

2020 Supervisor Handbook 2nd-Year Placement



APPEL

An Chleamhnacht um Fhoghlaim ó
Thaithí Chleachtadh na Cúisíochta

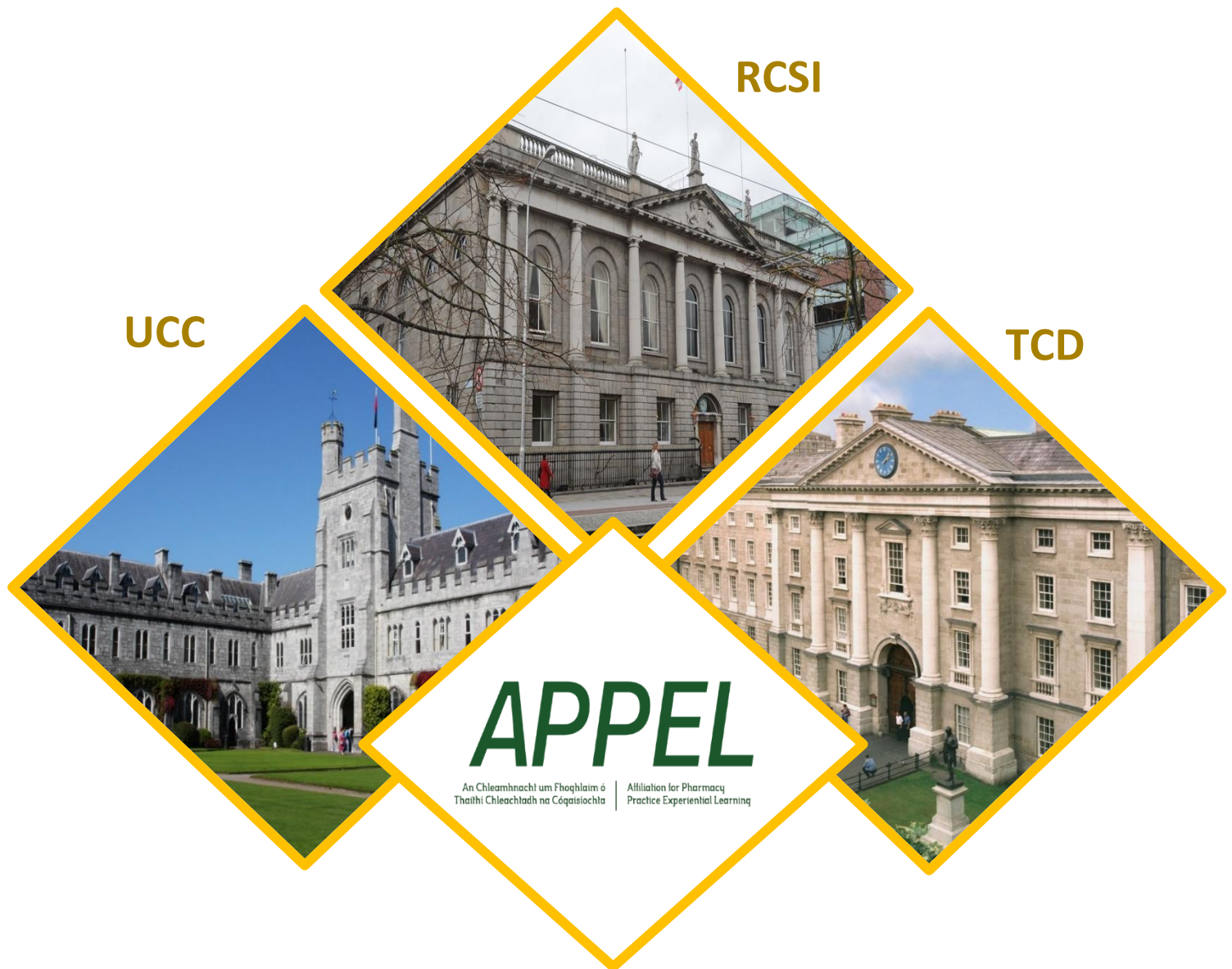
Affiliation for Pharmacy
Practice Experiential Learning





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What is APPEL?

