



# **Student Handbook**

## **5<sup>th</sup>-Year Placement 2022**

## Table of Contents

What is APPEL? .....	3
Message from the APPEL Team .....	4
Quick Guide to the 5 <sup>th</sup> -Year Placement .....	5
Lessons Learned from 5 <sup>th</sup> -Year Placement 2020 .....	6
Abbreviations and Definitions .....	7
5 <sup>th</sup> -Year Placements – Practical Information .....	8
Preparing for your 5 <sup>th</sup> -Year Placement .....	12
During your 5 <sup>th</sup> -Year Placement .....	14
5 <sup>th</sup> -Year Placement Planner .....	25
The APPEL Team Contact Details .....	27



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

Experiential learning placements are workplace-based learning experiences, which are dispersed within the integrated pharmacy programme and overseen by APPEL on behalf of the Schools of Pharmacy. The underpinning philosophy of experiential learning placements is that students remain as students while on placement. It has been set out in legislation that an eight-month experiential learning placement will be undertaken in the 5<sup>th</sup> year of the integrated pharmacy programme.



## Message from the APPEL Team

*Dear Pharmacy Students*

*Congratulations on reaching the final year of your pharmacy course. We hope that you are looking forward to undertaking your eight-month experiential learning placement, the final placement on your journey prior to registration as a pharmacist.*

*We are delighted with the positive engagement we have had with the pharmacy profession who are generously facilitating these eight-month experiential learning placements, an essential component on your journey to autonomous practice.*

*Whether you are starting your 5<sup>th</sup> year placement in community pharmacy or in hospital pharmacy, your placement will very likely require you to demonstrate adaptability, strong communication skills, and resilience, due to the impact of COVID-19. We have every confidence that you will succeed and that these skills and competencies will stand to you throughout your future career. Your Senior Preceptor and all of us at APPEL and at your School of Pharmacy are here to provide you with every support possible as you undertake your journey to autonomous practice through experiential learning.*

*We want you to enjoy and benefit from your placement. Therefore, both the APPEL office team and our Practice Educators are available to you for support; please do get in contact with us if you ever have any questions or we can provide any assistance.*

*We wish you every success during this placement!*

*The APPEL Team*



# Quick Guide to the 5<sup>th</sup>-Year Placement

## ATTENDANCE AND SCHEDULE

This is a statutory placement, which is defined in law as being ‘not less than eight consecutive months’ in duration. Thus, attendance at your Training Establishment for 30 hours of placement per week (or equivalent) is expected. In line with Public Health guidance, if you need to restrict your movements or self-isolate, you are required to do so – please report any absences during the placement schedule to both the **Training Establishment AND your Practice Educator** as soon as possible. Your Senior Preceptor will be asked to sign a ‘Declaration of Satisfactory Attendance and Student Behaviour’ after each Competency Assessment.

## CODE OF CONDUCT

Be aware of and comply with your Schools of Pharmacy Joint Student Code of Conduct while on placement. The Code of Conduct is available on <https://www.appel.ie/resources/>.

## COMPETENCY ASSESSMENT

There are two Competency Assessments during the placement; the formative Competency Assessment must be completed by **31<sup>st</sup> March 2022** and the summative Competency Assessment completed by **31<sup>st</sup> July 2022**. You must achieve a **level 4** in all behaviours in the **summative assessment**. If you have any concern about reaching the required level of competency, please get in touch with a Practice Educator as early as possible, to enable us to support you and your Senior Preceptor.

## CRITICAL INCIDENTS

You must report all critical incidents (defined on page 10) to your Practice Educator or the APPEL office (if the Practice Educator is unavailable).

## PATIENT SAFETY

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

## SUPPORT

If you have any query/concern regarding your placement, please contact your Practice Educator or the APPEL Office (details on page 27). We have provided a table on available supports should various concerns/queries arise during your placement (page 21). If you are unsure who to contact, contact your Practice Educator who will be able to signpost you to the most appropriate staff member/service.

## **Lessons Learned**

Students who completed the 5<sup>th</sup>-Year placement in previous years have kindly shared their advice on lessons learned over the course of their placement and we hope you can benefit from their tips:

### **Time management**

At the start of your placement, use a planner/calendar and map out all the academic activities and deadlines for the upcoming eight months. This year, APPEL have provided a planner in the Student Handbook (page 25), which has been pre-populated with the important APPEL dates. It is strongly recommended that you additionally populate this planner with important dates related to your online academic modules and any additional modules run by your Higher Education Institution (e.g. project deadlines, reflective portfolio deadlines and so on). Many students accepted extra hours at their Training Establishment (on top of placement hours) and later regretted this, as they later realised that many deadlines for academic work were fast approaching. By managing your time from the very beginning, your availability to take on extra hours will be clearer.

### **Training Plan**

One of the main goals of the eight-month experiential learning placement is to develop competency in all 178 behaviours of the CCF. APPEL provides a template Training Plan on [www.appel.ie](http://www.appel.ie) to enable you to document which activities you are undertaking on placement linked to each behaviour (N.B. one activity, e.g. leading an audit project, may allow you to achieve many behaviours of the CCF). This is a downloadable, editable document in which you can document your activities for each behaviour. A strong recommendation from the previous cohort of 5<sup>th</sup> years is to use this template training plan – start filling it out early in placement and update it regularly. This will facilitate tracking of your competency development and will enable you to identify any behaviours which are more difficult to achieve early on so that a training plan to develop those behaviours can be put in place well in advance of the summative Competency Assessment.

### **Be Assertive!**

Many students stated that one of their main regrets was lacking confidence/assertiveness at the beginning of placement. If they could begin their placement again, they would:

- ask more questions (which they cannot find the answer to themselves),
- ask their Senior Preceptor for more meetings,
- request feedback more frequently from their Senior Preceptor, and
- ask to be involved in activities of interest to them in the Training Establishment.

### **Seek Support**

Students stated that they would seek support with competency development from their Practice Educator much earlier. The earlier you realise that there may be difficulties with achieving competency in certain behaviours in your particular Training Establishment and contact your Practice Educator to discuss these, the greater the possibility of focussed training plans being put in place to facilitate competency development. Additionally, a table of who best to contact when you need support with various issues has been developed (see page 21).

