



APPEL

An Chleamhnacht um Fhoghlaim ó
Thaithí Chleachtdh na Cógaisíochta

Affiliation for Pharmacy
Practice Experiential Learning



2021

**Senior Preceptor Handbook
5th-Year Placement**

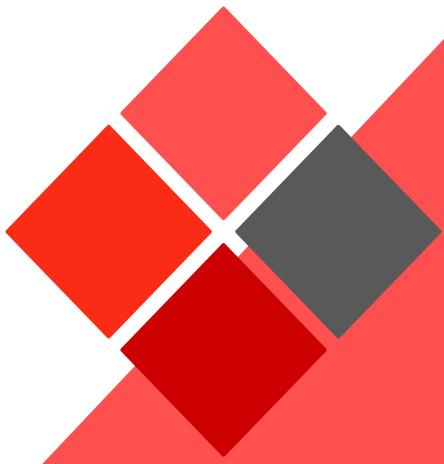
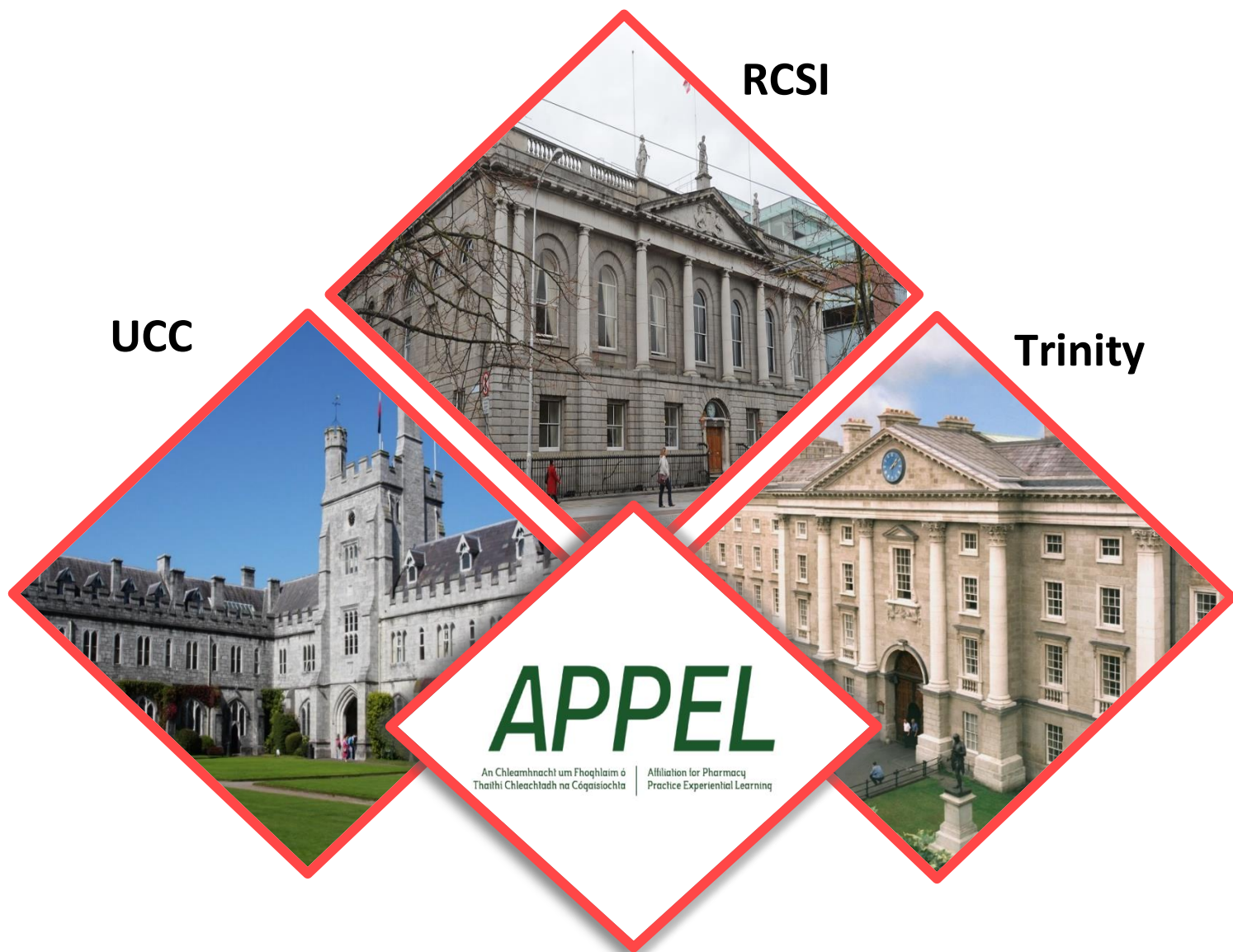