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

The APPEL team consists of Practice Educators based within the three Schools of Pharmacy, and APPEL office, 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 Supervisors,

The APPEL team is delighted to be working with you in your roles as Supervisors to 2nd-year students in the 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. No matter what your previous experience, your enthusiasm and willingness to provide student placements are critical to the success of the programme, and so the whole APPEL team thank you.

APPEL has been working in collaboration with the staff from all three Schools of Pharmacy to ensure that the upcoming placements are a fulfilling and worthwhile experience for all. However, please don't hesitate to get in touch if you have any questions or concerns about your placement or if you identify any areas in which APPEL could improve. Your feedback is very important to us, as the experiential learning component of the integrated pharmacy programmes simply would not be possible without you.

By facilitating a placement, you are helping APPEL and the Schools of Pharmacy to develop and deliver an innovative approach to pharmacy education. All of us at APPEL are most grateful to you for engaging 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 2nd-Year Placement

HANDBOOK

This handbook has been developed to help to prepare you for your student undertaking their 2nd-year placement. If you have any queries regarding the placement or the handbook, please contact a Practice Educator or any member of the APPEL team (contact details on page 24 of this handbook).

PLACEMENT SCHEDULE

| | | |
|-------|---|--|
| UCC: | 13 th – 24 th Jan 2020 | Monday to Friday, 9.30am – 5pm, with one hour for lunch |
| TCD: | 24 th Feb – 6 th Mar 2020 | Monday to Friday, 9.30am – 5pm, with one hour for lunch |
| RCSI: | 14 th Jan – 7 th Apr 2020 | Tuesday afternoons 2pm – 5pm <i>(with a break for reading week on 25th February and St Patrick's Day on 17th March)</i> |

ATTENDANCE

100% attendance is expected from students on placement. If a student is absent during placement hours, for any reason, please inform the APPEL office by emailing ops@appel.ie.

CODE OF CONDUCT and CRITICAL INCIDENTS

Students are expected to abide by their Schools of Pharmacy Joint Student Code of Conduct while on placement. The Code of Conduct is available on www.appel.ie/resources. If you have any queries/concerns regarding your student, please contact the student's Practice Educator.

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

LEARNING OUTCOMES

Students are required to complete a workbook of activities while on placement. The purpose of the workbook is to support the student to achieve the following learning outcomes while on placement:

1. Observe, appreciate and document the steps involved in the safe dispensing and supply of medicines
2. Observe, appreciate and document the skills and behaviours of the pharmacist
3. Link documented activities to the PSI's Core Competency Framework (CCF)

You can view your student's workbook in the 'resources' tab on the APPEL website (www.appel.ie/resources).

SUPPORT

If you have any query/concern regarding your placement student, we have a FAQ section on www.appel.ie or you can get in touch with either a Practice Educator or the APPEL Office (contact details on page 24 of this handbook).

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.

GDPR – General Data Protection Regulation.

HEI – Higher Education Institution.

Learning Activities – The activities your student needs to complete and document while on their 2nd-year placement.

PEARs – Pharmacy Education and Accreditation Reviews.

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

PSI – Pharmaceutical Society of Ireland.

RCSI – Royal College of Surgeons in Ireland.

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

Supervisor – A registered pharmacist who is supervising a 2nd-year student on placement.

TCD – University of Dublin, Trinity College.

Training Establishment – The specific location providing the placement.

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

2nd-Year Placement – Experiential learning placement in the second year of the five-year integrated pharmacy programme.