## 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 assess students' competency in the relevant behaviours in the CCF.

**ECTS** – European Credit Transfer and Accumulation System.

**HEI** – Higher Education Institution.

**PEARs** – Pharmacy Education and Accreditation Reviews.

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

**PRE** – Professional Registration Exam.

**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 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 (a) 5<sup>th</sup>-year student(s).

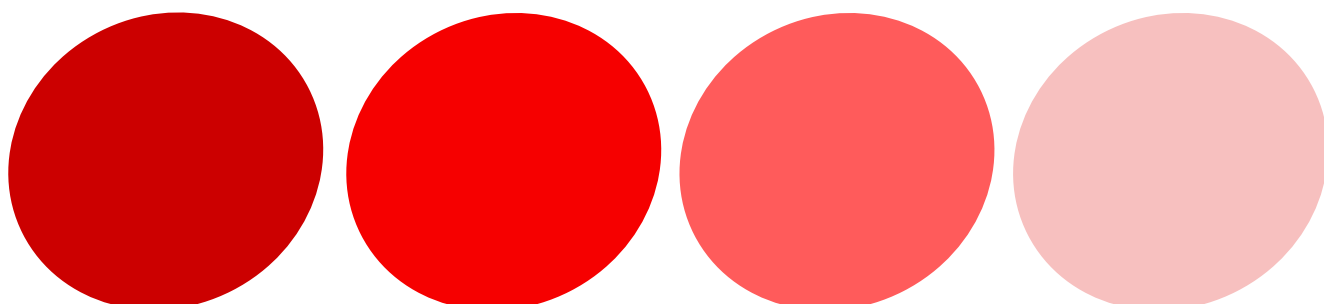
**Trinity** – Trinity College Dublin, The University of Dublin.

**Training Establishment** – The specific location providing the placement.

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

**VLE** – APPEL Virtual Learning Environment – A virtual classroom in which students of UCC, RCSI and Trinity and their Trainers can engage in certain activities. For students, this includes the academic modules relating to their placement, and for Senior Preceptors, this could include 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.

**5<sup>th</sup>-Year Placement** – Statutory eight-month experiential learning placement in the 5<sup>th</sup> year of the five-year integrated pharmacy programme.





## 5<sup>th</sup>-Year Placements – Practical Information

**When?** 4<sup>th</sup> January 2022\* – 26<sup>th</sup> August 2022

\*Please note that the start date is Tuesday 4th January. This is to take account of the possibility that some Training Establishments will be closed on 3rd January 2022. Students are expected to complete 22.5 hours of placement in the first week.

**What time?** Students are required to complete 30 hours of placement 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 to the 30 placement hours, students must be provided with 4 hours of protected time each week in which to complete academic work. This must be a weekday morning or afternoon and must be provided within the same hours (8 am to 6 pm).

In weeks with a bank holiday, students are required to complete 22.5 hours (or 15 hours in the week with two bank holidays in March 2022).

**Lunch break:** Breaks should be agreed with your Training Establishment, as appropriate. A lunch break must be taken, as agreed with your Training Establishment (this will usually be one hour in duration). Your lunch break is not counted as part of your 30 placement hours per week.

**Holidays/bank holidays:** You are not expected to attend placement on bank holidays and a two-week holiday period has also been scheduled as follows:

Holidays	
St. Patrick's Day	17 <sup>th</sup> March
Bank Holiday	18 <sup>th</sup> March
Good Friday	15 <sup>th</sup> April
Easter Monday	18 <sup>th</sup> April
May Bank Holiday	2 <sup>nd</sup> May
June Bank Holiday	6 <sup>th</sup> June
August Bank Holiday	1 <sup>st</sup> August
Two-week holidays	<b>UCC:</b> 6 <sup>th</sup> June – 17 <sup>th</sup> June <b>Trinity:</b> 30 <sup>th</sup> May -10 <sup>th</sup> June <b>RCSI:</b> 4 <sup>th</sup> July -15 <sup>th</sup> July

**Reading/Study Weeks:** In addition, the placement schedule follows a University timetable and therefore, two reading/study weeks have been set for each student by their HEI as follows:

UCC Reading/Study Weeks
14 <sup>th</sup> to 18 <sup>th</sup> March
1 <sup>st</sup> to 5 <sup>th</sup> August (or as agreed with UCC School of Pharmacy)

RCSI Reading/Study Weeks
28 <sup>th</sup> March – 1 <sup>st</sup> April
30 <sup>th</sup> May-3 <sup>rd</sup> June



Trinity Reading/Study Weeks
18 <sup>th</sup> to 22 <sup>nd</sup> April
18 <sup>th</sup> to 22 <sup>nd</sup> July

## What happens if I miss some placement time?

This is a statutory placement, which is defined in law as being ‘no less than eight consecutive months’ in duration. Thus, 100% attendance is expected on placement.

- The APPEL timetable is flexible and can therefore accommodate attendance at discretionary appointments or events during the placement week. You should discuss this with your Senior Preceptor well in advance of any appointments/events so that your timetable can be modified to accommodate this.
- You must complete 30 hours of placement each week. However, where required and in conjunction with your Senior Preceptor, you 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.
- It is anticipated that ‘expected absences’, such as attendance at events and appointments, will be managed by you, in conjunction with your Senior Preceptor, within the flexible placement timetable.
- **You must inform both your Training Establishment and your PE if you are unexpectedly absent from placement**, e.g. due to illness or bereavement, or where you have a concern that you will not be able to attend placement for the requisite amount of time. The management of any absences from placement is a matter for your School of Pharmacy who will manage absences in line with the School’s policy on attendance.
- Your Senior Preceptor is asked to sign the ‘Declaration of Satisfactory Attendance and Student Behaviour’ to confirm that you have completed the requisite placement time (30 hours per week over eight months, or equivalent).

