

Preceptors working in REP are well placed to determine how the behaviours of the CCF apply in their particular settings. Previous Preceptors have kindly provided examples of activities they have undertaken, these can be found on page 16. If you or your Preceptor have any queries regarding whether certain competency behaviours are applicable in your setting, a Practice Educator can discuss this with you. For example, we have received queries relating to the application of competency behaviours relating to 'patient-centred care' (1.1.1 and 1.1.2) in a research-based REP setting. These behaviours were achieved by reading original research articles relating to the pharmacological receptor being researched, with a view to understanding the types of patients who could benefit from the treatment being researched and to understand how the research could translate into a safe and effective medicine for these patients.

2. Support

APPEL's role is to support you while you are on placement. Make sure to get in touch with either your Practice Educator(s) or the APPEL office (see page 44) if you have any query or issue relating to your placement. APPEL regularly receives many queries, and no question is too small to ask.

Examples of queries that APPEL has previously received include:

- Requests from students or their Trainers to attend on different days or times
- Personal student difficulties e.g. illness, bereavement
- Diary conflicts e.g. important family or university commitments
- Reasonable accommodations required due to personal health circumstances
- Critical incidents arising on placements e.g. robbery in the pharmacy
- Support with finding opportunities to develop competency



TOP TIP: If you have a question for APPEL, check the frequently asked questions (FAQ) section of our website www.appel.ie, as it may have been asked previously. Practice Educators are happy to answer any question also, so make sure to stay in contact.

3. Code of Conduct

Student Responsibilities - What are my responsibilities as a pharmacy student on placement?

As a pharmacy student on placement, you have responsibilities, some of which are set out below. Please read the following section carefully and seek clarification, if needed, from your Practice Educator. Any deviation from these responsibilities could be a potential breach of your Schools of Pharmacy Joint Student Code of Conduct (available on the APPEL website www.appel.ie).

Responsibilities

- ❖ Be aware of the terms and conditions of the APPEL placement, which are contained in the Student Placement Agreement (Appendix I).
- ❖ Adhere to the policies and procedures of the Training Establishment in which you are placed.
- ❖ Ensure that you are directly supervised when carrying out any activity that could affect patient safety. Report any potential patient safety incident to a member of the Training Establishment staff immediately. Patient safety is the most important consideration while on placement.
- ❖ Maintain professional standards of behaviour at all times.
- ❖ Attend placement according to the APPEL placement schedule.
- ❖ Report all unexpected absences e.g. due to illness or bereavement to your Training Establishment AND your Practice Educator. If your Practice Educator is unavailable, contact the APPEL Office on ops@appel.ie.
- ❖ Discuss all anticipated absences e.g. due to a family occasion or planned appointment with your Practice Educator **well in advance** of the absence.
- ❖ Contact a Practice Educator if a critical incident occurs while you are on placement.
- ❖ Contact a Practice Educator if you believe that your placement is not being provided in line with APPEL's guidelines, if you have any concern regarding your health, safety, ability to achieve competencies, or any placement-related queries.
- ❖ Treat all staff with respect and courtesy. It is essential that you never say or do anything to discredit the Training Establishment, the staff of the Training Establishment, APPEL or your HEI.
- ❖ Inform APPEL of any connections to your Training Establishment or Trainer, which only become apparent when you are on placement.
- ❖ Dress and personal appearance must be neat, clean and appropriate for the placement environment. The following items of clothing are considered unacceptable while you are on placement: jeans, tracksuits, sports shoes, baseball caps, open-toed shoes, shirts bearing slogans, clothing made of Lycra, clothing in poor repair, shorts or miniskirts, and bare midriffs or low necklines. You should also be aware that jewellery, piercings and false nails/nail polish are considered unacceptable in some workplaces, as these may pose a health and safety risk.