2nd-Year Placements – Background Information

The New 5-year Integrated Pharmacy Programme

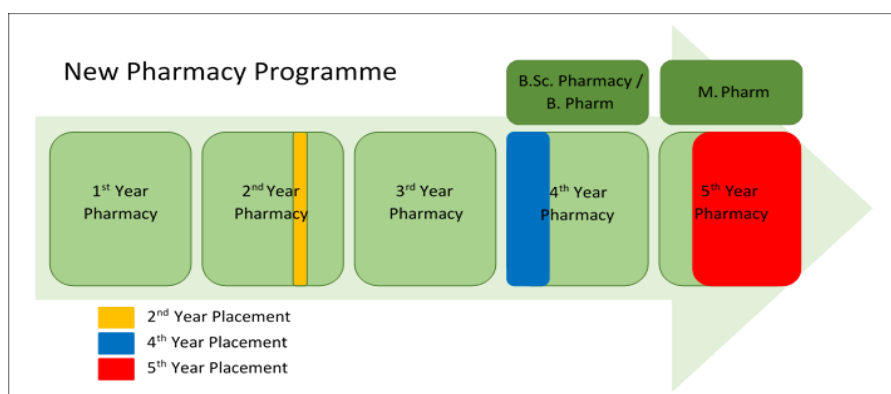
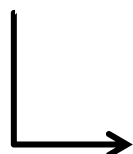
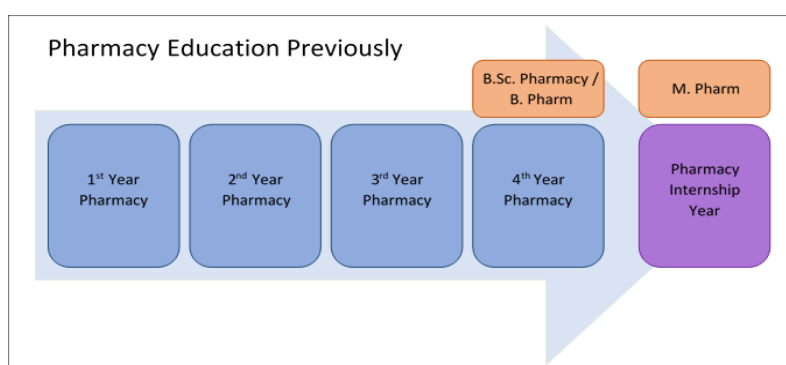
The new pharmacy programme started in 2015, following a major review of undergraduate pharmacy education commissioned by the Pharmaceutical Society of Ireland (PSI). This review was known as the PEARs (Pharmacy Education and Accreditation Reviews) project, and in 2015 legislation was introduced to require 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.

This early practical experience helps students contextualise their theoretical studies from the lecture theatre and practical classes. Experiential learning also provides students with an understanding of the range of roles undertaken by pharmacists in: community pharmacies; hospitals; the pharmaceutical industry; regulation; professional development and other role emerging practice settings. The APPEL programme provides the opportunity for students and pharmacists to engage with each other as potential future colleagues, across a breadth of practice settings.

*“It contextualised my learning..., and helped me understand what...
pharmacy involves, beyond University-gained knowledge.”*

2nd-year student, 2018



2nd-Year Placements – Practical Placement Information

When and What time?

The 2nd-year placement schedule is set by APPEL. The hours of placement* are:

| | |
|---|--|
| UCC: 13 th – 24 th Jan 2020 | Monday to Friday, 9.30am – 5pm, with one hour for lunch |
| TCD: 24 th Feb – 6 th Mar 2020 | Monday to Friday, 9.30am – 5pm, with one hour for lunch Tuesday afternoons 2pm – 5pm |
| RCSI: 14 th Jan – 7 th Apr 2020 | <i>(with a break for reading week on the 25th of February and St Patrick's Day on the 17th of March)</i> |

* Please note: Any change to the placement schedule needs to be discussed with and approved by APPEL in advance.

Who do I contact for support?

One of APPEL's primary goals is to support Supervisors to undertake their roles. This support is provided in many ways. If you have any questions or concerns about your placement or your student, before, during or after the placement, please don't hesitate to contact a Practice Educator or the APPEL office. All contact details can be found at www.appel.ie or on page 24.

APPEL have answered many queries, and no question is too small to ask. Examples of queries from Supervisors that APPEL has previously answered include:

- Requests from students to attend on different days or times
- Student absence due to personal circumstances
- Access to student supports after a critical incident arising on placement e.g. robbery in the pharmacy
- Support with finding opportunities for student to complete learning activities
- Notification of a potential breach of the Schools of Pharmacy Joint Student Code of Conduct or a potential patient safety incident

Before the Placement

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

- Attendance and punctuality
- Code of conduct
- Mobile phone use
- Professional dress
- Data protection and confidentiality
- Learning activities

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

Supervisor Pre-Placement Checklist:

1

Complete and Return Placement Paperwork to APPEL

APPEL understands that you are volunteering to be a Supervisor for this short placement, and so we have worked hard to keep the placement paperwork to an absolute minimum. To safeguard the interests of pharmacies, patients and students, APPEL has an accreditation process for a) the Training Establishment and b) the Supervisor.