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

## What will I be doing during my experiential learning placement?

As this is the final placement you undertake before you are eligible to register as a pharmacist, it is your final opportunity to develop competency in the core behaviours of a pharmacist, under the guidance and supervision of a Senior Preceptor. At the end of the experiential learning placement, you will be required to demonstrate that you are competent in all 178 behaviours of the Core Competency Framework (CCF) – this will be assessed in your final Competency Assessment by your Senior Preceptor. Additionally, the Professional Registration Exam is aligned with the CCF.

In order to demonstrate the required level of competency in each of the behaviours, you will have to undertake a number of different activities which will relate to one or more of the CCF behaviours. A training plan (available on [www.appel.ie/resources](http://www.appel.ie/resources)) will enable you, in conjunction with your Senior Preceptor, to plan a sufficient range of activities so that you can demonstrate competency in each of the behaviours.

APPEL has created '[Guidance on Delivering APPEL Experiential Learning Placements](#)', which provides examples of activities you may undertake on your experiential learning placement to develop competency. This guidance was developed to support Training Establishments and Trainers in the delivery of experiential learning placements which promote the educational experience of students.

It should be clear to all staff, patients and members of the public that you are a student on an experiential learning placement. For this reason, you must wear the badge your School of Pharmacy has provided to you, which identifies you as a pharmacy student.

During the eight-month experiential learning placement, you will also complete three online modules (co-developed and co-delivered by UCC, RCSI, and Trinity academic staff), as well as other academic modules which will be specified by your School of Pharmacy. The online modules are aligned to the six domains of the PSI Core Competency Framework and will enable you to develop an understanding of the theory underpinning the behaviours that you are expected to practise on placement.

## **What is the Professional Registration Exam (PRE)?**

A student becomes eligible to sit the PRE once they have successfully passed the Competency Assessment (i.e. reached a level 4 in all 178 behaviours) on their 5<sup>th</sup>-year experiential learning placement, in addition to attendance and academic requirements. There are two opportunities to sit the PRE each year; in September and in February.

This is an examination composed of a number of Objective Structured Clinical Examination (OSCE) stations. A mock PRE will be held prior to the first opportunity to sit the PRE, to familiarise all students with the exam format – your HEI will provide you with further details in due course.

Dates for the mock and the two opportunities to sit the PRE will be disseminated to students by their individual HEI.

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

For your safety and welfare, you must contact your Practice Educator or the APPEL office if a critical incident arises during your experiential learning placement. A critical incident is any actual or alleged event or situation that creates a significant risk of substantial or serious harm to the physical or mental health, safety or wellbeing of a student. Examples include, but are not limited to, death or serious illness of a member of staff or patient, fire, hold-up or burglary.

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

Due to current restrictions related to COVID-19, it is unlikely that any non-essential placement-related travel can occur. If your Senior Preceptor or Training Establishment ask you to undertake any travel, please contact the APPEL Office as early as possible to discuss on [ops@appel.ie](mailto:ops@appel.ie).

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, you must contact your Practice Educator or APPEL office in advance to discuss.

## What is the role of my Senior Preceptor?

Your Senior Preceptor will play a pivotal role in supporting you on your journey through your experiential learning placement to professional autonomy. Professional autonomy means that following successful completion of the 5<sup>th</sup>-year experiential learning placement and the PRE, you will be an independent, self-directing professional pharmacist who is wholly responsible for all decisions and judgements you make. Your Senior Preceptor will guide you to develop the requisite skills and attitude and will enable you to build on your existing knowledge and experience so that by the end of the experiential learning placement, you will have the skills, knowledge and expertise required to be registered as a safe and competent pharmacist and to practice autonomously.

**Induction:** Your Senior Preceptor will plan an induction for you prior to your experiential learning placement. It is expected that your induction will be carried out at the start of your experiential learning placement so that you can become familiar with the practicalities of your new learning environment.

**Training Plan:** APPEL have developed a template Training Plan (available on <https://www.appel.ie/resources/>) to guide you and your Senior Preceptor in planning activities which will provide you with the opportunity to develop all the CCF behaviours. The Training Plan is a downloadable, editable list of all behaviours you are expected to achieve, with space for you to populate it with activities. You are required to complete a Training Plan, in conjunction with your Senior Preceptor, to ensure that you have identified opportunities to develop competency in all of the required behaviours. The Training Plan should be treated as a living document – you should take responsibility for updating it, to document which activities you have undertaken and to identify which behaviours you need to focus on.

**Supervision:** All students on an experiential learning placement must be supervised to ensure that patient safety is a prime focus. Remember that your 5<sup>th</sup>-year placement is your final opportunity to practise the behaviours of the CCF, in a supportive, experiential learning environment; in which you can seek the guidance, and benefit from the experience, of a qualified pharmacist. The legislation for the 5<sup>th</sup>-year experiential learning placement states that the experiential learning placement should be under the direct supervision of the Senior Preceptor. This means that your Senior Preceptor will be directly supervising you during the experiential learning placement; however, there may also be times during your experiential learning placement when your Senior Preceptor is unavailable, and another pharmacist will supervise you. If this occurs, there should be a significant level of interaction between you, the Senior Preceptor and any other pharmacist involved in your supervision. The legislation further states that a Senior Preceptor must directly supervise one student completing a 5<sup>th</sup>-year experiential learning placement. However, the Senior Preceptor can supervise up to three students in total, if there are other pharmacists employed at the Training Establishment, who can assist with the supervision of the students.

To support you in your development on your experiential learning placement, APPEL require Senior Preceptors to be employed for a minimum of three days per week or equivalent. Additionally, your Senior Preceptor should miss no more than four weeks during the experiential learning placement. If your Senior Preceptor is not available as outlined above, please contact your Practice Educator, as alternative arrangements may have to be made.

**Declaration of Satisfactory Attendance and Behaviour:** Your Senior Preceptor will be asked to sign this declaration twice during the placement (after each Competency Assessment) to confirm that each student has met the attendance requirements of the placement and to confirm that the Senior Preceptor has no concerns about the student's fitness to register as a pharmacist.