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What is APPEL?

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 Operations Team, led by the Director and National Coordinator of APPEL, based in the APPEL office. The team is available to support both Trainers and students throughout their experiential learning placements.



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

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.

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](#). We are also mindful, that no matter what your practice setting, your student will experience a very different placement this year due to the impact of Covid-19. You and your team will be very familiar with the “new normal” but these changes will be very different and strange for your student. The APPEL Operations 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

Quick Guide to the 5th-Year Placement

ATTENDANCE AND PLACEMENT SCHEDULE

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.

Students must complete 30 hours on placement between Monday and Friday (8am-6pm), (excluding bank holidays). In addition, students must be available for four hours between Monday and Friday (8am-6pm) each week for online academic activities.

In line with Public Health guidance, if a student needs to restrict their movements or self-isolate, they are required to do so. Any concerns regarding student's attendance or punctuality must be reported to the APPEL Operations team or Practice Educator as soon as possible. You will be asked to sign a “Declaration of Satisfactory Attendance and Student Behaviour” after each Competency Assessment.

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 Operations Team. You can find the Schools of Pharmacy Joint Student Code of Conduct on APPEL's website [here](#).

PATIENT SAFETY

Patient safety is the student's 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 Operations Team immediately.

COMPETENCY ASSESSMENT

There are two Competency Assessments during the placement; the formative Competency Assessment which must be completed by **31st March 2021** and the summative Competency Assessment which must be completed by **30th July 2021**.

To meet the requirements of the placement, the student must achieve a **level 4** in all competency behaviours in the **summative 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 Operations Team (contact details on page 28).

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, University of Medicine and Health Sciences.

School of Pharmacy – UCC School of Pharmacy, 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).

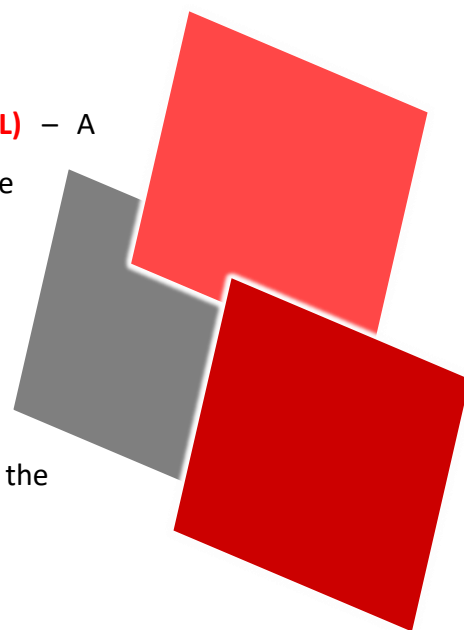
Trinity – Trinity College Dublin, The University of Dublin.

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.



Section 1 – Placement Practical Information

When? 4th January 2021 – 27th August 2021

What time? Students will attend placement for **30 hours each week** according to a timetable agreed with the Training Establishment. The hours of attendance must be of “University character”, i.e. **between 8 am and 6 pm on weekdays**. In addition, the agreed timetable should facilitate the student having at least **one half-day each week** (of no less than four hours, between 8am and 6pm on weekdays) to allow for uninterrupted time to complete academic work.