Training Establishment and Supervisor accreditation is organised in advance of the placement by APPEL. A summary of the accreditation process that you and the Training Establishment have completed can be found in Appendix I. It is recommended that you re-read the Training Establishment Agreement and the Supervisor Agreement before the placement commences (samples in Appendices II and III).

Meet the student at their pre-placement visit

APPEL strongly recommends that all students phone their Supervisor to arrange a pre-placement visit in advance of their placement. The aim of this short visit is to ensure that students know how to get to their placements, know what to wear, etc. You could also ask the student any questions you might have, for example:

- ✓ Previous relevant experience - this may be the student's first experience in a pharmacy/pharmacy department.
- ✓ Confirm when the student will commence their placement, and ensure you have any required contact details for your student.
- ✓ Ensure the student has correct contact details/phone number for your pharmacy/department.
- ✓ Discuss the plan for Day 1 of the student's placement (see Student Induction below).
- ✓ Introduce the student to other members of your pharmacy team.
- ✓ 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. These are available at the back of this handbook and on the APPEL website (www.appel.ie).

2

3

Plan Student Induction

As most of us in APPEL are practising pharmacists, we understand how busy a pharmacy can be, and we are aware that your student could arrive at the pharmacy/department at a particularly busy time. For this reason, a planned induction is required for your student (some aspects of this could be delegated to other staff members). The induction could include:

1. Showing the student the pharmacy/department layout and facilities, and explaining a typical daily routine in your pharmacy/department.
2. Telling the student about your pharmacy/department and discussing their role while on placement – what are your expectations, what are their expectations?
3. Providing the student with key policies and procedures, e.g. security, data protection and confidentiality, child safeguarding statement.

It is also important that all students receive a health and safety induction. Ask your student to help you make a plan for their placement - what would they like to do, what would you like them to do? Agree together in advance some learning opportunities that your student may avail of when your pharmacy/department is busy. A sample induction plan is available on the resources page of the APPEL website (www.appel.ie/resources).

During the Placement

Supervision

All students on placement must be supervised by a PSI-registered pharmacist at all times, and it should be clear to all staff, patients and customers that the student is not a registered pharmacist. All students have been provided with a badge, which identifies them as pharmacy students. In the event that you, as Supervisor, are not present for the full placement, please ensure that the pharmacist in charge is aware of the student's presence and can identify suitable activities for the student to observe/undertake.

To ensure that all students are adequately supported on placement, the designated Supervisor should be present as much as possible during the placement. In the event that the Supervisor will not be present for more than four placement days, or where their prolonged absence arises unexpectedly, please inform APPEL as alternative arrangements may have to be made.



Role of the Supervisor

As a Supervisor, you will guide and support your student's learning experience. Students are encouraged to take responsibility for their own learning and must complete the learning activities they have been assigned by their School of Pharmacy. However, at this early stage of their studies they require supervision and may have questions for you. You can also share your insights as an experienced professional; students will benefit greatly from their interactions with you as a professional role model.

Contacting APPEL

APPEL ask you to get in touch if any of the following circumstances arise while your student is on placement:

- **Absence** – if your student is unable to attend placement during the scheduled placement hours, for any reason, please contact the APPEL office (ops@appel.ie). This includes absence for medical/dental appointments, illness, bereavements, university club commitments, etc.
- **Critical Incident** – For your student's safety and welfare, please contact either a Practice Educator or the APPEL office, if a critical incident arises when the student is 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. These events are very rare, examples of which include, but are not limited to, death or serious illness of a member of staff or patient, fire, hold-up or burglary.

Student Conduct

Students are required to adhere to the Schools of Pharmacy Joint Student Code of Conduct while on placement (www.appel.ie/resources).



If you become aware of any potential breaches of the Schools of Pharmacy Joint Student Code of Conduct or any potential patient safety incidents during the placement, please contact APPEL. At this early stage of a student's professional career, it is important that such behaviours are highlighted to students, so that they can be given support to help them develop. Discussing a matter with a Practice Educator does not necessarily mean it will impact your student's progression, but it will allow an opportunity for your student to receive feedback and support.