Responsibilities (cont'd)

- ❖ Respect privacy and confidentiality, in line with the General Data Protection Regulation (GDPR). This rule applies to all information you are privy to. Specifically, you are required to:
 - ❑ Respect patient and prescriber confidentiality.
 - ❑ Keep confidential all business matters relating to the Training Establishment.
 - ❑ Treat all verbal discussions with strict confidentiality, during and after placement, and be aware of the volume at which you speak.
 - ❑ Observe data protection legislation i.e. GDPR, which includes undertaking your activities in a manner that preserves the privacy of individuals' personal details e.g. names, phone numbers, addresses, etc.
- ❖ Never mislead or allow customers/patients/Training Establishment staff to think that you are a registered pharmacist. Wear your student badge at all times while on placement.
- ❖ Take all due care with Training Establishment equipment and other property.
- ❖ Turn off any mobile phones/tablets you have with you. Access them only on breaks and in appropriate locations, unless requested otherwise by a staff member at the Training Establishment.
- ❖ Contact APPEL regarding any matter that may require consideration in the arrangement of your placement or the activities you undertake during your placement, e.g. pregnancy, allergy, infection etc.



4. Placement Governance

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, to ensure that placements are a rewarding and enjoyable experience for all.



Students

Student Placement Agreement

A Student Placement Agreement must be completed in advance of your placement. A copy of the Student Placement Agreement can be found in Appendix I of this handbook. Ensure that you have read and understood this agreement, as this contains the terms and conditions of your APPEL placement. By signing this agreement, you have agreed to be bound by these terms and conditions.

Student Handbook

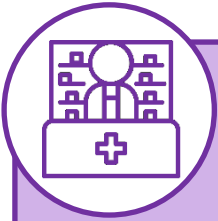
This APPEL Student Handbook has been created by APPEL to be used by students as a resource prior to and during placement. If you have any questions on the content, please contact your Practice Educator(s).

APPEL Pre-Placement Preparation Day

APPEL hosts pre-placement preparation days prior to the placement start date. Every student is required to attend one of the pre-placement preparation days at any of the locations listed below:

- UCC and TCD: Thursday, August 29th
- RCSI: Friday, August 30th

The topics covered on the pre-placement preparation days are a mixture of lecture and group activity styles, which will help provide you with the tools to ensure you have a successful placement experience e.g. feedback, adult learning styles, Competency Assessment. An academic member of staff from each School of Pharmacy will deliver information sessions related to the academic modules.



Preceptors

Trainer Placement Agreement

Every Preceptor is required to complete a Trainer Agreement in advance of the placement. A sample Trainer Agreement can be found on www.appel.ie. This contains the terms and conditions of being an APPEL Preceptor. By signing this agreement, the Preceptor agrees to be bound by these terms and conditions.

Preceptor Accreditation

APPEL has implemented a Preceptor accreditation process as part of the quality assurance process for placements. Each pharmacist wishing to register as an APPEL Preceptor must complete a number of declarations, including a connections declaration, a declaration that they will complete APPEL Preceptor training and the legal declarations required by SI 377/2014. In addition, APPEL Preceptors must sign a Trainer Agreement, as described above.

Preceptor Training

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

APPEL Preceptor Requirements

Each student will have a named Preceptor Pharmacist assigned to them for the placement. The role of the Preceptor is to support you in your development as a pharmacy professional. Preceptors can recognise, facilitate and support opportunities for you to practise behaviours of the PSI CCF. To support you in your development on placement, APPEL require Preceptors to be employed for a minimum of three days per week or equivalent. Additionally, the Preceptor should miss no more than four weeks during your placement. In the event that your Preceptor is not available as outlined above, please contact your Practice Educator, as alternative arrangements may have to be made.

Your Preceptor will not necessarily be supervising you directly while you are on placement. In fact, they may be based at a different location to you. In this circumstance, you will be assigned an 'On-site Supervisor' to whom you can direct general placement-related queries. Please remember that many different staff members at your Training Establishment can contribute to your development and this is not limited to one person.



TOP TIP: At your initial meeting with your Preceptor, ask him/her how you should contact them if you have a question that cannot be answered by another staff member at the Training Establishment.