Lunch break: Students must be provided with appropriate breaks in accordance with legislation. This time is not counted as part of their 30 hours placement per week.

Bank holidays: APPEL placement is not scheduled on bank holidays. Students are required to complete 23 hours in the week of a bank holiday.

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

Bank Holidays	Dates
St Patrick's Day	17 th March
Good Friday	2 nd April
Easter Monday	5 th April
May Bank Holiday	3 rd May
June Bank Holiday	7 th June
August Bank Holiday	2 nd August
Holidays	
UCC and Trinity Students	31 st May – 11 th June
RCSI Students	5 th July – 16 th July
Reading/Study weeks	
UCC Students	Week commencing 15 th March Week commencing 2 nd August (or as agreed with UCC School of Pharmacy)
RCSI Students	Week commencing 29 th March Week commencing 31 st May
Trinity Students	Week commencing 19 th April Week commencing 19 th July

What will students be doing during the placement?

As this is the last placement students 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 practise 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. A training plan will enable you and your student to plan a sufficient range of activities. A sample Induction and Training plan (including a list of all the behaviours) can be found on the APPEL [website](#).

Examples of activities that your student could complete can be found in the [Guidance on Delivering APPEL Experiential Learning Placements](#).

During the placement, you can support your student's development by giving constructive and supportive development feedback. You will assess your student's competence throughout the placement. This will help your student to understand and get structured feedback on their level of competence and how this can be improved. Details on the Competency Assessment can be found on page 18.



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

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 students in their understanding of the theory underpinning the relevant behaviours. Academic staff are responsible for delivering and assessing the online modules and other academic components. Your student may ask your opinion on a topic they are completing as part of the online modules. If you want more information on the online modules, this can be found in Appendix II.

Where can I get support if I am unsure how to organise a training plan or learning 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 28.

What is the “Guidance on Delivering APPEL Experiential Learning Placements”?

You will have learned about the [Guidance on delivering APPEL-Experiential-Learning-Placements](#) as part of your APPEL Trainer Training. APPEL experiential learning placements are designed to be workplace-based learning experiences, which are overseen by the Schools of Pharmacy "with the underpinning philosophy being that, while on placements, programme participants remain as students." The guidance was developed to promote the educational experience of students on placement and to support Training Establishments and Trainers in the delivery of such placements. Any staff member involved in supporting your student during the placement should be familiar with the content of the guidance. If you have any questions about the guidance, please contact the APPEL Operations Team or a Practice Educator.

What happens if my student misses some placement time?

- This is a statutory placement, which is defined in law as being "not less than eight consecutive months" in duration. Thus, **100% attendance is expected on placement.**
- The APPEL timetable is flexible, and can thus accommodate attendance at discretionary appointments or events by students during the placement week.
- Students must complete 30 hours of placement each week. However, if required, your student can decrease the number of hours on placement on one week and increase the number of hours in the following week(s) to complete the required amount of time; for example, 60 hours over two weeks. The expectation is that students will regularly complete 30 hours of placement time each week, and any deviation from this is an exception rather than a regular occurrence.
- If you are concerned that your student is not meeting the requisite amount of placement time or have any concerns regarding your student's attendance and punctuality, or if your student misses placement according to a pattern which may give cause for concern, e.g. every Monday, please inform either the Practice Educator or the APPEL Operations Team as soon as possible.
- During the placement, you will be required to sign a "Declaration of Satisfactory Attendance and Student Behaviour" to confirm that your student has completed the requisite placement time (30 hours per week over eight months, or equivalent). You will be asked to complete the form twice, after the first (formative) Competency Assessment and after the second (summative) Competency Assessment. If there are issues with punctuality or attendance, please flag this with a Practice Educator or APPEL Operations Team as early as possible and don't wait until completing the form.

