



APPEL

An Chleamhnacht um Fhoghlaim ó
Thaithí Chleachtadh na Cógasíochta

Affiliation for Pharmacy
Practice Experiential Learning



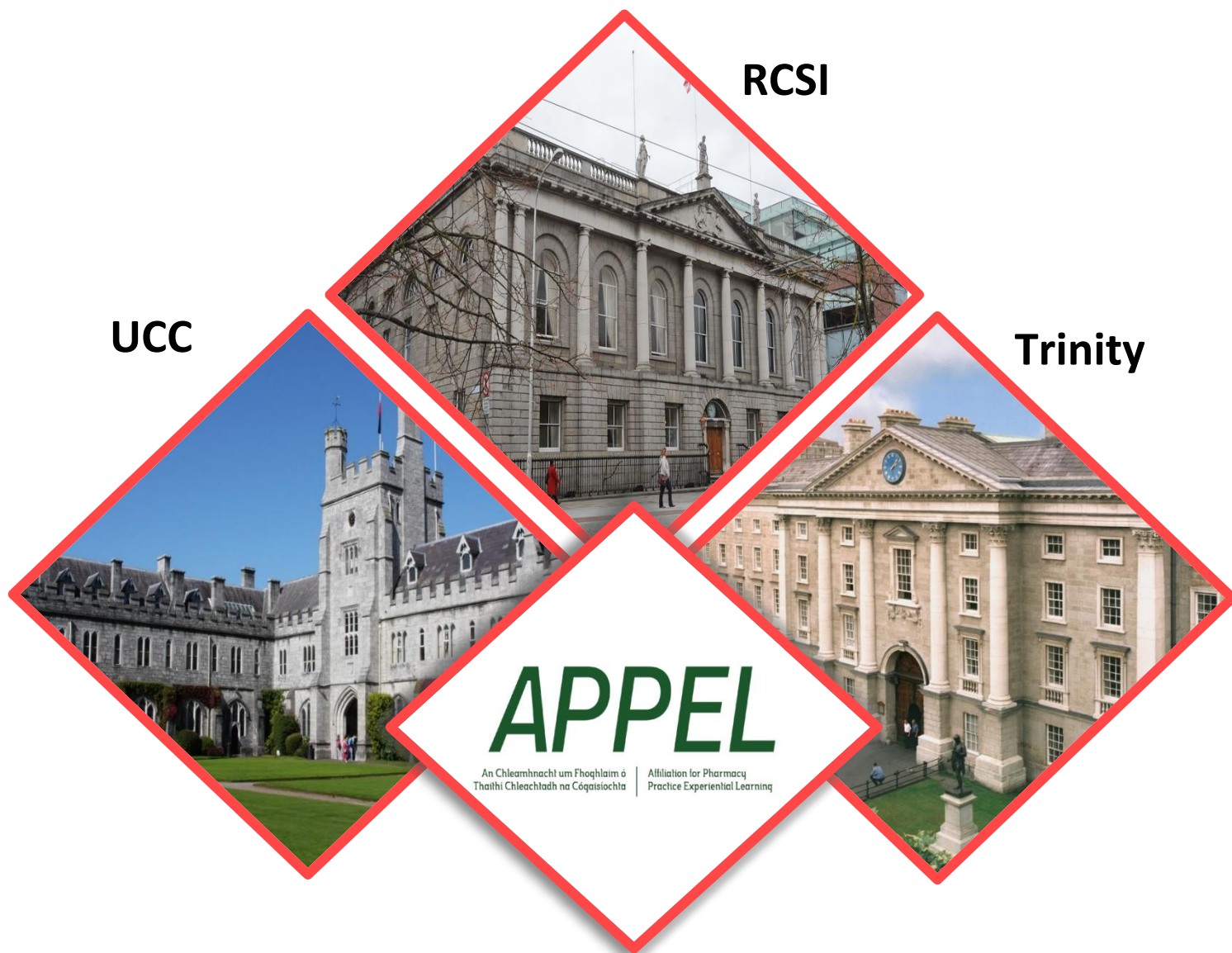
2019-2020

**Senior Preceptor Handbook
5th-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 School of Pharmacy, RCSI School of Pharmacy and Biomolecular Sciences, and the Trinity 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 Trinity.

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



Message from the APPEL Team

Dear Senior Preceptors,

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

These eight-month experiential learning placements are the first 5th-year placements of the new MPharm programme. To support you as our partners in delivering these experiential learning placements, we have developed a number of resources, including our "Guidance on Delivering APPEL Experiential Learning Placements", all of which are available on our website. Furthermore, both the APPEL office team and our Practice Educators are available for support at any time; please do get in contact with us if you ever have any questions or we can provide any assistance.

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

The APPEL Team

Guide to the 5th-Year Experiential Learning Placement

5th-YEAR PLACEMENT

This 5th-Year placement is the last placement your student will undertake before going forward to register as a pharmacist. It is their final opportunity to develop their competence, under your guidance and supervision.

This handbook contains some important information to help you prepare for your 5th-Year student, and you must adhere to the requirements described in this handbook. If you have any queries regarding the placement or the handbook, please contact APPEL.

PLACEMENT SCHEDULE

Pharmacy students are required to attend their Training Establishment on Monday, Tuesday, Thursday and Friday (excluding Bank Holidays). The student must attend the Training Establishment for 8.5 hours daily, including 1 hour for lunch, **between the hours of 8 am and 6 pm**. The placement hours must occur over one continuous period, e.g. 8 am to 4.30 pm, or 9 am – 5.30 pm, 9.30 am – 6.00 pm, etc.

ATTENDANCE

This is a statutory placement, which is defined in law as being “not less than eight consecutive months” in duration. Thus, **100% attendance** is required by all students. Any student absences during the placement schedule must be reported to the APPEL office at ops@appel.ie.

STUDENT CODE OF CONDUCT and CRITICAL INCIDENTS

Students must comply with their Schools of Pharmacy Joint Student Code of Conduct while on placement. Any breaches of the Student Code of Conduct or critical incidents must be reported to a Practice Educator or the APPEL office at ops@appel.ie. You can find the Schools of Pharmacy Joint Student Code of Conduct on APPEL’s website, in the Resources section.