Training Establishments

Placement Agreement

This agreement outlines the responsibilities of both APPEL and the Training Establishment in their respective participation in student placement(s). The Training Establishment is required to sign this agreement to indicate their acceptance of the terms and conditions included within. 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 you with adequate supervision.

Training Establishment Accreditation

APPEL has implemented a Training Establishment accreditation process as part of the quality assurance process for placements. The owner of the Training Establishment must complete declarations, including a connections declaration and the legal declarations required by SI 377/2014. Additionally, the Training Establishment must complete a Joint Written Agreement for Student Vetting, as well as the Placement Agreement described above.

Getting the Most from Your Placement

In a Canadian study (Jackson, 2015), the strategies employed by pharmacy students to ensure success in their placements included:

- Appear interested at all times and show that you value this experiential opportunity.
- Show enthusiasm for learning.
- Demonstrate independence.
- Show initiative and make contributions in the experiential setting.
- Be inquisitive, but expect to answer (most of) your own questions.
- Never make anything up!
- Integrate yourself into the placement environment.
- Embrace spontaneous learning experiences.
- Be respectful of the Training Establishment environment.
- Be appreciative of the time and energy being invested in you by your Preceptor and other staff members of the Training Establishment.
- Consider your experiential placement as an extended job interview.

Jackson, L. D. (2015). Strategies pharmacy students can use to ensure success in an experiential placement. *Can Pharm J (Ott)*, 148(6), 308-313.

Frequently Asked Questions

Please find below the answers to frequently asked questions. If you have any further queries after reading the handbook, contact your Practice Educator.

Can I get a job on Wednesdays, as I am not scheduled to be on placement?

Wednesdays are reserved within the placement timetable for online learning for your modules. Students who wish to have part-time jobs are encouraged to do so on weekends and evenings.

Can students change their placement hours?

Placement hours are set by APPEL and attendance during placement hours is mandatory. If students are unable to attend due to illness, emergency or any other reason, they must notify both their Training Establishment and their Practice Educator as soon as possible. Furthermore, students should make their Practice Educator aware of any anticipated non-attendance well in advance of the planned absence. Any proposed changes to the placement schedule, for example, due to the opening hours of the Training Establishment, must be discussed with and approved by APPEL Office (ops@appel.ie) in advance.

What will I be doing during this placement?

An important part of experiential learning is to help you develop the various competencies required for pharmacy practice. During the 4th-year placement, you will complete three online modules, which will support you to develop competencies, by providing knowledge to underpin your behaviours relating to self-management, workplace management, human resources, quality assurance, leadership, critical thinking, decision-making, team working, communication and legal and ethical issues.

Training Establishments will present you with experiential activities to complete during your placement. These activities will vary depending on the Training Establishment and could include a project, experience in multiple departments, etc. The activities will support you in developing and demonstrating the required competencies. APPEL will provide guidance on experiential learning activities to Training Establishments. Additionally, each student, along with their Preceptor, should develop a training plan outlining how these competencies will be demonstrated and achieved during this placement.

How will I be assessed on placement?

Preceptors in each Training Establishment will undertake Competency Assessments. The formative assessment will help you to identify behaviours to practise and improve upon and **does not** contribute to your assessment outcome. The summative Competency Assessment will contribute to your overall outcome in the online modules. The online modules will have assessments associated with them, which will be corrected by academic staff.

Frequently Asked Questions (cont'd)

What happens if I am unable to attend my placement?

This placement is defined in law as being 'at least four months in duration'. For this reason, if you are unable to attend your placement due to illness, emergency or any other reason, you are required to contact your Training Establishment and your Practice Educator at the earliest possible opportunity. Furthermore, you should make your Practice Educator aware of any anticipated non-attendance well in advance of the planned absence.

Although 100% attendance is expected from students while on placement in order to comply with the statutory requirements, non-attendance will be managed by Schools of Pharmacy in accordance with their policies and procedures on attendance. If additional placement hours/days are required as a result of non-attendance, the School of Pharmacy will request APPEL to make the necessary arrangements.