The six core principles of the Schools of Pharmacy Joint Student Code of Conduct, and examples of how they apply to students on placement, are:


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

Learning Activities

All students have been asked to undertake learning activities while on their placement. This has been done to provide focus and direction to students' learning on placement. Students are asked to observe and document the activities of the pharmacist and other members of the pharmacy team for the purposes of their learning and development. Students may also participate in additional pharmacy activities, under appropriate supervision, with the permission of their Supervisor (see page 16). It is important to note that students will only have completed about a quarter of their undergraduate training before this placement. Students from all three Schools will have covered some biology, physiology, microbiology, biochemistry, chemistry, calculations, pharmaceuticals, pharmacognosy, practice of pharmacy and pharmacology.


The student's workbook, containing the learning activities, can be found at www.appel.ie/resources. The learning activities set for the students on placement are those that APPEL and the Schools of Pharmacy would like to see the students achieve and that we are confident they can manage. These activities are categorised under three main learning outcomes. There are set activities associated with each learning outcome, which students must either observe the pharmacist doing, or undertake themselves under the supervision and guidance of the pharmacist. The students' learning activities are as follows:

Observe, appreciate and document the steps involved in the safe dispensing and supply of medicines:

- 
- a. Follow a prescription journey, which encompasses all of the following steps: presentation, legal check, calculation, patient medication record entry, labelling and assembly, clinical check, risk management and monitoring
 - b. Follow a prescription journey for a drug with additional controls and identify how this differs from a regular prescription
 - c. Supply of non-prescription medicines
 - d. Sourcing of medicines and stock management

Observe, appreciate and document the skills and behaviours of the pharmacist


In particular, focus on pharmacists in their capacity as a:

- 
- | | | |
|--------------|-------------------|---------|
| Collaborator | Communicator | Advisor |
| Manager | Life-long learner | |

Link documented activities to the PSI's CCF

"The purpose of a five-year fully integrated Master's degree programme in pharmacy is to produce pharmacy graduates who have the knowledge, skills, attitudes and behaviours to meet the CCF to be prepared for patient-centred pharmacy practice in all pharmacy settings and so be entitled to apply to have their names entered in the Register of Pharmacists"¹.

For each of the six CCF domains:

- 
- a. Link the activities you undertook to behaviours of the CCF
 - b. Link the activities you observed to behaviours of the CCF

¹ PSI Accreditation Standards for the Five-year Fully Integrated Master's Degree Programmes in Pharmacy

Hospital Placements

Following feedback from hospital-based Supervisors, examples of ways for the student to complete their learning activities in the hospital environment have been provided to students. Please contact a Practice Educator if you would like any guidance around student learning activities in the hospital environment.

At the End of the Placement

Supervisor's Report

At the end of the placement, please complete the Supervisor's Report. The primary purpose of this report is to capture your summary of the student's conduct and professionalism during their placement, and to confirm that the student completed their learning activities in a safe manner. The Supervisor's Report verifies that your student attended for their full placement. The report also enables you to identify areas in which your student could further develop and identify areas in which your student performed well. A brief discussion with your student regarding your recommendations for their further development will be beneficial in helping them reflect on their placement experience and identify competencies and skills to focus on in future placements.

Students will present you with this form and have been advised about how they should return this to their School of Pharmacy. A sample Supervisor's Report is available in Appendix IV.

Feedback

Once the placement is over, we will be in touch with you to get your views on what worked well and how we could make things better. Please don't hesitate to provide open and honest feedback as you will know best how we can improve this experience for all.

Many Supervisors have expressed an interest in receiving feedback about the placement experience from the student cohort. Some of the most common themes are documented below:

- Students gratitude and appreciation of the warm welcome offered to them by pharmacists and their support staff was obvious from the feedback provided.
- Students relished every opportunity to build their confidence and communication skills through interactions with pharmacy patients.
- Students greatly appreciated any opportunity to put their university learning into practise in a real-world context.
- Students appreciated when Supervisors were aware of the APPEL timetabled attendance hours and did not ask students to deviate from those hours.
- Students appreciated when Supervisors had reviewed their workbook in advance of the placement and had an awareness of the activities the student would be engaging in on placement.