PATIENT SAFETY

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

COMPETENCY ASSESSMENT

You are required to complete two student Competency Assessments during the placement; the first Competency Assessment must be completed **by 31st March 2020** and the final Competency Assessment completed **by 31st July 2020**. To meet the requirements of the placement, the student must achieve a **level 4** in all competency behaviours in the final assessment. If you have any concern about a student reaching the required level of competence, please get in touch with a Practice Educator as early as possible, to enable us to support you and your student.

SUPPORT

If you have any query regarding the placement, make sure to get in touch with either a Practice Educator or the APPEL office (contact details on page 50).

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/Senior Preceptors will assess a student's competency in the relevant behaviours in the CCF.

HEI – Higher Education Institution.

MPharm – Masters Degree in Pharmacy.

PEARs – Pharmacy Education and Accreditation Reviews.

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

PSI – Pharmaceutical Society of Ireland.

RCSI – Royal College of Surgeons in Ireland.

School of Pharmacy – UCC School of Pharmacy or RCSI School of Pharmacy and Biomolecular Sciences or Trinity School of Pharmacy and Pharmaceutical Sciences.

Senior Preceptor – A registered Pharmacist who is overseeing the experiential placement of 5th-Year student(s).

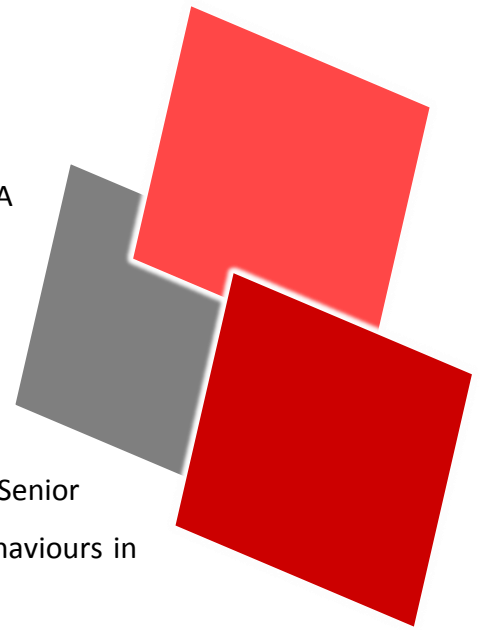
Trinity – Trinity College Dublin, The University of Dublin.

Training Establishment (TE) – 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 Trainers can engage in certain activities. For students, this includes the academic modules relating to their placement, and for Senior Preceptors, this includes online Trainer training. Both students and Senior Preceptors will use the APPEL VLE for Competency Assessment, and the APPEL VLE also hosts the placement matching system.

5th-Year Placement – Statutory eight-month experiential learning placement in the fifth year of the five-year integrated pharmacy programme.



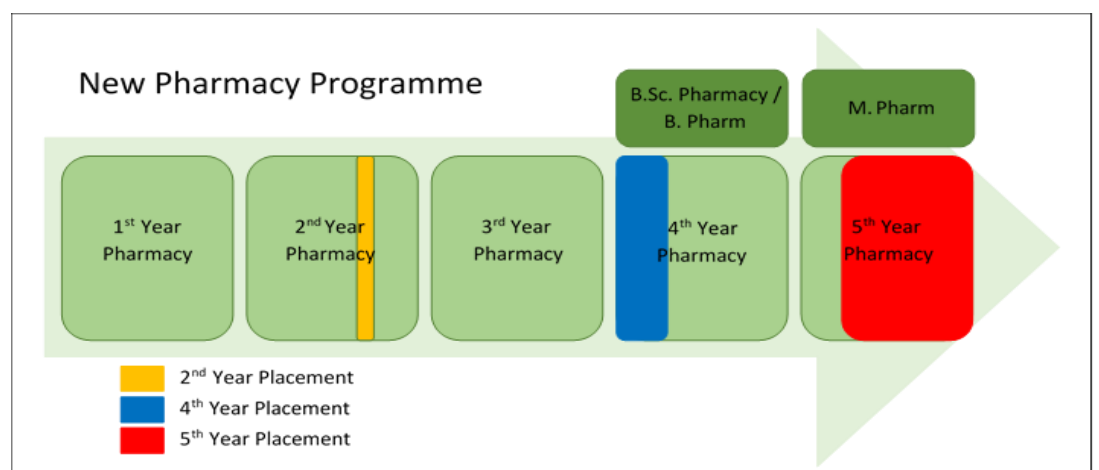
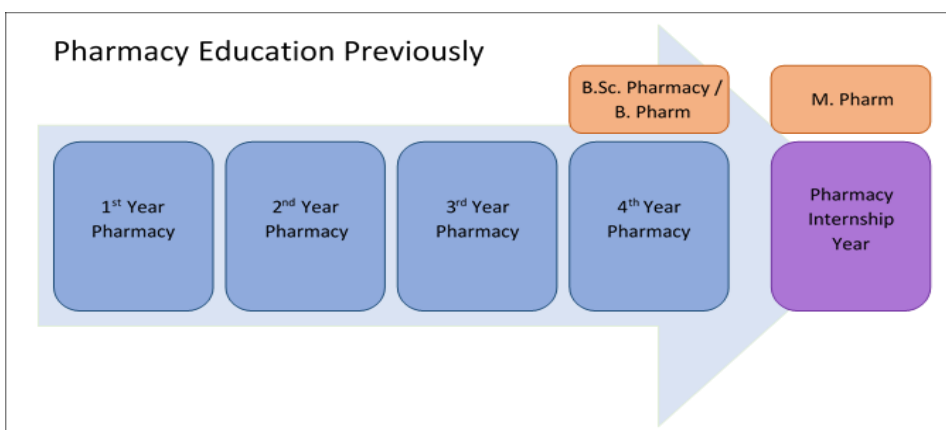
5th-Year Placements – Background Information

The New Five-Year Integrated Pharmacy Programme

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

Experiential learning placements are practice-based learning experiences; e.g. in hospital, community, industry, or role-emerging practice (REP) settings, which are overseen by APPEL on behalf of the Schools of Pharmacy. In its simplest form, experiential learning means learning from experience or learning by doing. Experiential learning is designed to expose students to real-life practice as a means of putting their academic studies into context and refers to learning undertaken by students within real-world pharmacy settings. To facilitate experiential learning during APPEL placement hours, the primary relationship between the student and their Senior Preceptor is that of a student and a Trainer.