Who is responsible for quality assuring my placement?

APPEL is responsible for quality assuring the placements. This involves robust processes and procedures for selecting, assessing, accrediting and appointing Preceptors and Training Establishments. All Preceptors will be trained by APPEL and there will be support structures in place for students and Preceptors during the placement.



Appendix I – SAMPLE Student Placement Agreement

Student Name (BLOCK CAPITALS):			
School of Pharmacy (tick one):	UCC <input type="checkbox"/>	RCSI <input type="checkbox"/>	TCD <input type="checkbox"/>
Your University Email Address:			

I have agreed to undertake unpaid/paid student placements organised by the Affiliation for Pharmacy Practice Experiential Learning (APPEL) during the integrated pharmacy programme. I agree to the following terms and conditions of this placement, as set out by APPEL:

- I understand that I am a student of my Higher Education Institution (HEI) while on placement and that I must abide by and remain subject to the Schools of Pharmacy Joint Code of Conduct and all policies and procedures, including Disciplinary and Fitness to Practice Policies of my HEI/University while on placement.
- I understand that I cannot undertake any of my APPEL placements in a Training Establishment which is owned or managed by a connected relative of mine. I also understand that a connected relative of mine cannot be my Trainer* for my APPEL placements. I agree to alert APPEL to any connections I have with the Training Establishment or Trainer which only become apparent when I am on placement.
- I confirm that I will undertake the set academic activities while I am on placement.
- I undertake to read all elements of the APPEL handbook relevant to my upcoming placement. In particular, I will ensure that I am aware of my responsibilities as a pharmacy student and aware of the set placement timetable. If I have any queries in relation to the content of the relevant handbook, I will contact an APPEL Practice Educator.
- I will ensure that I am supervised when carrying out any activities which impact on patient safety. I am aware that patient safety is my utmost priority on placement and that I must immediately report any incident that may potentially affect patient safety to Training Establishment staff.
- I understand that I have a Trainer* for the duration of my placement who will supervise me and who I am accountable to. I accept that I shall be under the supervision of the Training Establishment staff for the duration of my placement.
- I am aware that I have support available to me from my HEI, in the form of APPEL Practice Educator(s), who I can contact by telephone or email.
- I am also aware that supports are available to me within my HEI while I am on placement, which includes medical and counselling services if a critical incident occurs while I am on my placement. I will promptly inform an APPEL Practice Educator if a critical incident occurs during my 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).
- I confirm that I have disclosed any matters which could affect my placement (including, without limitation, health issues). I acknowledge it is necessary for the disclosure (and receipt) by APPEL, to (and from) my Training Establishment and HEI, of personal data where necessary for administering and/or managing my placement (and which may include feedback on my student placement). In the event my contact details change, I shall notify APPEL without delay.
- I agree to promptly inform both my Training Establishment and APPEL if I am unable to attend my placement according to the set placement timetable for any reason.

- I will engage fully with the placement programme, including but not limited to; participating in an induction, reading and complying with the Training Establishment’s standard operating procedures (SOPs) and policies, and following any other rules and guidelines the Training Establishment may have.
- I will act in a safe, responsible and professional manner at all times and will not endanger my own safety or that of any other person. I understand that any fitness to practice or disciplinary matters arising from my placement may be dealt with in accordance with my HEI’s policies and procedures.
- I understand the importance of confidentiality with regard to patient information and commercial business information and I shall keep any of this information which I come across during my placement confidential.
- I will promptly contact a Practice Educator at my School of Pharmacy if:
 - Any issues arise during my placement (including any issues in relation to my health or safety or otherwise).
 - I believe that my placement is not being provided in line with APPEL’s guidelines.
 - I have concerns that I am not being provided with an appropriately structured and documented scheme of training that provides and exposes me to sufficient practice opportunities at an appropriate level.
 - I believe that I have not been provided with a suitable training environment that is appropriately safe, hygienic and protects my safety, health and welfare.
- I agree that my HEI shall not be held responsible by me or my representatives for any acts or omissions of the Training Establishment or its staff where I undertake my placement.