Frequently Asked Questions

How are students allocated to their 2nd-year placement?

For the 2nd-year placement, students are assigned to their placement primarily based on geographical location.

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

Please notify APPEL as soon as possible.

Can I get a really good student back?

Students can return to a pharmacy/pharmacy department for either the 4th or 5th-year placement (but not for both).

Can I stop the placement, mid-placement?

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

How do we manage patient/customer and colleague expectations?

The student can be introduced to patients/customers and colleagues as a pharmacy student on placement and the student has been provided with a badge by their HEI that identifies them as a pharmacy student. Feedback from previous 2nd-year students indicated that students felt they greatly benefited from the opportunity to improve their communication skills with patients in a “real-life” environment. Under the supervision of their pharmacist, students are encouraged to interact with patients, and to reflect on these interactions in the context of their own professional development. Students are also reminded before they go on placement to be mindful not to treat the patients they meet as “case studies”, but to be respectful, courteous, and empathetic at all times.

How can my experience of supervising a 2nd-year student become part of my own CPD?

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

Frequently Asked Questions (cont'd)

What can a student do when the pharmacy team are busy?

There will be times during the student's placement when the pharmacy/pharmacy department becomes busy, and the pharmacy team are not immediately available to answer student questions or direct the student's activities. Students could take advantage of these times to complete their learning activities/workbook. Some students may complete their compulsory learning activities quite quickly and be eager to avail of additional supervised learning opportunities.

APPEL suggests setting an agreed list of learning opportunities at student induction, to encourage and enable the student to direct themselves in their learning at busy times and make the most of the valuable experience they can gain in your pharmacy/pharmacy department. Students with no previous experience in a pharmacy environment may find it more difficult to identify self-directed learning opportunities.

The following are suggested learning opportunities the student could undertake. These suggested additional learning opportunities are derived from feedback from previous 2nd-year students, Supervisors and Practice Educators. Please note all these activities are suggestions only, and that students should be appropriately supervised at all times in the pharmacy.

- Look at the types of medication stored in the pharmacy fridge. How does the pharmacist ensure that the fridge is maintained at an appropriate temperature?
- Find out what is meant by the term 'unlicensed medicine'. Where in the pharmacy are these medicines stored and how are they ordered?
- Look at five of the Pharmacy-only (P) medicines sold in the pharmacy. For each medicine consider what information you would gather from a patient who wants to buy one of these medicines and what counselling you would provide in each case.
- Find out what pharmacy services are provided by the pharmacy.
- How does the pharmacy dispose of medicines returned by its patients?
- Does the pharmacy provide any services to local nursing homes or residential care units? Find out how the pharmacy helps with medication management (e.g. blister packs, venalinks, weekly dispensing).
- Find the PSI's pharmacist duty log. What is the purpose of the duty log and what information is recorded therein?

Interprofessional activities:

On previous placements, some students identified opportunities to observe interprofessional activities as a highlight of their placements. We understand that these opportunities may not occur frequently. However, we would welcome any opportunity provided to students to accompany the pharmacist to a meeting/service delivery that involves interacting with other healthcare professionals. Examples could include: visiting a nursing home; attending a hospital multidisciplinary meeting or lecture.

Appendix I – Summary of APPEL Accreditation Processes

Training Establishment Accreditation

APPEL has implemented a Training Establishment accreditation process as part of the quality assurance process for placements. The Training Establishment is sent the following documents to complete:

1

Declarations

In the interest of ensuring a fair placement for all students, a declaration of connections to students (e.g. spouse or partner, parent, brother, sister, etc.) needs to be completed.

Once completed, this must be renewed every two years.

2

Joint Written Agreement for Student Vetting

All students are required to undergo vetting as part of their registration for the integrated pharmacy programme. To reduce the requirement for you to also undertake student vetting, this Joint Written Agreement delegates the task of vetting students to the student's HEI.

NEW placements ONLY – once completed, it does not require renewal.

3

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 the placement environment and that the Training Establishment has the capacity to provide student(s) with adequate supervision. A sample placement agreement can be found in Appendix II.

Once completed, the placement agreement needs to be renewed every four years.