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 students' safety and welfare, if a critical incident arises during the placement, the TE must contact a PE or the APPEL Operations Team. 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.

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

In the past, some placement providers incorporated attendance at international conferences and some overseas travel for students as part of their placements. APPEL is very grateful for these experiences and opportunities provided to students. Due to current restrictions related to COVID-19, it is unlikely that any non-essential placement-related travel can occur. If you are considering asking your student to undertake any travel, please contact the APPEL Operations Team at ops@appel.ie as early as possible to discuss.

For infection prevention and control reasons, travel between Training Establishments is discouraged. In addition, only placement hours that are completed in an APPEL-accredited Training Establishment will be recognised. If this is unavoidable, due to a need for your 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**.

What do I do if I am concerned about my student's conduct?

Students are required to adhere to the [Joint Schools Code of Conduct](#) while on placement. As part of the 5th-year placement, students will be developing their professionalism. If your student is displaying any behaviours that would not be in accordance with the Joint Schools Code of Conduct or the PSI's Code of Conduct, please get in touch with a PE or the APPEL Operations Team. At this stage of your 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.

During the placement, you will be asked to complete a "Declaration of Satisfactory Attendance and Student Behaviour" which declares that "you are unaware of any reason, on the grounds of health or character, as to why your student might be unfit to be registered as a pharmacist in the future". If your student's behaviour throughout the placement causes you any concerns about completing this declaration, please contact a Practice Educator as soon as possible.



If you become aware of any potential breaches of the [Joint Schools Code of Conduct](#) or any potential patient safety incidents during the placement, please contact APPEL.

What do I do if I am concerned about my 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 your 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 your 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 to 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.

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, your 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 your 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 practise 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 competence.
<p>Role-Model "Leading by example."</p>	<ul style="list-style-type: none"> • By instilling professional values and attitudes while mentoring and guiding your student through the complexities of your current practice, you will support your student's professional development. • Challenge your student's perceptions 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 your student to take responsibility for their own learning, e.g. ask your student to consider/discuss what they would do if they were the pharmacist. If your student is unsure of how to approach a situation, encourage them to discuss how they could develop this behaviour.

Instructor/teacher

"Helping your student acquire knowledge and skills."

- Share your expertise in your area of practice.
- Teach your student about what you are doing.
- Refer 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 can be found on the APPEL [website](#). 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 your 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 practise 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 competence.
5. Contact a PE as soon as possible if there are concerns regarding your student achieving the required level of competence.
6. Notify APPEL if your student is not meeting the requisite amount of placement time, or you have any concerns regarding your student's attendance and punctuality.
7. Contact a PE or the APPEL Operations Team 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 Operations Team immediately if you will no longer be available to act as a Senior Preceptor or will be absent for more than four weeks throughout the placement.
9. Complete the "Declaration of Satisfactory Attendance and Student Behaviour" twice during 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 28 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.

The PSI requires APPEL, on behalf of the Schools of Pharmacy, to accredit all Training Establishments and Trainers. The APPEL Operations Team will have been in contact with you regarding the accreditation requirements. Below is a checklist of the requirements to be completed.

Senior Preceptor's Pre-placement Checklist

1. Training Establishment's Accreditation Checklist

- Training Establishment accreditation form

2. Senior Preceptor's accreditation checklist

- Senior Preceptor training completed
- Trainer accreditation form completed
- 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 precepting a student
 - 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
- Can comply with requisite supervision requirement (maximum absence during placement is four weeks)

3. Plan your student's induction

- Plan the time and date to complete the induction, and consider other staff who may be able to support you.
 - Some helpful hints can also be found on page 16, and a sample induction and training plan can be found on the resources page of our website [here](#)

4. Brief your team about the student

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 a 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 [Guidance on delivering APPEL-Experiential-Learning-Placements](#).

5. 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.

- Before the placement, consider how your student will be supervised; it may be appropriate to have other pharmacists support you with this.
- As a Senior Preceptor, are those involved in the day-to-day supervision of your student aware of their supervisory and support role and are they 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.