## Preparing for your 5<sup>th</sup>-Year Placement

### ➤ Dress code

An important aspect of being a professional is to dress appropriately for the workplace-based environment. Please follow this [link](#) to an article outlining the basics of professional attire and business casual attire – depending on the environment in which you are undertaking your experiential learning placement; you will be required to present yourself according to one of these dress codes (Fig. 1). Remember: dress code incorporates more than the clothes and shoes you wear – it is also important to ensure high standards of personal hygiene, wear appropriate levels of make-up/jewellery (if worn) and to ensure that hairstyle is neat and appropriate for the environment.

\*Please note: there will be specific dress code requirements in some environments, e.g. short sleeves (for hand hygiene purposes), no ties (for health and safety purposes), no jewellery/make-up/watches/nail polish in some clinical environments. Ask your Senior Preceptor regarding the specific dress code for your placement.

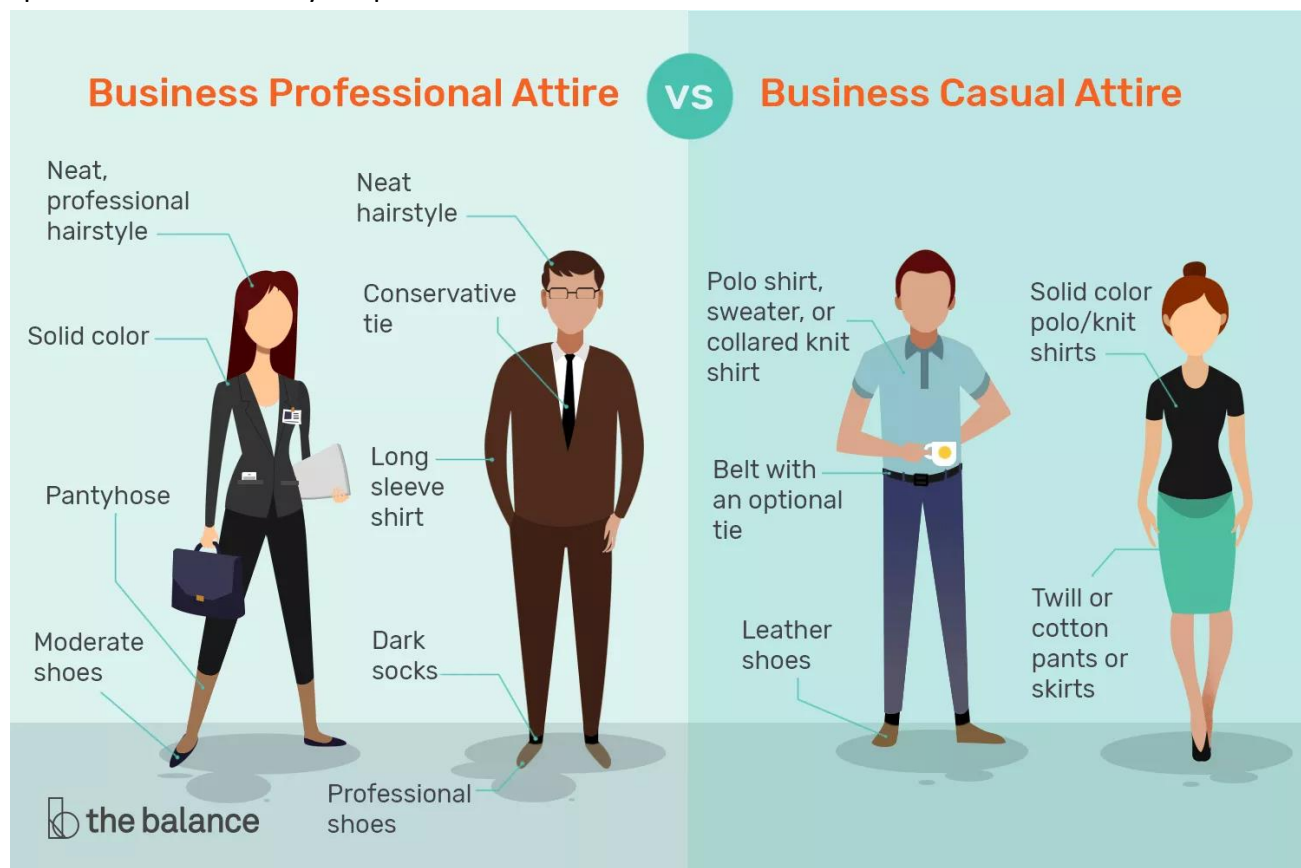


Fig. 1: Business professional and business casual dress codes

➤ **GDPR (General Data Protection Regulation)**

In the Student Placement Agreement, which outlines your responsibilities as a student on an experiential learning placement, it states:

*"I understand the importance of confidentiality with regard to patient information and commercial business information, and I shall keep any of this information which I come across during my placement confidential."*

GDPR came into force on 25<sup>th</sup> May 2018 and strengthened the data privacy rights of all European citizens. It is imperative that you are familiar with your role in maintaining data privacy relating to your placement. UCC, RCSI, and Trinity each have GDPR training available for all of their staff and students. You are strongly encouraged to undertake a short course on GDPR, offered free of charge by your HEI, prior to commencing your placement:

UCC students: <https://www.ucc.ie/en/gdpr/trainingandresources/>

RCSI students: <https://vle.rcsi.com/mod/page/view.php?id=231330>

Trinity students: <https://www.tcd.ie/itservices/vle/kb/overview-GDPRtraining.php>

➤ **Additional Placement Preparation due to COVID-19**

As you will be aware, there are additional requirements to be fulfilled prior to starting your 5<sup>th</sup>-year placement, due to the impact of COVID-19 on clinical environments. You must have read through the [APPEL Student FAQ and Additional Placement Requirements Year 5 2022 FINAL.pdf](#) document circulated by the APPEL Office and complete all necessary actions outlined in Appendix 3 of that document.

➤ **Equality, Diversity, and Inclusion**

One of the six core principles of the [Joint Schools Code of Conduct](#) is to "conduct yourself in a manner which enhances the service provided to society and which will maintain the good name of your College and profession". One important aspect of this principle is to treat others with consideration and respect.

While on placement, you will have an opportunity to promote inclusion and diversity to your patients and colleagues. You also have the responsibility to be aware of your own unconscious bias.