Signature		Name		Date	
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* ‘Trainer’ is an umbrella term used to describe Supervisor, Preceptor and Senior Preceptor Pharmacists:

- Supervisor Trainer accredited by APPEL to oversee placements in 2nd year
- Preceptor Trainer accredited by APPEL to oversee placements in 4th year
- Senior Preceptor Trainer accredited by APPEL to oversee placements in 5th year

Appendix II – Guidelines on Delivering APPEL Experiential Placements (abridged)¹

GUIDELINES	WHAT DOES THIS MEAN?
<p>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.</p>	<p>The Training Establishment must have:</p> <ul style="list-style-type: none"> • 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. <p>Students must be supernumerary to the workforce requirement of the pharmacy.</p>
<p>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.</p>	<p>APPEL will provide a template training plan, which can be completed in conjunction with the student.</p>
<p>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.</p>	<p>Placement activities must support the development of competencies in the PSI’s Core Competency Framework.</p> <p>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</p> <p>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.</p>
<p>The Training Establishment must provide the student with an appropriate induction at the start of their placement.</p>	<p>APPEL provides Trainers with suggested induction topics, such as health and safety, relevant standard operating procedures, training plan and meeting schedule.</p>

¹ Full guidelines can be found on www.appel.ie

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

Guidelines	What Does This Mean?
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 competence.
The Training Establishment must adhere to the placement timetable as set out by APPEL.	4 th -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 needs 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 III – 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:

Competence appraisal 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 a training plan relevant to the placement setting. This should include a plan for opportunities for the student to practise 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:

1.2 Practises professionally

Student suggested activities:

Preceptor suggested activities:

1.3 Practises legally

Student suggested activities:

Preceptor suggested activities:

1.4 Practises ethically

Student suggested activities:

Preceptor suggested activities:

1.5 Engages in appropriate continuing professional development (CPD)

Student suggested activities:

Preceptor suggested activities:

Additional Notes:

Training Plan Review Dates:

Domain 2 – PERSONAL SKILLS

2.1 Leadership skills

Student suggested activities:

Preceptor suggested activities:

2.2 Decision-making skills

Student suggested activities:

Preceptor suggested activities:

2.3 Team working skills

Student suggested activities:

Preceptor suggested activities:

2.4 Communication skills

Student suggested activities:

Preceptor suggested activities:

Additional Notes:

Training Plan Review Dates:

Domain 6 – ORGANISATION AND MANAGEMENT SKILLS

6.1 Self-management skills

Student suggested activities:

Preceptor suggested activities:

6.2 Workplace management skills

Student suggested activities:

Preceptor suggested activities:

6.3 Human resources management skills

Student suggested activities:

Preceptor suggested activities:

6.5 Quality assurance

Student suggested activities:

Preceptor suggested activities:

Additional Notes:

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 IV – Competency Assessment Behaviours

During the 4th-year placement in 2019, there will be two Competency Assessments:

First (formative) Competency Assessment:

Purpose: assessment **for** learning, i.e. to allow the student to identify behaviours that they need to practise and improve upon.