It has been set out in legislation that an eight-month experiential learning placement will be undertaken in the 5th-Year.



Section 1 – Placement Practical Information

When? 6th January 2020 – 28th August 2020

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

Monday	8.00 am – 6.00 pm	8.5 hrs daily to include an hour for lunch
Tuesday	8.00 am – 6.00 pm	8.5 hrs daily to include an hour for lunch
Thursday	8.00 am – 6.00 pm	8.5 hrs daily to include an hour for lunch
Friday	8.00 am – 6.00 pm	8.5 hrs daily to include an hour for lunch

The following reading/study weeks and holidays have been scheduled, and students will not be attending placements on these dates:

Bank Holidays	Dates
St Patrick's Day	17 th March
Good Friday	10 th April
Easter Monday	13 th April
May Bank Holiday	4 th May
August Bank Holiday	3 rd August
Holidays	
Two weeks	1 st – 12 th June
Reading/Study weeks	
Trinity and RCSI students only	Week commencing 20 th April Week commencing 20 th July
UCC students	Week commencing 16 th March Week commencing 3 rd August (or as agreed with UCC School of Pharmacy)

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

What will students be doing during the placement?

As this is the last placement your student will undertake before going forward to register as a pharmacist, it is their final opportunity to develop their competence, under your guidance and supervision. At the end of the placement, students will be required to demonstrate the necessary level of competence to enable them to practice as a pharmacist.

During the placement, you should support your student's development in all the behaviours of the PSI Core Competency Framework by facilitating them to undertake activities that will enable them to practise these behaviours. Students should be exposed to a sufficient range of activities and opportunities to allow them to practise and develop all behaviours. A training plan will enable you and your student to plan a sufficient range of activities. A sample Induction and Training Plan can be found in Appendix I. To ensure that all CCF behaviours are captured in your Training Plan, you are encouraged to use the 'Competency Assessment Behaviours' document in conjunction with your training plan (A list of the PSI Core Competency Framework behaviours can be found on the APPEL website, in the Resources section)



"We all need people to give us feedback. That is how we improve"
Bill Gates

Examples of activities that your student could complete can be found in the Guidance on Delivering APPEL Experiential Learning Placements (available in the Resources section of our website).

During the placement, you can support your student's development by giving constructive and supportive development feedback. You will assess your student's competency throughout the placement. This will help the student to understand and get structured feedback on their level of competence and how this can be improved. Details on the Competency Assessment are found on page 20.

In addition to their time on placement, students will complete three online modules and other academic components as part of their academic requirements. The online modules are aligned to the six domains of the PSI Core Competency Framework and will support the student in their understanding of the theory underpinning the relevant behaviours. Academic staff will be responsible for delivering and assessing the online modules and other academic components. As a Senior Preceptor, you will not be responsible for your student completing the academic content. However, your student may ask your opinion on a topic they are completing as part of the online modules.

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

Please contact a Practice Educator. The PE will support you to develop ideas for activities and can discuss the training plan with you. Contact details for PEs can be found on page 50.

What is the 'Guidance on Delivering APPEL Experiential Learning Placements'?

You will have learned about the Guidance on Delivering APPEL Experiential Learning Placements as part of your APPEL Trainer Training. The guidance was developed to promote the educational experience of students on placement and to support TEs and Trainers in the delivery of such placements. A summary of the guidance can be found in Appendix V, and the full version can be found on the APPEL website (www.appel.ie). Any staff member involved in supporting

the student during the placement should be familiar with the content of this guidance. If you, or any staff member, have any questions about the guidance and what it will mean for your TE, please contact the APPEL office or a PE.

What happens if my student misses some placement time?

This is a statutory placement, which is defined in law as being “not less than eight consecutive months” in duration. Thus, 100% attendance is expected on placement. To ensure that all students meet the statutory attendance requirements for the placement, APPEL needs to be made aware of any absences that occur during placement.

TEs should inform the APPEL office (ops@appel.ie) of all student absences.

If a student is going to be absent during the prescribed placement hours, they are advised to inform their TE AND a PE as soon as possible.

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

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

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

➤ **Travel within Ireland**

There may be many reasons that the opportunity to travel within the Republic of Ireland presents while you are on your experiential learning placement: team meetings in a different office, conferences relating to your experiential learning 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, or any other matter please contact your PE or the APPEL office.

➤ **Travel between Training Establishment sites**

Students can only complete placements in their assigned accredited TE. 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 TE in advance.

➤ **Travel overseas**

Although APPEL does not expect opportunities to travel overseas to arise very often, APPEL has developed a process to safeguard student health and safety when this does occur. If the

opportunity to travel overseas as part of your placement arises, please contact the APPEL Office on 01-4025129 or ops@appel.ie as soon as possible to start the approval process.

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

Students are required to adhere to the Schools of Pharmacy Joint Student Code of Conduct while on placement. As part of the 5th-Year placement, and their final placement experience before going forward to register as a pharmacist, students will be developing their professionalism. If a student is displaying any behaviours that would not be in accordance with the Schools of Pharmacy Joint Student Code of Conduct, or the PSI's Code of Conduct, please get in touch with a PE or the APPEL Office. At this stage of a student's professional career, it is essential that such behaviours are highlighted to them, and they are given support to help them develop. Discussing a matter with a PE does not necessarily mean it will impact your student's progression, but it will provide an opportunity for your student to receive appropriate feedback and support.

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

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



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.

What do I do if I am concerned about the student's performance or ability to reach the required level of competence?

All students develop competence at a different pace. Some students with lots of experience may perform to a very high standard and develop competence very quickly, whereas competency development may take longer for other students. Regular constructive and supportive developmental feedback and guidance from you will support the student in developing their competence.