You can learn more about Overcoming Unconscious Bias and Dignity at Work in these two short courses on HSeLand:

- [Overcoming Unconscious Bias in the Workplace](#)
- [Dignity at Work](#)

Just as it is your responsibility to treat patients and colleagues with dignity and respect, it is also your right to be treated as such. If you ever feel that this is not the case, please contact your Practice Educator or one of the student support services outlined in Table 2.

### ➤ Calibrating Expectations

**Induction:** An essential step in setting up a successful placement is to have an induction meeting with your Senior Preceptor. APPEL have created an induction plan, which you are strongly encouraged to complete, in conjunction with your Senior Preceptor. At this induction meeting, you are advised to tell your Senior Preceptor about your learning goals for the placement, as well as the elements which are important to you to have a successful placement. At this meeting, you should also begin populating your Induction and Training Plan, under the guidance of your Senior Preceptor.

**Learning styles:** Each one of us favours one or more styles of learning. In advance of your induction meeting on placement, it is advised to undertake the [Honey and Mumford Learning Styles](#) Questionnaire, to help you identify your preferred learning style. By sharing this information with your Senior Preceptor, you and your Senior Preceptor will gain a deeper understanding and appreciation of each other's learning (and teaching) styles.

## During your 5th-Year Placement

### 1. Competency Assessment

This is the final placement you will complete before you are: 1) eligible to complete the PRE, and 2) upon successful completion of the PRE, able to register as a pharmacist. Therefore, it is expected that you will demonstrate, albeit under the direct supervision of your Senior Preceptor, the behaviours expected of a safe and competent pharmacist by the end of your experiential learning placement, i.e. those described in the CCF under the following six domains:

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

The 178 behaviours listed in the PSI CCF are those expected of a newly registered pharmacist for the first three years of their registration in Ireland. To facilitate you to develop the required level of competency in each of these behaviours, your Senior Preceptor will help you to identify opportunities and activities that will allow you to practise these behaviours. You will be actively developing your competency in each behaviour, most likely in a number of different ways and a number of times while on your experiential learning placement, under the guidance and supervision of your Senior Preceptor. Competency development requires you to actively undertake tasks related to the behaviours, as professional skills cannot be acquired by observation alone.

As previously mentioned, you are expected to develop a training plan, in conjunction with your Senior Preceptor. The purpose of a training plan is to identify competencies which still require attention, while also documenting activities you have undertaken which have allowed you to develop and demonstrate your competency in other areas. It is envisaged that you will need to update the training plan on a regular basis, in particular after the formative Competency Assessment. In the beginning, it is likely that you will need more guidance from your Senior Preceptor on the activities you can



undertake to develop competency. As you settle into your role in your Training Establishment, updating your Training Plan will become your responsibility.

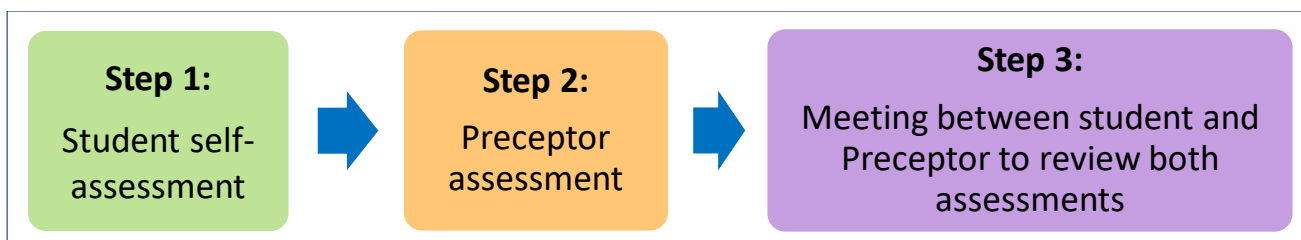
APPEL has developed [guidelines](#) to promote the educational experience of students on experiential learning placements. The aim of the guidelines is to ensure that students have the opportunity to undertake activities related to the development of their competency in all 178 behaviours. If you or your Senior Preceptor have any queries regarding the competencies or the activities you are undertaking, please contact a Practice Educator.

## Competency Assessment Process

There will be two Competency Assessments during your experiential learning placement – one formative and one summative.

- **Formative: To be completed by 31<sup>st</sup> March 2022**
- **Summative: To be completed by 31<sup>st</sup> July 2022**

The Competency Assessment ratings are recorded on the Competency Assessment tool on the APPEL virtual learning environment (VLE). There are three steps to the Competency Assessment process (Fig. 2). Firstly, you need to self-assess your competency for each of the behaviours. Secondly, your Senior Preceptor will assess your competency. When your Senior Preceptor is documenting their ratings, they will be able to view your self-assessment ratings. The next step is for you and your Senior Preceptor to schedule a meeting to review your progress. This will allow you to identify behaviours which you should focus on developing, as well as guide you in updating your training plan.



**Fig. 2: Competency Assessment Process**

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

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

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

- Your Senior Preceptor should provide constructive feedback that (i) identifies those areas where you have performed well and (ii) highlights where improvement is needed and how this may be achieved.



- Identify the areas where you are not at the required rating; explore why this may be? Have you not yet had opportunities to develop this competency, or do you require more practice in certain activities to develop the competency? In collaboration with your Senior Preceptor, identify activities that may provide opportunities for you to develop these competencies and document these in your training plan.

### Helpful Hints

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

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

## Competency Assessment Ratings

By the summative Competency Assessment, you are required to achieve a level 4 rating in all behaviours of the CCF. The achievement of this required standard in the summative Competency Assessment is one of the criteria you must meet in order to be eligible to sit the PRE.

The competency assessment ratings are explained below (Table 1). A level 4 means that you 'demonstrate the expected standard practice with rare lapses'. In order to achieve a level 4 rating in the Competency Assessment, it is likely that you will need to undertake several different activities on a number of occasions related to each behaviour.

**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 Framework (CoDEG)

**Not Applicable (N/A):** It is expected that you will achieve a level 4 rating in all 178 CCF behaviours by the summative Competency Assessment. However, if you or your Senior Preceptor have any concerns that a particular behaviour is not applicable or cannot be achieved in your Training Establishment, please ensure that you and your Senior Preceptor contact a Practice Educator as soon as possible to discuss.