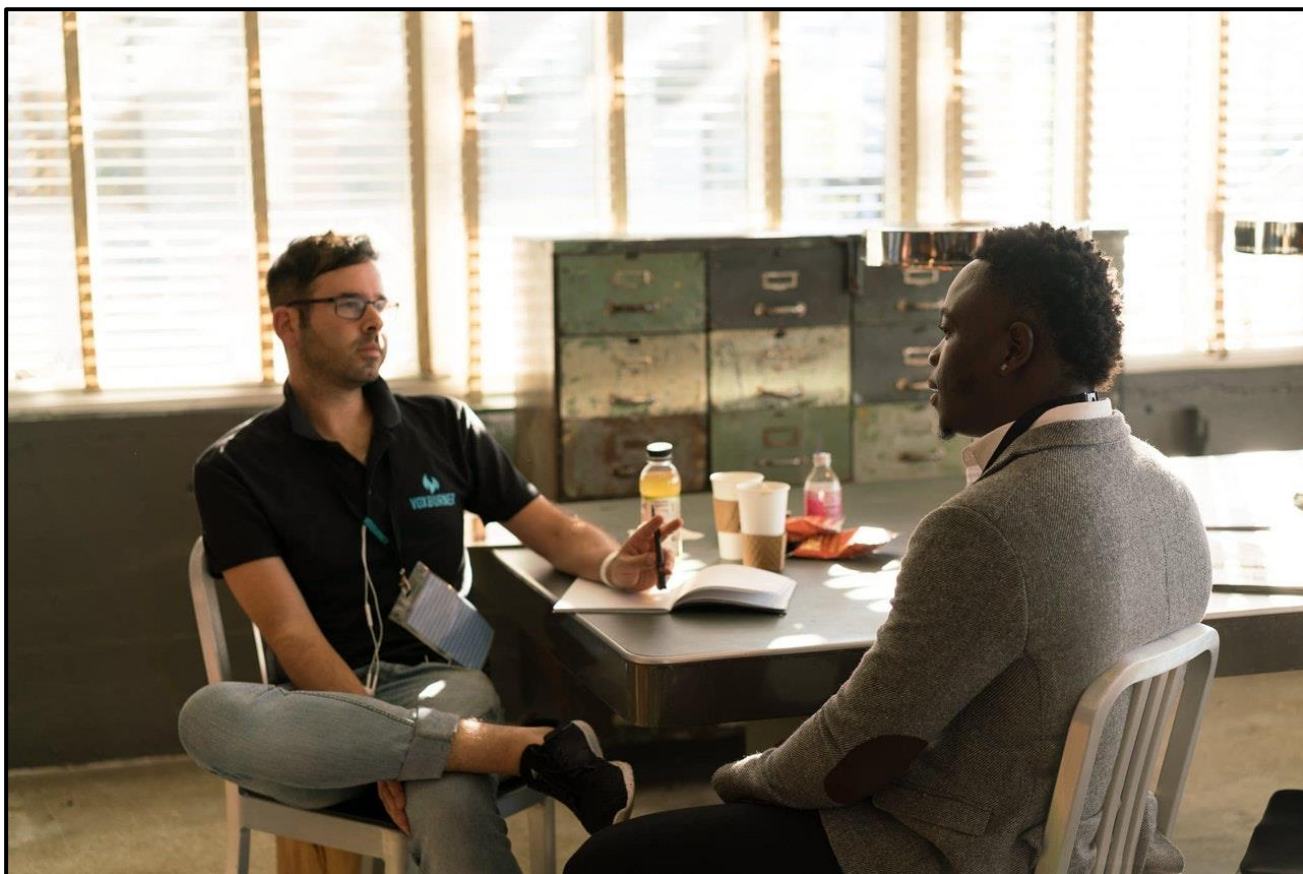
Date: must be completed by the end of week five of placement (5th October).

Final (summative) Competency Assessment:

Purpose: to assess the student's competency. The summative assessment is graded as pass/fail, but please note that this pass/fail grade only relates to the Competency Assessment, and is independent of the grade the student receives for academic work. In order to pass the summative assessment performed by the Preceptor, students must achieve a minimum level 3 rating in all of the applicable behaviours* listed below.

Date: must be completed by the end of week 12 of placement (23rd November).

*All of the behaviours in domains 1, 2 and 6 of the PSI's Core Competency Framework will not be assessed – there are 51 behaviours in total that have been chosen, as it is envisaged that they can be demonstrated in all practice settings and that they are appropriate for a 4th-year placement.



Domain 1: Professional Practice

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

Domain 2: Personal Skills

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

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

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

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

Domain 6: Organisation and Management Skills

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

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

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

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

The APPEL Team Contact Details

APPEL Office, Operations Team

Catalina Vieru (Operations Coordinator) and Rachel Hamilton (Operations Coordinator).

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