If you have any concerns about your student's performance, please contact a PE as soon as possible. Highlighting concerns at an early stage enables support to be given to you and your student promptly. This will maximise your student's opportunities of having a successful placement and reaching the required standard. If issues are not raised until the end of the

placement, students may not have the opportunity to focus on developing the competencies requiring improvement prior to the placement finishing. This may impact on student progression.



If you are concerned about a student’s performance, please contact a PE, as soon as possible.

What is the role of the Senior Preceptor?

As a Senior Preceptor, you will play a pivotal role in supporting your student’s professional development and preparing them for practise as a registered pharmacist. Your student will have gained practical experience from their 4th-Year placement and extensive academic knowledge from completing four years of their pharmacy degree. One of the challenges for your student will be to develop their skills further and to apply their knowledge in the practice setting in an effective manner. In your role as a Senior Preceptor, you will have responsibility for guiding your student to develop the requisite skills and attitudes. You will guide them to build on their knowledge to become safe and competent pharmacists. In this regard, you will assume the role of teacher, facilitator, coach and role model during the 5th-Year placement, as described in the APPEL Trainer Training. Some of the key roles and responsibilities are listed below as a reminder from your training.

Roles of the Senior Preceptor

Role	How do I do this?
<p>Facilitator “Helping to guide your student’s learning.”</p> <p>Students are encouraged to take responsibility for their own learning, but an experiential placement is a different learning environment compared to the structured learning environment of the lecture theatre. To help students to adapt to this learning environment, the student will look to you as a facilitator, to help guide their learning.</p>	<ul style="list-style-type: none"> • Discuss with your student if they have identified any areas for development from their 4th-Year placement • Identify learning opportunities and recognising chances to broaden the student’s learning experience. Your student should be competent in all behaviours of the PSI CCF by the end of the placement. You can recognise, facilitate and support opportunities for your student to practice these behaviours throughout the placement. • Take responsibility for creating and maintaining a suitable learning environment for your student. • Support your student in preparing a training plan to provide a framework for their learning and help ensure that they are exposed to a sufficient range of opportunities to develop their competency.

Roles of the Senior Preceptor (cont)

Role	How do I do this?
<p>Role-Model “Leading by example.”</p>	<ul style="list-style-type: none"> • By instilling professional values and attitudes while mentoring and guiding the student through the complexities of your current practice, you will support your student’s professional development. • Challenge your student’s perceptions about the diversity of the role of the pharmacist.
<p>Coach “Improving your students’ performance by providing feedback, guidance and support.”</p>	<ul style="list-style-type: none"> • Provide timely, constructive and supportive development feedback in a structured manner throughout the placement. • Encourage self-directed and reflective learning. • Encourage the student to take responsibility for their own learning, e.g. ask the student to consider/discuss what they would do if they were the pharmacist. If the student is unsure of how to approach a situation, encourage your student to discuss how they could develop this behaviour.
<p>Instructor/teacher “Helping your student acquire knowledge and skills.”</p>	<ul style="list-style-type: none"> • Share your expertise in your area of practice. • Teach the student about what you are doing. • Refer students to relevant guidelines, references and resources, and encourage them to know how they can find these in the future. • Students will bring their own attitudes, motivation and experiences to the placement, which in some instances may not be entirely compatible with your values, approach to learning and experience of teaching. In such situations, it is important for you to recognise that people learn in different ways, and adapt your teaching style (in so far as possible) to one that suits the needs of your student. • Be flexible in your approach to teaching. At the beginning of the placement, your student may require a lot of direction, but as your student’s competence develops, you may be able to delegate tasks and allow the student to take ownership under supervision. • Advise your student of the standard expected of a practising pharmacist.

Responsibilities of the Senior Preceptor

The responsibilities of the Senior Preceptor can be found in the Trainer Agreement; a sample agreement is included in Appendix III (page 44) and on the APPEL website (www.appel.ie). Some specific responsibilities for a Senior Preceptor for a 5th-Year placement are listed below:

Responsibilities of the Senior Preceptor

1. As a Senior Preceptor, you are responsible for the overall learning experience of the student - you should provide direct on-site supervision with regular face-to-face meetings as required.
2. Be available to your student for guidance and direction, so they develop the requisite skills and attitude, and build on their knowledge to become safe and competent pharmacists.
3. Be knowledgeable regarding the behaviours in the CCF against which your student will be assessed.
4. Complete the student's Competency Assessments and provide regular feedback. The final assessment will involve you assessing your student's ability to apply the competencies required of a newly registered pharmacist to competently and independently practice pharmacy, as set out by the PSI. You should work alongside your student regularly and receive feedback from other staff to enable you to make a fair assessment of their competency.
5. Contact a PE as soon as possible if there are concerns regarding the student achieving the required level of competency.
6. Notify APPEL of any non-attendance by the student during placement hours.
7. Contact a PE or the APPEL office immediately if there is a potential breach of the Schools of Pharmacy Joint Student Code of Conduct, potential patient safety concern or critical incident.
8. Contact a PE or the APPEL office immediately if you are no longer available to act as a Senior Preceptor or will be absent for more than four weeks throughout the placement.

Placement support

One of APPEL's primary goals is to support Senior Preceptors to undertake their roles. This support is provided in several ways. If you have any questions or concerns about the placement or your student before, during or after the placement, please don't hesitate to contact APPEL. All contact details can be found at www.appel.ie or on page 50 of this handbook.

Section 2 – Placement Planning

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

- Taking responsibility for their own learning and using the learning experience provided on placement, to develop the requisite knowledge, skills and attitudes to become safe and competent pharmacists
- Developing through experiential learning
- Attendance and punctuality
- Code of Conduct
- Professionalism, including dress code, data protection and mobile phone use

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

Equally, your preparation as a Senior Preceptor for your student's placement will also be vital to ensure that it is an enjoyable and rewarding experience for all. There are several elements involved in preparing to be a Senior Preceptor, which are expanded upon below:

1. Accreditation of the Training Establishment and the Senior Preceptor - The PSI requires APPEL, on behalf of the Schools of Pharmacy, to accredit all TEs and Trainers. The APPEL office will have been in contact with you regarding the accreditation requirements. Below is a checklist of the requirements to be completed. More detail on each of these requirements for accreditation can be found in Appendix II.
2. Plan an induction for your student.
3. Brief your team about the student.
4. Plan in advance for your student's learning and think about supervision arrangements.