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 on the resources page of our website [here](#). 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.
- ✓ 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. 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 Operations Team.
- ✓ 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, your 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 them with many activities and opportunities to practise and demonstrate these behaviours. 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 your student's understanding of their experience.
- Recommend that your student use a journal; this can be used to note new experiences, things they have learned, or things they wish to follow up. It could also be used as a revision tool or to note points for discussion with you.
- Encourage your student to have an inquisitive nature and to research things rather than expecting to be told the answer.
- Encourage your student to reflect on their practice, as this is essential for them to develop and refine skills.

Competency Assessment

This is the final placement students will complete 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 your 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.

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

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 2021**. The final assessment (summative assessment - also known as assessment **of** learning) should be completed by **30th 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 your 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 competence by this first assessment.

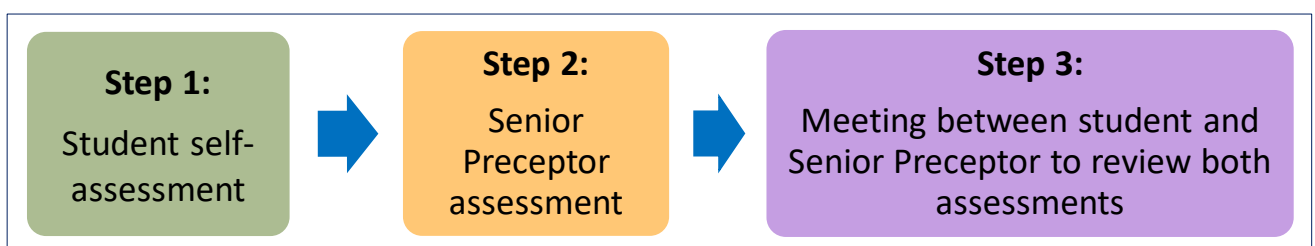
The summative assessment is the final Competency Assessment and is undertaken by the end of month seven. In this assessment, students are required to achieve a level 4 in all of the behaviours to reach the required standard.

If your student has not achieved a level 4 by the end of month seven, you should contact a PE immediately. The PE will support you and your 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 you to amend any scores given at the end of month seven if required.

Students are 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 Training Establishment, and your student cannot be exposed to that behaviour in your TE, please contact a PE.

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 on the VLE, you may choose to enter 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 your assessment (Step 2 of the process) and a time for the meeting with your student to discuss the feedback and ratings from your assessment (Step 3 of the process) well in advance of the required deadlines to allow for unexpected delays.
- Check your student understands the feedback you are providing and record your feedback on the VLE.
- Using the training plan template. Put a plan (with dates) in place that establishes opportunities to enable your student to be exposed to activities that will help them reach the required level of competence.
- 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 competence contact a 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 competency in that behaviour.

Competency Assessment FAQs

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.

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.

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, your student will only have completed approximately three months of their placement and may not have been exposed to many opportunities to develop their competency in all behaviours. You should look at the areas in which your student is achieving level 1 and 2 ratings and consider possible reasons for these ratings, e.g. is it due to lack of exposure to relevant activities or do they need additional support in this area? You should provide honest feedback to your student and agree a plan with them to address these areas. If you have any concerns, you 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 your student is having difficulty achieving the required level of competency for certain behaviours.

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.

If after the four-week focused training period, the student still has not reached the required competency level, the School of Pharmacy, may recommend an additional training period for the student. APPEL will liaise with the student to find a suitable Training Establishment to complete the additional training period.

What if I am going to be on holidays when the final Competency Assessment has to be completed?

If you feel that your student has demonstrated the behaviours to the required standard and you are confident that you can provide an accurate assessment of them before the final assessment date (31st July), early completion of the Competency Assessment can be facilitated.

