|  |
| --- |
| INDUCTION AND TRAINING PLAN FOR 5th-YEAR PLACEMENTSStudent Name:Senior Preceptor Name:  |
|

|  |
| --- |
| Housekeeping Checklist |
| 🞏 | Placement hours |  |
| 🞏 | Daily lunch time |  |
| 🞏 | Introduce student to staff members |  |
| 🞏 | Assign a “buddy” to the student (if applicable)Name of “buddy” |  |
| 🞏 | Name of contact person other than Senior Preceptor if student is unwell (if applicable) |  |

Date Planning

|  |
| --- |
| **Student-Senior Preceptor Meetings / Training Plan Review Dates:** |
| **Date/Time** |  |
|  |  |
|  |  |
|  |  |
| **Competency Assessment Dates:** |
| **1st (Formative) Competency Assessment** | **Date** | **2nd (Summative) Competency Assessment** | **Date** |
| 1. Student Self-Assessment
 |  | 1. Student Self-Assessment
 |  |
| 1. Senior Preceptor Assessment
 |  | 1. Senior Preceptor Assessment
 |  |
| 1. Feedback Session
 |  | 1. Feedback Session
 |  |
| **To be completed by March 31st** |  | **To be completed by July 31st** |  |
|  |
| **Planned Senior Preceptor Annual Leave Dates:** | **Student will be supervised in absence by:** |
|  |  |
|  |  |
|  |  |
|  |  |
| **Student Schedule (HEI Specific):** | **Dates:** |
| Student Reading Week 1 |  |
| Student Reading Week 2 |  |
| Student Holidays (2 weeks) |  |

 |

|  |
| --- |
| **PLACEMENT EXPECTATIONS**Student: What is important for me for a successful placement?* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Senior Preceptor: What is important for me for a successful placement?* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s personal learning objectives while on placement:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s previous pharmacy or other relevant experience:* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Student: Reflecting on your 4th-year experience, is there anything you would like to do differently on your 5th-year placement?* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LEARNING STYLES** What is the student’s preferred way to learn?* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How does the Preceptor prefer to support student learning?* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FEEDBACK**How does the student like to receive feedback?* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How will feedback be provided?* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When and how often will feedback be provided?* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| **ACCESSING APPEL SUPPORTS**

|  |  |
| --- | --- |
| **Name of Practice Educator(s) (PE(s))** |  |
| **PE(s) email** |  |
| **PE(s) phone number** |  |
| **APPEL Ops email** | **ops@appel.ie** |

**Additional Notes:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

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

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

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

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

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

Please contact your Practice Educator if you would like any support in developing the training plan, or for further information, please see <https://www.appel.ie/>.

|  |  |  |
| --- | --- | --- |
| **Placement Week** | **Week Commencing** | **Suggested Weekly Activities** |
| **1** | **8th January 2024** | **Induction** |
| **2** | **15th January 2024** |  |
| **3** | **22nd January 2024** |  |
| **4** | **29th January 2024** |  |
| **5** | **5th February 2024** | **Bank Holiday - 5th February 2024** |
| **6** | **12th February 2024** |  |
| **7** | **19th February 2024** |  |
| **8** | **26th February 2024** | **RCSI Reading Week 1** |
| **9** | **4th March 2024** | **Formative Competency Assessment opens 1st March 2024** |
| **10** | **11th March 2024** |  |
| **11** | **18th March 2024** | **Bank Holiday - 18th March 2024** |
| **12** | **25th March 2024** | **UCC Reading Week 1****Good Friday – 29th March 2024****Formative Competency Assessment closes 31st March 2024** |
| **13** | **1st April 2024** | **Easter Monday – 1st April 2024** |
| **14** | **8th April 2024** |  |
| **15** | **15th April 2024** |  |
| **16** | **22nd April 2024** |  **Trinity Reading Week 1** |
| **17** | **29th April 2024** |  |

|  |  |  |
| --- | --- | --- |
| **Placement Week** | **Week Commencing** | **Suggested Weekly Activities** |
| **18** | **6th May 2024** | **Bank Holiday – 6th May 2024** |
| **19** | **13th May 2024** | **Holidays (RCSI & UCC)** |
| **20** | **20th May 2024** | **Holidays (RCSI & UCC)** |
| **21** | **27th May 2024** |  |
| **22** | **3rd June 2024** | **Bank Holiday – 3rd June 2024****Holidays (Trinity)** |
| **23** | **10th June 2024** | **Holidays (Trinity)** |
| **24** | **17th June 2024** |  |
| **25** | **24th June 2024** | **RCSI Reading Week 2** |
| **26** | **1st July 2024** | **Summative Competency Assessment opens 1st July 2024** |
| **27** | **8th July 2024** |  |
| **28** | **15th July 2024** |  |
| **29** | **22nd July 2024** | **Trinity Reading Week 2****UCC Reading Week 2** |
| **30** | **29th July 2024** | **Summative Competency Assessment closes 31st July 2024** |
| **31** | **5th August 2024** | **Bank Holiday – 5th August 2024** |
| **32** | **12th August 2024** |  |
| **33** | **19th August 2024** |  |
| **34** | **26th August 2024** | **Placement finishes Friday 30th August 2024** |