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

**Focused Training Plan:** If you do not achieve a level 4 in all 178 behaviours in the summative Competency Assessment, you should contact a Practice Educator immediately. The Practice Educator will support you and your Senior Preceptor in developing a focused training plan for the final four weeks of the placement to give you opportunities to specifically practise behaviours which are not yet at a level 4. The final Competency Assessment will remain open for your Senior Preceptor until the end of the placement, to allow your Senior Preceptor to amend any scores given if required.

## **What is the difference between the formative and summative Competency Assessments?**

**Formative Assessment:** This type of assessment is also known as assessment *for* learning. Therefore, the purpose of formative assessment is to allow you and your Senior Preceptor to identify behaviours that you need to practise and improve upon and to support your development on placement. The ratings recorded at this point **do not** contribute towards your overall assessment outcome. The formative assessment needs to be completed by the 31<sup>st</sup> March 2022, so that you and your Senior Preceptor have sufficient time to identify practice opportunities for all behaviours, which do not meet the required standard at this point. There is no expectation that students will have reached the required standard of competency by the formative assessment.

**Summative Assessment:** This type of assessment is also known as assessment *of* learning. The summative assessment is your final Competency Assessment and must be completed by the 31<sup>st</sup> July 2022. This Competency Assessment is the final one, and it is mandatory to achieve the required standard to be eligible to sit the PRE.

## **Competency Assessment Questions**

### **1. *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 you to become familiar with the 178 behaviours and to identify behaviours that you will need to practise and improve upon prior to the summative assessment. By completing the first assessment by the 31<sup>st</sup> March, this provides you, along with your Senior Preceptor, sufficient time to identify practice opportunities to support your competency development – you should ensure that you document this in your training plan. The ratings achieved in the first Competency Assessment do not contribute towards the overall assessment outcome. There would be no expectation that any student will have reached the required standard of competency by this first assessment.

### **2. *Why is the final assessment completed at the end of seven months, when the placement lasts for eight months?***

The final assessment is completed at the end of seven months, to allow time for a focused training period for any behaviours that are not yet at the required standard (level 4 on the CoDEG framework).

### **3. *How would I rate myself at the first assessment, if I haven't been exposed to a behaviour yet?***

You should use the 'Not Applicable (N/A)' rating. When you enter a N/A rating on the APPEL VLE, you will be required to enter a reason in the feedback box; if you haven't been exposed to this behaviour yet, you can simply enter "Not Yet". However, if you and your Senior Preceptor do not believe this behaviour can be applied to your practice environment, please contact a Practice Educator as soon as possible to discuss.

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

## **Competency Assessment Questions (cont'd)**

**4. *What do I do if I am worried that I will not achieve the required rating (level 4) in the summative Competency Assessment?***

In the first instance, it is important to discuss your concern with your Senior Preceptor. Throughout the placement, you should be updating your training plan – by keeping your training plan up to date; you can identify any areas of concern earlier in the placement. If both your Senior Preceptor and you remain concerned that you will not achieve the required rating in the summative Competency Assessment, you must contact your Practice Educator as early as possible. Your Practice Educator can support you and your Senior Preceptor with ideas for potential opportunities to develop the particular behaviours. It will be the decision of your Senior Preceptor as to whether the suggested activities can be undertaken in your Training Establishment.

**5. *What do I do if I have not achieved a level 4 in every behaviour in the summative Competency Assessment?***

Contact a Practice Educator as soon as possible. They will support you and your Senior Preceptor in developing a focused training plan. The focused training plan documents opportunities that you can undertake, which are designed to facilitate you in improving your level of competency.

If after the focused training period, you have not reached the required competency level, your School of Pharmacy, in conjunction with APPEL, will 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.

## 2. Placement Support

One of APPEL's primary goals is to support students before, during and after their experiential learning placements. We are more than happy to support you with any queries about the practicalities surrounding experiential learning (e.g. schedule, attendance, Senior Preceptor changes) or Competency Assessment and development of competency. We will handle queries or concerns with discretion. Issues/concerns raised by students will only be communicated to those who need to be made aware (e.g. Head of School, APPEL Director and National Coordinator, Student Support Services, or others as appropriate). Please note: Your Practice Educator will inform you before passing such information on. The most important thing to remember is that we can't provide support if we are unaware there is an issue. All contact details for Practice Educators and the APPEL Office can be found at [www.appel.ie](http://www.appel.ie) or on page 27 of this handbook.

There are many other supports available to you through your HEI – please see Table 2 below for examples of some of the main contacts for students with particular queries or concerns. Please also remember that any supports which are available to you during your time in University are also available to you while you are on placement, i.e. your mentor/tutor and year co-ordinator.