If the Competency Assessment is going to be delayed, you are required to inform a Practice Educator or the APPEL Operations Team. If you think that your student may not achieve the required level 4 in the final assessment, it is essential that this information is relayed to your student and a Practice Educator, as soon as possible. Any delay could have an impact on the duration of your student's focused training period, which needs to be avoided. The Practice Educator/APPEL and the Preceptor will discuss and agree the appropriate actions in these circumstances.

Feedback

We greatly appreciate your open and honest feedback on what is working well and how we can make things better so that we can improve this experience for everyone involved. Please get in touch with APPEL at any time during the placement if you have any feedback or suggestions.

At the end of the placement, we will send you a placement evaluation - we appreciate you taking the time to complete the evaluation

APPEL Forums

APPEL has a number of forums in place to enable communication between APPEL placement providers across the various pharmacy settings. If you would like to be involved in an APPEL forum, please contact ops@appel.ie

Frequently Asked Questions

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

If your student is unwell during their placement, please excuse them from attendance and/or help them get medical care, as appropriate. If you are concerned about your student's health, attendance, or they are not meeting the requisite amount of placement time, please contact a Practice Educator or APPEL Operations Team as soon as possible.

Why do I have to inform APPEL of any concerns regarding student attendance and complete the "Declaration of satisfactory attendance and student behaviour" at the end of placement?

The placement is defined in law as being "at least eight months in duration". For students to fulfil this legal requirement - 100% attendance is required on placement. The Schools of Pharmacy have to ensure this legal requirement has been fulfilled, so they have to monitor and manage all attendance. 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.

Can I stop the placement, mid-placement?

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

What if I am 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 you are going to be on extended leave or there is a change of circumstances during the placement, you need to contact the APPEL Operations Team 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 Operations Team 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 your student's progression and competence between the Senior Preceptors.

Appendix I – 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 webinar training session or a self-directed online course. 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 II - Academic Online modules

Module 1: Professional Practice and Public Health

Module Aim: This module aims to help students develop their knowledge, skills, and attributes in CCF Domain 1, Professional Practice. And Domain 5 (Public Health).

Learning outcomes

On successful completion of this module, students should be able to:

1. Tailor solutions to person-specific barriers in accessing health services.
2. Contextualise evidence in the ethical provision of screening and services.
3. Utilise health and medicines policies and guidelines in practice.
4. Rationalise professional decision-making at the interface of individualised care and the collective good.
5. Justify actions by relating the law to the Code of Conduct.
6. Engage in reflective practice and continuing professional development.

Module 2: Supply of Medicines and Organisation and Management Skills

Module Aim: This module aims to facilitate demonstration of the competencies required of a practitioner working in a patient-facing role as related to the Supply of Medicines and Organisation and Management skills.

Learning Outcomes

On successful completion of this module, students should be able to:

1. Appraise systems used for managing the medicines supply chain.
2. Evaluate quality, safety and accuracy in the supply of medicines.
3. Apply frameworks for risk management.
4. Justify decisions related to principles of pharmacoeconomic assessment.
5. Accurately and safely complete pharmaceutical calculations.
6. Engage in reflective practice and continuing professional development.

Module 3: Leading the Safe and Rational Use of Medicines

Module Aim: This module aims to support students in developing the behaviours outlined in Pharmaceutical Society of Ireland Core Competency Framework (CCF) - Domain 2 (personal skills) and Domain 4 (safe and rational use of medicines). It will help students to develop and demonstrate the personal skills, including decision-making skills and leadership skills, identified by the Pharmaceutical Society of Ireland as fundamental, but challenging to achieve.

Learning Outcomes

On successful completion of this module, students should be able to:

Demonstrate appropriate and timely clinical decision making and problem-solving in collaboration with other members in the healthcare team.

Communicate effectively with patients, carers and healthcare professionals throughout the patient journey.

Manage queries relating to medicines; accessing, interpreting, applying and communicating information from and between relevant sources.

Critically analyse the safe and rational use of medicines from prescribing, dispensing, administration and monitoring perspectives including errors.

Propose a management plan for patients presenting with signs and/or symptoms.

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