Please note: All three HEIs have insurance in place for their students on placement. Nonetheless, while students are placed in Training Establishments, they are under the care, custody and direction of the Training Establishment. Therefore, Training Establishments are also required to have adequate and appropriate insurance in place in order to indemnify the students in respect of any claims for personal injury and third-party property damage arising from the negligence of the student in the performance of his/her duties on placement.

To support Training Establishments in ensuring that they have appropriate insurance in place, APPEL has engaged with some of the main pharmacy insurers in Ireland. APPEL has letters on file from AIC Glennon, NPAI, and the State Claims Agency in relation to the Clinical Indemnity Scheme; these letters are available to Training Establishments, on request. If APPEL can assist with any queries regarding insurance, please don't hesitate to contact us.

Summary of APPEL Accreditation Processes (cont'd)

Supervisor Accreditation

1

Declarations

In the interest of ensuring a fair placement for all students, and to ensure the Supervisor-Student relationship is upheld, a declaration of connections to students (e.g. spouse or partner, parent, brother, sister, etc.) needs to be completed. A declaration that the necessary training will be undertaken is also required.

Once completed, this needs to be renewed every two years.

2

Trainer Agreement

This agreement outlines the responsibilities of the Supervisor in relation to student placement(s). The Supervisor is required to sign this agreement to indicate their acceptance of the terms and conditions included within. The agreement covers areas such as supervision of the student, induction and ensuring that the placement provides the student with sufficient experiential learning opportunities cognisant of the student's level of ability in a practice setting. A sample Trainer Agreement can be found in Appendix III.

Once completed, the Trainer Agreement needs to be renewed every four years.



Appendix II – 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 HEIs¹ 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 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.

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

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.
- 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

Signed for and on behalf of:
Training Establishment

Name: _____
Role: _____
Date: _____

Name: _____
Role: _____
Date: _____

Appendix III – 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 Trainer, 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 Trainer:

Name: _____

Date: _____

Appendix IV – SAMPLE 2nd-Year Placement Supervisor’s Report

| | |
|----------------------------------|--|
| Student Name | |
| Student Number | |
| Name of Pharmacy / Pharmacy Dept | |

Purpose of the Supervisor’s Report

The primary purpose of this Supervisor’s Report is to capture the Supervisor’s summary of their student’s conduct and professionalism during their placement, and to confirm that their student completed their learning activities in a safe manner¹.

The Supervisor’s Report also verifies that the student attended for their full placement².

The report also enables the Supervisor to identify areas that their student could further develop.

Student Attendance

Did the student attend for the full placement?

Yes No

Was the student punctual?

Yes No

If you answered ‘no’ to any of the questions above, please provide further detail

Conduct and Professionalism

Did the student carry out the tasks he/she was assigned in a safe and appropriate manner?

Yes No

Did the student work well with other staff?

Yes No

Did the student act in a professional manner throughout the placement?

Yes No

Did the student present themselves professionally and appropriately?

Yes No

If you answered ‘no’ to any of the questions above, please provide further detail

If you wish to report any potential patient safety incidents and/or potential breaches of the Students’ Code of Conduct, please contact APPEL.

Please provide information on any areas that you have identified that:

Your student has performed well:

Your student could further develop:

| |
|-----------------------------------|
| Supervisor’s name: (Please Print) |
| Placement Address: |
| Supervisor’s signature: |


| |
|----------------|
| Pharmacy Stamp |
|----------------|

¹ Practice Educators may contact supervisors for further information on the detail provided in these reports e.g. for consideration as a potential breach of the students’ Code of Conduct.

² Failure to submit a Supervisor’s Report may, therefore, indicate that the placement was not completed and so may lead to a determination that the placement requirements have not been met by their student.

The APPEL Team Contact Details

APPEL Office, Operations Team

| | |
|---|--|
|  | <p>Joanne Kissane – <i>Director and National Coordinator</i> Rachel Hamilton – <i>Operations Coordinator</i> Catalina Vieru – <i>Operations Coordinator</i> James Horan – <i>Operations Support Pharmacist</i></p> <p>Tel: 01-4025129 Email: ops@appel.ie</p> |
|---|--|

UCC Practice Educators



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RCSI Practice Educators



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TCD Practice Educator



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