**Table 2: Signposting Support Services for Students of UCC, RCSI and Trinity on APPEL Placements**

Query/Concern relates to:	UCC	RCSI	Trinity
Competency development, ideas for learning activities, Competency Assessments, if you are concerned that some behaviours may be rated as 'not applicable.'	practiceeducator@ucc.ie (Maria Donovan/Ruth McCarthy)	<a href="mailto:practiceeducators@rcsi.ie">practiceeducators@rcsi.ie</a> ( <a href="mailto:annteresamorgan@rcsi.ie">annteresamorgan@rcsi.ie</a> ) roisinreynolds@rcsi.ie)	<a href="mailto:enisheac@tcd.ie">enisheac@tcd.ie</a> (Eimear Ni Sheachnasaigh)
Experiential learning, e.g. placement timetable, delayed induction, absence from placement	practiceeducator@ucc.ie (Maria Donovan/Ruth McCarthy)	<a href="mailto:practiceeducators@rcsi.ie">practiceeducators@rcsi.ie</a> ( <a href="mailto:annteresamorgan@rcsi.ie">annteresamorgan@rcsi.ie</a> ) roisinreynolds@rcsi.ie)	<a href="mailto:enisheac@tcd.ie">enisheac@tcd.ie</a> (Eimear Ni Sheachnasaigh)
Proposed Senior Preceptor changes/ Proposed Training Establishment changes/ Absence of Senior Preceptor for >4 weeks.	practiceeducator@ucc.ie (Maria Donovan/Ruth McCarthy) OR ops@appel.ie	<a href="mailto:practiceeducators@rcsi.ie">practiceeducators@rcsi.ie</a> ( <a href="mailto:annteresamorgan@rcsi.ie">annteresamorgan@rcsi.ie</a> ) roisinreynolds@rcsi.ie) OR ops@appel.ie	<a href="mailto:enisheac@tcd.ie">enisheac@tcd.ie</a> (Eimear Ni Sheachnasaigh)
If you have any concerns that you might not be able to meet the attendance requirements of the placement (e.g. if you are asked by your Senior Preceptor to stay at home from placement if you are following Public Health advice etc.)	practiceeducator@ucc.ie (Maria Donovan/Ruth McCarthy)	<a href="mailto:practiceeducators@rcsi.ie">practiceeducators@rcsi.ie</a> ( <a href="mailto:annteresamorgan@rcsi.ie">annteresamorgan@rcsi.ie</a> ) roisinreynolds@rcsi.ie)	<a href="mailto:enisheac@tcd.ie">enisheac@tcd.ie</a> (Eimear Ni Sheachnasaigh)
Critical Incident	practiceeducator@ucc.ie (Maria Donovan/Ruth McCarthy) OR ops@appel.ie	<a href="mailto:practiceeducators@rcsi.ie">practiceeducators@rcsi.ie</a> ( <a href="mailto:annteresamorgan@rcsi.ie">annteresamorgan@rcsi.ie</a> ) roisinreynolds@rcsi.ie) OR ops@appel.ie	<a href="mailto:enisheac@tcd.ie">enisheac@tcd.ie</a> (Eimear Ni Sheachnasaigh) OR ops@appel.ie
Accessing VLE, technical queries relating to VLE	ops@appel.ie		
Discussion forums, word counts, learning units, submission deadlines for assignments on VLE	Relevant academic module co-ordinator		
Module run by HEI, e.g. thesis, reflective practice	Relevant module co-ordinator at HEI	Relevant module co-ordinator at HEI	Relevant module co-ordinator at HEI
Medical illness	Student health/ GP	Student health/ GP	Student health/ GP
Student wellbeing; e.g. feeling anxious or overwhelmed or	Student counselling and development	Counselling Service	Student Counselling Services:

isolated or requiring mental health supports	Chaplaincy Niteline Peer Support *links to services <a href="#">here</a>	Clinical Psychology Service Phone: +353 1 283 9366 email <a href="mailto:cpslmerrion@gmail.com">cpslmerrion@gmail.com</a> .  CoMPPAS Student Assistance programme, available 24 hours a day, 365 days a year, by calling: freephone 1800 995 955 (or to access from out of Ireland: +44 2037017293) <a href="mailto:swo@rcsi.ie">swo@rcsi.ie</a> (student welfare officer)	<a href="https://www.tcd.ie/Student_Counselling/">https://www.tcd.ie/Student_Counselling/</a> 24-hour crisis text line text: TCD50808
Reasonable accommodations	Disability Support Services	Learning Access and Facilitation services <a href="mailto:Learningsupport@rcsi.ie">Learningsupport@rcsi.ie</a>	Disability Services: <a href="https://www.tcd.ie/disability/">https://www.tcd.ie/disability/</a>
Equality, diversity and inclusion, e.g. discrimination based on ethnicity, religion etc.	<a href="mailto:practiceeducator@ucc.ie">practiceeducator@ucc.ie</a> (Maria Donovan/Ruth McCarthy)	<a href="mailto:practiceeducators@rcsi.ie">practiceeducators@rcsi.ie</a> ( <a href="mailto:annteresamorgan@rcsi.ie">annteresamorgan@rcsi.ie</a> / <a href="mailto:roisinreynolds@rcsi.ie">roisinreynolds@rcsi.ie</a> ) Or <a href="mailto:swo@rcsi.ie">swo@rcsi.ie</a> (student welfare officer)	<a href="mailto:enisheac@tcd.ie">enisheac@tcd.ie</a> (Eimear Ni Sheachnasaigh) Equality Office TCD <a href="https://www.tcd.ie/equality/contact/">https://www.tcd.ie/equality/contact/</a>



## 3. Placement Governance

### STUDENTS

You are required to:

- Sign and abide by the Student Placement Agreement and the COVID-19 Supplemental Student Undertaking/Declaration
- Abide by the Schools of Pharmacy Joint Code of Conduct (see student responsibilities below)
- Read the Student Handbook
- Complete the Pre-Placement Preparation Session

### **Responsibilities**

- ❖ Be aware of the terms and conditions of the APPEL placement, which are contained in the Student Placement Agreement ([www.appel.ie/resources](http://www.appel.ie/resources)).
- ❖ Adhere to the policies and procedures of the Training Establishment in which you are placed.
- ❖ Ensure that you are directly supervised when carrying out any activity that could affect patient safety. Report any potential patient safety incident to a member of the Training Establishment staff immediately. Patient safety is the most important consideration while on placement.
- ❖ Maintain professional standards of behaviour at all times.
- ❖ Attend placement according to the APPEL placement schedule.
- ❖ Report all unexpected absences, e.g. due to illness or bereavement to your Training Establishment AND your Practice Educator.
- ❖ In conjunction with your Preceptor, arrange your placement schedule to accommodate anticipated absences where possible, e.g. attendance at a planned appointment.
- ❖ Contact a Practice Educator if a critical incident occurs while you are on placement.
- ❖ Contact a Practice Educator if you believe that your placement is not being provided in line with APPEL's guidelines if you have any concern regarding your health, safety, ability to achieve competencies, or any placement-related queries.
- ❖ Treat all staff with respect and courtesy. It is essential that you never say or do anything to discredit the Training Establishment, the staff of the Training Establishment, APPEL or your HEI.
- ❖ Inform APPEL of any connections to your Training Establishment or Trainer, which only become apparent when you are on placement.
- ❖ Dress and personal appearance must be neat, clean and appropriate for the placement environment. You should also be aware that jewellery, piercings and false nails/nail polish are considered unacceptable in some workplaces, as these may pose a health and safety risk.
- ❖ Respect privacy and confidentiality, in line with GDPR. This rule applies to all information you are privy to. Specifically, you are required to:
  - ☐ Respect patient and prescriber confidentiality.
  - ☐ Keep confidential all business matters relating to the Training Establishment.
  - ☐ Treat all verbal discussions with strict confidentiality, during and after placement, and be aware of the volume at which you speak.
  - ☐ Observe data protection legislation, i.e. GDPR, which includes undertaking your activities in a manner that preserves the privacy of individuals' personal details, e.g. names, phone numbers, addresses, etc.