| **Behaviours** | **Suggested Activities** | **Timeframe** | **Comments** |
| --- | --- | --- | --- |
| Domain 1: Professional Practice |
| Competency: 1.1 Practises “patient-Centred” care |
| 1.1.1 | Demonstrates a “patient-centred” approach to practice |  |  |  |
| 1.1.2 | Ensures patient safety and quality are at the centre of the pharmacy practice |  |  |  |
| 1.1.3 | Educates and empowers the patient to manage their own health and medicines |  |  |  |
| 1.1.4 | Acts as a patient advocate to ensure that patient care is not jeopardised |  |  |  |
| 1.1.5 | Monitors the medicines and other healthcare needs of the patient on a regular basis and makes recommendations for improvement to the patient and other healthcare professionals as appropriate |  |  |  |
| 1.1.6 | Understands patients’ rights to receive safe and high quality healthcare including pharmacy care and ensures that patient care delivered reflects evidence-based practice. |  |  |  |
| Competency 1.2 Practises professionally |
| 1.2.1 | Carries out duties as a pharmacist in a professional manner |  |  |  |
| 1.2.2 | Demonstrates awareness of the position of trust in which the profession is held and practises in a manner that upholds that trust |  |  |  |
| 1.2.3 | Treats others with sensitivity, empathy, respect, and dignity |  |  |  |
| 1.2.4 | Takes responsibility for their own actions and for patient care |  |  |  |
| 1.2.5 | Maintains patient confidentiality |  |  |  |
| 1.2.6 | Obtains patient consent as required |  |  |  |
| 1.2.7 | Recognises their scope of practice and the extent of their current competency and expertise, and works accordingly |  |  |  |
| 1.2.8 | Maintains a consistently high standard of work |  |  |  |
| Competency 1.3 Practises legally |
| 1.3.1 | Understands and applies the Pharmacy Act 2007, as amended, and the orders, regulations and rules made thereunder |  |  |  |
| 1.3.2 | Understands and applies the requirements of both Irish and European pharmacy and medicines law |  |  |  |
| 1.3.3 | Demonstrates an awareness of other legislation relevant to their practice setting, including, as appropriate, data protection law, health and safety law, employment law, consumer law, equality law, and intellectual property rights.  |  |  |  |
| 1.3.4 | Demonstrates an understanding of the requirements of the regulatory framework to authorise a medicinal product, including the quality, safety, and efficacy requirements |  |  |  |
| 1.3.5 | Demonstrates an awareness of and adheres to professional indemnity requirements |  |  |  |
| Competency 1.4 Practises ethically |
| 1.4.1 | Understands their obligations under the principles of the statutory Code of Conduct for Pharmacists and acts accordingly |  |  |  |
| 1.4.2 | Makes and justifies decisions in a manner that reflects the statutory Code of Conduct for Pharmacists, and pharmacy and medicine law |  |  |  |
| 1.4.3 | Recognises ethical dilemmas in practice scenarios and reasons through dilemmas in a structured manner |  |  |  |
| Competency: 1.5 Engages in appropriate continuing professional development (CPD) |
| 1.5.1 | Understands and accepts the importance of life-long learning for pharmacists |  |  |  |
| 1.5.2 | Demonstrates the ability to critically reflect on their own practice and skills, to identify learning and development needs |  |  |  |
| 1.5.3 | Takes personal responsibility for engaging in CPD and achieving learning and professional development goals |  |  |  |
| 1.5.4 | Identifies and undertakes appropriate learning activities and programmes that meet identified leaning needs |  |  |  |
| 1.5.5 | Keeps knowledge and skills up to date |  |  |  |
| Domain 2: Personal Skills |
| Competency 2.1 Leadership skills |
| 2.1.1 | Inspires confidence and applies assertiveness skills as appropriate |  |  |  |
| 2.1.2 | Leads by example by acting to ensure patient safety and quality within the pharmacy environment |  |  |  |
| 2.1.3 | Builds credibility and portrays the profession in a positive light by being professional and well informed |  |  |  |
| 2.1.4 | Contributes to the initiation, development and continuous improvement of services for patients |  |  |  |
| 2.1.5 | Provides appropriate supervision to non-pharmacist staff and students |  |  |  |
| Competency 2.2 Decision Making Skills |
| 2.2.1 | Demonstrates the ability to make accurate, evidenced based and timely decisions in relation to clinical decision-making and the management of patients |  |  |  |
| 2.2.2 | Makes decisions and solves problems in a timely manner. |  |  |  |
| 2.2.3 | Gathers information from a number of reliable sources and people to enable them to make well-founded decisions. |  |  |  |
| 2.2.4 | Communicates decisions comprehensively, including the rationale behind decisions. |  |  |  |