Senior Preceptor Accreditation Checklist

- Senior Preceptor training completed
- Trainer Declarations Form completed
- Trainer Agreement completed (see sample in Appendix III)
- Confirm can fulfil Senior Preceptor requirements:
 - Is a PSI-registered pharmacist for at least 3 years, with a minimum of 2 years' experience in the practice setting in which they are facilitating a student's placement
 - Can provide direct on-site supervision with regular face-to-face meetings as required
 - Is on-site for a minimum of three days per week or equivalent
- Will notify APPEL if they will be absent for more than four weeks throughout the placement

Training Establishment Accreditation Checklist

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

Plan Your Student Induction

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

Plan the time and date to complete the induction, and consider other staff who may be able to support you. Information about a successful induction is provided in the APPEL Trainer Training. Some helpful hints can be found on page 19, and a sample Induction and Training Plan is provided in Appendix I.

2

Brief Your Team

3

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

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

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

Plan Your Student's Training and Supervision

All students on placement must be supervised. Supervision must be appropriate to ensure that patient safety is a prime focus. For the 5th-Year placement, the legislation requires the student to be under the "direct supervision" of the Senior Preceptor, so you must consider how you will do this. It can involve you directly supervising the student, and it may also be appropriate to have other pharmacists support you in the supervision of the student at times. If this is the case, there should be a significant level of interaction between the student, the Senior Preceptor and any other Pharmacist who supervises the student in your absence. As a Senior Preceptor, you must ensure that those supporting you, are aware of their supervisory and support role, and are willing to and capable of mentoring a student. It should be clear to all staff, clients and members of the public that the student is not a registered pharmacist. Each student's School of Pharmacy will provide them with a badge identifying them as a pharmacy student.

4

Section 3 – During the Placement

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

Week One – Induction



Hints and Tips: Induction and Training Plan

- ✓ Sit down and discuss your plans for the placement with your student.
- ✓ Ensure you will not be interrupted or pressed for time.
- ✓ Discuss your student's previous relevant experience, and ask your student about their expectations and objectives for the placement.
- ✓ Clearly set out your expectations and objectives for the placement.
- ✓ Document agreed expectations, objectives and a schedule for meetings in the training plan (Appendix I). You could ask your student to do this!
- ✓ Discuss and plan for key dates, e.g. Competency Assessments.
- ✓ Discuss how you like to teach and support and invite your student to describe how they like to learn, e.g. should the student ask questions as they arise, or does it work better to keep them until the end of the day?
- ✓ Ensure your student is introduced to key staff and their roles. Explain how other staff can support your student.
- ✓ Show your student the Training Establishment's layout and facilities and explain a typical daily routine in that environment.
- ✓ Provide your student with and arrange for training in any key policies and procedures, e.g. security, dress code, confidentiality and procedures specific to your TE.
- ✓ Ensure your student knows who to contact if they have a difficulty – for example feeling unwell, personal emergency, running late.
- ✓ Ensure both you and your student understand how to report student absence to APPEL and how to access APPEL supports.
- ✓ Agree suitable tasks for your student. Consider appropriate tasks that your student may be able to complete at busy periods.
- ✓ Ensure both you and your student have access to your student's Practice Educators' names, contact phone numbers and email addresses, and to the contact details for the APPEL office (see page 50).
- ✓ Complete a Health and Safety induction.

Placement Activities

During the placement, students should complete activities that will allow them to develop the requisite knowledge, skills and attitude to become safe and competent pharmacists; enabling them to professionally and independently practise as a pharmacist upon registration.

To complete the 5th-Year placement, the student will be required to develop and demonstrate their competence in all of the behaviours in the PSI's Core Competency Framework (CCF). The behaviours are aligned to the six domains of the CCF:

1. Professional Practice
2. Personal Skills
3. Supply of Medicines
4. Safe and Rational Use of Medicines
5. Public Health
6. Organisation and Management Skills

In your practice environment, you can help your student develop by providing the student with many activities and opportunities to practise and demonstrate these behaviours. It might be useful to consider the day-to-day activities that you complete as a pharmacist and that a pharmacist is required to be competent in. Encourage your student to practise these activities under your supervision and guidance and provide them with opportunities to develop the competence required for safe and independent practice.

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



Helpful Hints: Creating a Highly Productive Learning Environment

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

Competency Assessment

This is the final placement students will be completing before going forward to register as a pharmacist. Therefore, it is essential that students can demonstrate, albeit under the direct supervision of the Senior Preceptor, the behaviours expected of a safe and competent pharmacist by the end of the placement. In Ireland, the behaviours expected of a newly registered pharmacist for the first three years of their registration, are those identified in the PSI Core Competency Framework, and it is this framework which is used to assess students during the 5th-Year placement.

The CCF contains six domains, and within each domain there are a number of competencies. A number of behavioural statements are given for each competency to demonstrate how individual pharmacists who have that competency behave in practice.

During the 5th-Year placement, Senior Preceptors are asked to assess their student's performance against all of the behaviours in the CCF, using the rating system described in the table 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%

*Adapted from the Competency Development & Evaluation Group (CoDEG)

To assess that the student is safe and competent to pursue the profession of a pharmacist, the student must consistently demonstrate the behaviours of the CCF at the end of the 5th-Year placement. Therefore, the rating required at the end of the 5th-Year placement is level 4 in all of the behaviours.

How does the Competency Assessment process work?

You will rate your student's competency twice during the eight-month placement. The first assessment (formative assessment - also known as assessment **for** learning) should be completed by 31st March 2020. The final assessment (summative assessment – also known as assessment **of** learning) should be completed by 31st July 2020.

The formative assessment is undertaken to allow your student to identify behaviours that they need to practise and improve upon. It indicates their performance to date. The ratings achieved at this point **do not** contribute towards the overall assessment outcome. It is completed by the end of month three, to give you and the student sufficient time to identify practice opportunities to support the student's improvement and development. There is no expectation that students will have reached the required standard of competency by this first assessment.