- ❖ Never mislead or allow customers/patients/Training Establishment staff to think that you are a registered pharmacist. Wear your student badge at all times while on placement.
- ❖ Take all due care with Training Establishment equipment and other property.
- ❖ Turn off any mobile phones/tablets you have with you. Access them only on breaks and in appropriate locations, unless requested otherwise by a staff member at the Training Establishment.
- ❖ Contact APPEL regarding any matter that may require consideration in the arrangement of your placement or the activities you undertake during your placement, e.g. pregnancy, allergy, infection etc.

### **SENIOR PRECEPTORS**

Your Senior Preceptor is required to:

- Sign and abide by the Trainer Placement Agreement
- Undertake APPEL Senior Preceptor accreditation
- Complete the required training
- Be a PSI-registered pharmacist with at least three years' post-registration experience and a minimum of 2 years' experience in the field of pharmacy practice in which they are supervising your placement
- Directly supervise student(s) on placement with regular face-to-face meetings as required. Other registered pharmacists can assist with supervision - if this is the case, there should be a significant level of interaction between you (the student), your Senior Preceptor and any other pharmacist who supervises you in your Senior Preceptor's absence.
- Have a maximum absence during placement of 4 weeks
- Sign the Declaration of Satisfactory Attendance and Student Behaviour twice during the placement (after each Competency Assessment) to confirm that each student has met the attendance requirements of the placement and to confirm that the Senior Preceptor has no concerns about the student's fitness to register as a pharmacist.

### **TRAINING ESTABLISHMENTS**

Your Training Establishment is required to:

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

## 5<sup>th</sup>-Year Placement Planner

Placement Week	Week Commencing	Suggested Weekly Activities
1	4 <sup>th</sup> January 2022	(Note: placement starts on Tuesday 4 <sup>th</sup> January) Induction
2	10 <sup>th</sup> January 2022	
3	17 <sup>th</sup> January 2022	
4	24 <sup>th</sup> January 2022	
5	31 <sup>st</sup> January 2022	
6	7 <sup>th</sup> February 2022	
7	14 <sup>th</sup> February 2022	
8	21 <sup>st</sup> February 2022	
9	28 <sup>th</sup> February 2022	Formative Competency Assessment opens 1 <sup>st</sup> March 2022
10	7 <sup>th</sup> March 2022	
11	14 <sup>th</sup> March 2022	Bank holiday 17 <sup>th</sup> March 2022 (UCC Reading Week)
12	21 <sup>st</sup> March 2022	
13	28 <sup>th</sup> March 2022	Formative Competency Assessment closes 31 <sup>st</sup> March 2022 (RCSI Reading Week)
14	4 <sup>th</sup> April 2022	
15	11 <sup>th</sup> April 2022	Good Friday 15 <sup>th</sup> April 2022
16	18 <sup>th</sup> April 2022	Easter Monday 18 <sup>th</sup> April 2022 (Trinity Reading Week)
17	25 <sup>th</sup> April 2022	

Placement Week	Week Commencing	Suggested Weekly Activities
18	2 <sup>nd</sup> May 2022	Bank holiday 2 <sup>nd</sup> May 2022
19	9 <sup>th</sup> May 2022	
20	16 <sup>th</sup> May 2022	
21	23 <sup>rd</sup> May 2022	
22	30 <sup>th</sup> May 2022	Holidays (Trinity) (RCSI Reading Week)
23	6 <sup>th</sup> June 2022	Holidays (UCC) Holidays (Trinity)
24	13 <sup>th</sup> June 2022	Holidays (UCC)
25	20 <sup>th</sup> June 2022	
26	27 <sup>th</sup> June 2022	Summative Competency Assessment opens 1 <sup>st</sup> July 2022
27	4 <sup>th</sup> July 2022	Holidays (RCSI)
28	11 <sup>th</sup> July 2022	Holidays (RCSI)
29	18 <sup>th</sup> July 2022	Trinity Reading Week
30	25 <sup>th</sup> July 2022	Summative Competency Assessment closes 31 <sup>st</sup> July 2022
31	1 <sup>st</sup> Aug 2022	Bank holiday 1 <sup>st</sup> Aug 2022 (UCC Reading Week)
32	8 <sup>th</sup> Aug 2022	
33	15 <sup>th</sup> Aug 2022	
34	22 <sup>nd</sup> Aug 2022	Placement finishes Friday 26 <sup>th</sup> Aug 2022

## The APPEL Team Contact Details

### APPEL Office, Operations Team



Joanne Kissane  
Director and  
National  
Coordinator



Rachel Hamilton  
Operations  
Coordinator



Monique Klitsie  
Operations  
Coordinator



James Horan  
Operations Support  
Pharmacist

---

### UCC Practice Educators



Maria Donovan  
[mariadonovan@ucc.ie](mailto:mariadonovan@ucc.ie)  
087 7422 462



Ruth McCarthy  
[ruth.mccarthy@ucc.ie](mailto:ruth.mccarthy@ucc.ie)  
087 6252 794

---

### RCSI Practice Educators



Anne Teresa Morgan  
[anteresamorgan@rcsi.ie](mailto:anteresamorgan@rcsi.ie)  
087 3601 548



James Horan  
[jameshoran@rcsi.ie](mailto:jameshoran@rcsi.ie)  
087 7044119

---

### Trinity Practice Educator



Eimear Ní Sheachnasaigh  
[ENISHEAC@tcd.ie](mailto:ENISHEAC@tcd.ie)  
087 7003 899