The summative assessment, also known as an **assessment of learning**, is the final Competency Assessment and is undertaken by the end of month seven. In this assessment, the student is required to achieve a level 4 in all of the behaviours to reach the required standard.

If they have not achieved a level 4 by the end of month seven, you should contact a PE immediately. The PE will support you and the student in developing a focused training plan for the final four weeks of the placement to give the student opportunities to specifically practise behaviours which are not yet at a level 4. The final Competency Assessment will remain open until the end of the placement, to allow the Senior Preceptor to amend any scores given at the end of month seven if required.

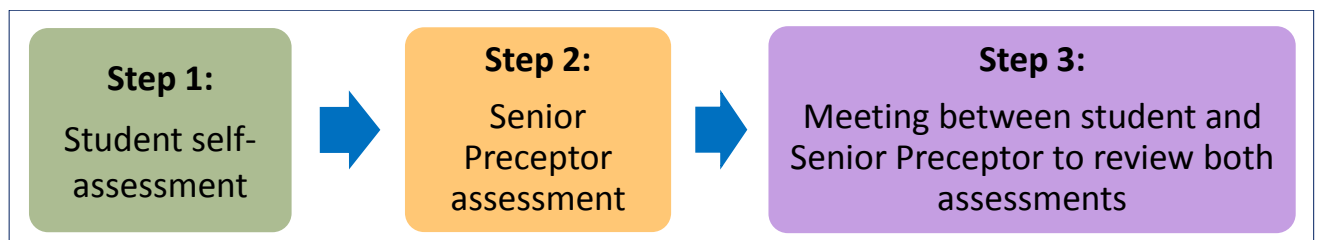
The student is required to be assessed against all behaviours in the CCF, and a full list of all behaviours can be found on the APPEL website. However, if you believe that any of these behaviours are not applicable in your TE, and the student cannot be exposed to that behaviour in your TE, please contact a PE.

Key Competency Assessment Dates

First assessment to be completed by 31st March 2020
Final assessment to be completed by 31st July 2020

The Competency Assessment will be completed and recorded on the APPEL Virtual Learning Environment (VLE). The VLE will link each student with their Senior Preceptor and provides details of all of the required competency behaviours.

The Competency Assessment is completed in three steps:



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

Step 2 You rate the student in each of the specified competency behaviours based on your experience of the student's competency. Before rating the student, you may wish to get feedback from other colleagues who have been involved in the student's training. When completing your ratings, you may choose to enter on the VLE any feedback or comments specific to the behaviours you are rating. This will be required when a student receives a N/A rating and is particularly helpful when the student receives a 1 or 2 rating as it acts as a record of the feedback provided to students to support their development.

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

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



Helpful Hints: Completing the Competency Assessment

- Arrange a time to complete the Competency Assessment and a time for the meeting with your student to discuss the feedback and ratings from your assessment (step 3 of the process) well in advance of the required deadlines to allow for unexpected delays e.g. due to illness.
- Check your student understands the feedback you are providing and record your feedback on the VLE.
- Guide your student in updating their Training Plan template to record a schedule (with dates) which establishes opportunities to enable the student to be exposed to activities that will help them reach the required level of competency.
- If you believe that any of the behaviours are not applicable in your placement setting, please contact a Practice Educator.
- Seek help early. If you have identified or have concerns about your student’s development of competency contact your Practice Educator.
- During the first (formative) assessment, when discussing behaviours which require improvement, students have identified the following as helpful:
 - Examples of what their Senior Preceptor would expect to see if the student was demonstrating the behaviour.
 - Guidance on how they could develop their competence in that behaviour.



Important – Final Competency Assessment

Undertaking the final assessment of a student's competency is a very important task for the Senior Preceptor. If you assess the student as competent (level 4) in all behaviours, you are confirming to the School of Pharmacy, that the student has demonstrated their ability, albeit under the direct supervision of the Senior Preceptor, to competently pursue the profession of pharmacy, and can competently and independently practice pharmacy.

The School of Pharmacy will use the results of the Competency Assessment along with fulfillment of other academic requirements to determine if a student is eligible to sit the Professional Registration Exam and be awarded an MPharm degree.

If you have any questions, regarding the competency assessment process or concerns about your student's competence please get in touch with your Practice Educator.

Competency Assessment Questions

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

The first assessment is a formative assessment (assessment for learning). It is undertaken early in the placement, to allow your student to be familiar with the behaviours and to identify behaviours that they need to practice and improve upon. By completing this first assessment by the 31st March 2020, it allows you and the student sufficient time to identify practice opportunities to support their improvement and development and build on the training plan in place. The ratings achieved at this point do not contribute towards the overall assessment outcome. There is no expectation that students will have reached the required standard of competence by this first assessment.

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

You should rate your student N/A. When you enter a N/A rating on the VLE, you will be required to enter a reason in the feedback box; if the student hasn't been exposed to this behaviour yet, you can simply enter "Not Yet".

It is important at this stage to think and plan for opportunities that your student could engage in to develop this behaviour on the placement. If you have concerns or need support or suggestions of activities that may expose students to certain behaviours, contact a Practice Educator.

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

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

Why is the final assessment completed at the end of seven months, when the placement lasts eight months?

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

Competency Assessment Questions

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

The behaviours assessed are those indicated in the PSI Core Competency Framework and these are the behaviours expected of a newly registered pharmacist for the first three years of their registration. On the exceptional occasion, where a student will not be exposed to a behaviour in a specific Training Establishment, the Senior Preceptor can rate that behaviour as Not Applicable. In past placements, some Trainers have shared with us that they found that whilst certain behaviours initially did not appear to be applicable to their practice setting, on taking a wider view of the competency, they often found the behaviour applicable. If you have any questions regarding whether a behaviour can be applied in your setting, please contact a Practice Educator who will be happy to discuss any queries.

Are there any additional steps if I rate a behaviour as Not Applicable (N/A)?

When you rate a behaviour as Not Applicable the system will require you to enter a comment/feedback. If you have chosen N/A at the first (formative) assessment because the student hasn't had an opportunity to be exposed to this behaviour yet, you can simply enter "Not Yet" in the feedback box. If you are rating N/A because you feel the behaviour cannot be demonstrated in your TE, you will be required to enter a reason for this.

What happens if I feel my student is not consistently demonstrating the behaviours (level 4) at the final Competency Assessment?

Once you have concerns about your student's competency level, please get in touch with your Practice Educator as soon as possible. **If you feel your student is not consistently demonstrating the behaviours, you should rate the student at the appropriate level, in the final competency assessment.**

Once the final assessment is completed, a Practice Educator will review all assessments and contact the Senior Preceptor and student in every case where the required standard has not been met. The Practice Educator will then support the student and Senior Preceptor to prepare a focused training plan, to facilitate opportunities for the student to develop their competence in the final four weeks of placement.

Feedback

As this is the first year of APPEL 5th-Year placements, we would greatly appreciate your open and honest feedback on what is working well and how we can make things better. Your feedback will help us improve this experience for all. Please get in touch throughout the placement with any feedback or suggestions. At the end of the placement, we will send you a placement evaluation - we would greatly appreciate you taking the time to complete the evaluation.

Frequently Asked Questions

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

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

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

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

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

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

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

The placement is defined in law as being 'not less than eight consecutive months'. For the student to fulfil this legal requirement - 100% attendance is required on placement. The Schools of Pharmacy have to ensure this statutory requirement is met, so they have to monitor and manage all attendance. One of the core competency behaviours being assessed on placement is professionalism. Being reliable and punctual (CCF 6.1.6) is one of the professional behaviours that demonstrate professionalism. If a student is not attending placement, APPEL and the Schools of Pharmacy need to be made aware of this to address the situation and offer the student any supports required. During placement, students remain registered with their HEI, and each HEI, therefore, has a duty of care to their students.

How do I ensure punctuality and professional demeanour?

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

What can the student do during this placement?

During the placement, students should complete activities that will allow them to develop the requisite knowledge, skills and attitude to become safe and competent pharmacists, to enable them to competently and independently practise as a pharmacist upon registration. They should be given the opportunity to use the knowledge, concepts and skills, and exhibit attitudes and behaviours which have been presented to them in the first four years of their pharmacy degree if they are to learn and retain them for future use. Successfully performing a task is only the first step; they should also be able to transfer what they have learned from one specific task to other similar tasks or situations. Therefore, Senior Preceptors should arrange a variety of tasks in which student can gain competence by practising their learning and applying it in different ways. Students should be exposed to a full range of professional services. Practice Educators can also provide guidance on experiential learning activities to Training Establishments. Additionally, each student, along with their Senior Preceptor, should develop a training plan outlining how these competencies will be demonstrated and achieved during this placement.

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

During APPEL Placements hours the primary relationship between the student and their Supervisor/Preceptor/Senior Preceptor is that of a student and a Trainer; Training Establishments must therefore not enter into any contracts with students which are inconsistent or conflict with this relationship or conflict with APPEL guidelines. It is a condition of engagement with APPEL, that the Training Establishment and Trainer agree that APPEL guidelines and agreements supersede any contracts between students and their Training Establishments. A breach of this condition could result in the withdrawal of APPEL accreditation. Contracts must not conflict with the placement timetable nor require students to engage in activities unrelated to behaviours described in the PSI Core Competency Framework during placement hours.

Can I stop the placement, mid-placement?

If you are uncertain that your establishment will be able to take a student for the entire duration of the placement, please inform APPEL before the placement starts. In cases of emergency or serious and unexpected shortage of staff to supervise the student, please contact APPEL as soon as possible.

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

Please notify APPEL as soon as possible.

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

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

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

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

How can my experience of being a Senior Preceptor become part of my CPD?

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

Appendix I – Training and Induction Plan

INDUCTION AND TRAINING PLAN FOR 5 th -YEAR PLACEMENTS									
Student Name: Senior Preceptor Name:									
HOUSEKEEPING CHECKLIST									
<input type="checkbox"/> Placement hours are: _____ <input type="checkbox"/> Daily lunch time: _____ <input type="checkbox"/> Introduce student to members of staff <input type="checkbox"/> Assign a 'buddy' to the student (if required) <input type="checkbox"/> Name of 'buddy': _____ <input type="checkbox"/> Name of contact person if Senior Preceptor not available: _____									
Date Planning									
Student-Senior Preceptor Meetings / Training Plan Review Dates:									
Date/ Time	Date/ Time	Date/ Time	Date/ Time	Date/ Time	Date/ Time	Date/ Time	Date/ Time	Date/ Time	Date/ Time
Competency Assessment Dates:									
1 st (Formative) Competency Assessment			Date		2 nd (Summative) Competency Assessment			Date	
1. Student Self-Assessment					1. Student Self-Assessment				
2. Senior Preceptor Assessment					2. Senior Preceptor Assessment				
3. Feedback Session					3. Feedback Session				
To be completed by March 31st						To be completed by July 31st			
Planned Senior Preceptor Annual Leave Dates:					Student will be supervised in absence by:				
Student Schedule:					Dates:				
Student Reading Week 1									
Student Reading Week 2									
Student Holidays (2 weeks)									

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:

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

Additional Notes:

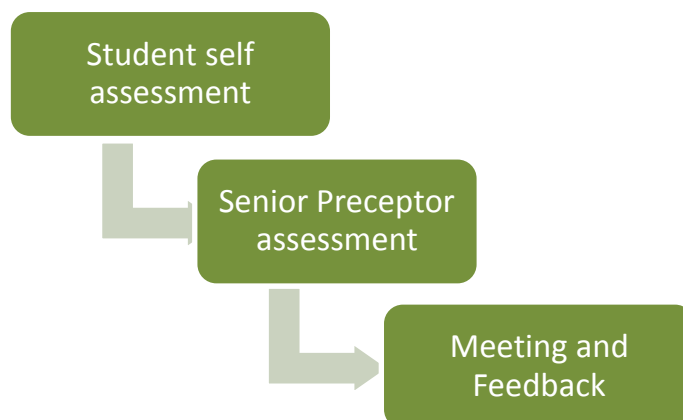
The Senior Preceptor and the student should agree on a training plan relevant to the placement setting.

This should include a plan for opportunities for the student to practice all of the competencies of the PSI Core Competency Framework against which the Senior Preceptor will be assessing the student. The student should be appropriately supervised at all times.

The full list of the 178 behaviours of the PSI Core Competency Framework can be found at https://www.thepsi.ie/libraries/publications/psi_core_competency_framework_for_pharmacists.sflb.ashx

It may be useful to assign anticipated dates to each activity, to support student and Senior Preceptor planning.

The three steps in the **Competency Assessment** process are outlined below.



When self-assessing for the first (formative) competency assessment, students should reflect on their learning and experiences from 2nd and 4th-Year placements to help them to identify those behaviours they may wish to further practise and improve upon.

Students and their Senior Preceptors should also agree how feedback will be communicated both formally (e.g. Competency Assessment meetings, regularly scheduled meetings) and informally (e.g. on the spot feedback) throughout the course of the placement.

Please contact a PE if you would like any support in developing the training plan, or for further information, please check www.appel.ie

Thank you for engaging with APPEL and supporting pharmacy students' development.

5th-Year Placement Training Plan

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:

Domain 1 – Professional Practice

[1.5 Engages in Appropriate Continuing Professional Development \(CPD\)](#)

Student suggested activities:

Preceptor suggested activities:

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:

Domain 3 –SUPPLY OF MEDICINES

[3.1 Manufactures and compounds medicines](#)

Student suggested activities:

Preceptor suggested activities:

[3.2 Manages the medicines supply chain](#)

Student suggested activities:

Preceptor suggested activities:

[3.3 Reviews and dispenses medicines accurately](#)

Student suggested activities:

Preceptor suggested activities:

Domain 4 – SAFE AND RATIONAL USE OF MEDICINES

[4.1 Patient consultation skills](#)

Student suggested activities:

Preceptor suggested activities:

[4.2 Patient counselling skills](#)

Student suggested activities:

Preceptor suggested activities:

[4.3 Reviews and manages patient medicines](#)

Student suggested activities:

Preceptor suggested activities:

[4.4 Identifies and manages medication safety issues](#)

Student suggested activities:

Preceptor suggested activities:

4. 5 Provides medicines information and education

Student suggested activities:

Preceptor suggested activities:

Domain 5– PUBLIC HEALTH

[5.1 Population Health](#)

Student suggested activities:

Preceptor suggested activities:

[5.2 Health Promotion](#)

Student suggested activities:

Preceptor suggested activities:

[5.3 Research skills](#)

Student suggested activities:

Preceptor suggested activities:

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:

[6.4 Financial management skills](#)

Student suggested activities:

Preceptor suggested activities:

[6.5 Quality assurance](#)

Student suggested activities:

Preceptor suggested activities:

[Additional Notes:](#)

[Training Plan Review Dates:](#)

Appendix II – Placement Governance

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

Students

Student Placement Agreement and Student Handbook

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

Senior Preceptors

Senior Preceptor Accreditation

The PSI requires APPEL to accredit all of its Trainers. Each pharmacist wishing to act as an APPEL Senior Preceptor must complete a number of declarations, including a connections declaration, a declaration that they will complete the APPEL Senior Preceptor Trainer Training, and the legal declarations required by SI 377/2014. As well as this, APPEL Senior Preceptors must sign a Trainer Placement Agreement. This contains the terms and conditions of being an APPEL Trainer. By signing this agreement, the Senior Preceptor agrees to be bound by these terms and conditions.

Senior Preceptor Training

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

APPEL Senior Preceptor Requirements

Each student will have a named Senior Preceptor assigned to him or her for the placement, who must be a PSI-registered Pharmacist who is qualified for a minimum of three years and has practised in the area in which they are supervising the students for at least two years. The role of the Senior Preceptor is to supervise the student placement directly and to support the student in their development as a pharmacy professional. The Senior Preceptor must be employed for a minimum of three days/week or equivalent. The Senior Preceptor may, while directly overseeing the student placement, ask other colleagues to assist in the supervision of the student.

Training Establishments

Training Establishment Accreditation

The PSI requires APPEL to accredit all Training Establishments. This process includes the completion of certain declarations, including a connections declaration and the legal declarations required by SI 377/2014, a Joint Written Agreement for Student Vetting, as well as the Placement Agreement. This agreement outlines the responsibilities of both APPEL and the Training Establishment in their respective participation in student placement(s). It details placement requirements including insurance, induction, health and safety requirements, the suitability of placement environment and that the Training Establishment can provide the student with adequate supervision.



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

Signature of Preceptor:

Name: _____

For details of your Trainer agreement, please contact APPEL

Appendix IV – 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

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

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.

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:

	2 nd -Year placement	4 th -Year placement	5 th -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 the 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.

<p>Signed for and on behalf of: APPEL</p> <p>_____</p> <p>_____</p> <p>Name: _____</p> <p>Role: _____</p> <p>Date: _____</p>	<p>Signed for and on behalf of: Training Establishment</p> <p>_____</p> <p>_____</p> <p>Name: _____</p> <p>Role: _____</p> <p>Date: _____</p>
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For details of your training establishment agreement, please contact APPEL

Appendix V – Guidelines for Delivering APPEL Experiential Placements (abridged)²

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>
<p>The Training Establishment must ensure that the supervision of the student is appropriate to the placement type and learning environment while ensuring patient safety is a prime focus.</p>	<p>The student must be supervised appropriately and should only be allocated activities that are within their limits of competence.</p>

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

Appendix V – Guidelines for Delivering APPEL Experiential Placements (abridged) (Cont'd)

GUIDELINES	WHAT DOES THIS MEAN?
The Training Establishment must adhere to the placement timetable as set out by APPEL.	Pharmacy students must attend their Training Establishment on Monday, Tuesday, Thursday, and Friday (excluding bank holidays). The student must attend the Training Establishment for 8.5 hours daily, including 1 hour for lunch between the hours of 8 am and 6 pm. The placement hours must occur over one continuous period, e.g., 8 am to 4.30 pm, or 9 am – 5.30 pm, 9.30 am – 6.00 pm, etc.
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.

The APPEL Team Contact Details

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