| 2.2.5 | Ensures that relevant professional, ethical, and patient safety factors are fully considered in decisions into which they have an input. |  |  |  |
| 2.2.6 | Distinguishes between important and unimportant issues. |  |  |  |
| 2.2.7 | Demonstrates attention to detail and accuracy in decision-making. |  |  |  |
| 2.2.8 | Recognises when it is appropriate to seek advice from experienced colleagues, refer decisions to a higher level of authority, or to include other colleagues in the decision. |  |  |  |
| Competency 2.2 Team Working Skills |
| 2.3.1 | Recognises the value and structure of the pharmacy team and of a multi-professional team |  |  |  |
| 2.3.2 | Collaborates with other healthcare professionals to manage the care of a patient |  |  |  |
| 2.3.3 | Ensures effective handover between team members or to another healthcare professional to ensure continuity of patient care |  |  |  |
| 2.3.4 | Participates, collaborates and advises on therapeutic decision-making and uses appropriate referral in a multi-professional team |  |  |  |
| 2.3.5 | Demonstrates a broad understanding of the services delivered by other healthcare professionals and disciplines |  |  |  |
| Competency 2.4. Communication Skills |
| 2.4.1 | Uses effective verbal, non-verbal, listening and written communication skills to communicate clearly, precisely and appropriately |  |  |  |
| 2.4.2 | Communicates effectively with patients and their carers, with other healthcare professionals, other support staff, and other relevant third parties |  |  |  |
| 2.4.3 | Uses appropriate language and checks understanding |  |  |  |
| 2.4.4 | Demonstrates respect, cultural awareness, sensitivity and empathy when communicating |  |  |  |
| 2.4.5 | Demonstrates influencing and negotiation skills to resolve conflicts and problems |  |  |  |
| 2.4.6 | Demonstrates the ability to build positive relationships with patients, carers, colleagues and other healthcare professionals |  |  |  |
| 2.4.7 | Listens to patients and respects their views about their health and medicines |  |  |  |
| Domain 3: Supply of Medicines |
| Competency 3.1 Manufactures and compounds medicines |
| 3.1.1 | Remains up to date with and applies pharmaceutical knowledge on the requirements of formulating and compounding of medicines |  |  |  |
| 3.1.2 | Demonstrates the ability to perform pharmaceutical calculations accurately |  |  |  |
| 3.1.3 | Applies pharmaceutical knowledge to select the appropriate route of administration and dosage form for the medicine |  |  |  |
| 3.1.4 | Applies pharmaceutical knowledge to select appropriate ingredients and excipients of the required quality standard for the manufacture and compounding of medicines |  |  |  |
| 3.1.5 | Effectively uses technical skills to prepare pharmaceutical products as appropriate to their practice setting |  |  |  |
| 3.1.6 | Prepares pharmaceutical products according to the standards required including local standard operating procedures (SOPs), guidelines, or good manufacturing practice (GMP) as appropriate |  |  |  |
| 3.1.7 | Applies knowledge to ensure the appropriate quality controls and monitoring are in place |  |  |  |
| 3.1.8 | Maintains appropriate records and documentation |  |  |  |
| 3.1.9 | Demonstrates an understanding of the legislative framework and requirements that govern the manufacture of medicinal products, including GMP |  |  |  |
| Competency 3.2 Manages the medicines supply chain |
| 3.2.1 | Demonstrates knowledge of the medicines supply chain and selects reliable and appropriately authorised suppliers of medicinal products |  |  |  |
| 3.2.2 | Ensures that medicines are stored in appropriate facilities and environmental conditions to ensure stability, quality and safety of the medicinal product over its shelf life |  |  |  |
| 3.2.3 | Stores medicines in a safe, organised, systematic and secure manner |  |  |  |
| 3.2.4 | Works with documented policies and procedures to implement an effective stock management and rotation system, including systems for forecasting patient needs and demands and contingency plans for shortages and discontinuations |  |  |  |
| 3.2.5 | Works with documented policies and procedures to manage the recall of medicines, including the assessment of impact on patient care and required patient follow-up |  |  |  |
| 3.2.6 | Ensures there is no conflict of interest or inappropriate inducements in the sourcing and supply of medicines |  |  |  |
| 3.2.7 | Demonstrates an understanding of the legislative framework and requirements that govern the distribution of medicinal products including Good Distribution Practice (GDP) |  |  |  |
| 3.2.8 | Encourages patients to return any unused, unwanted or expired medicines to the pharmacy for safe disposal |  |  |  |
| Competency 3.3 Reviews and dispense medicines accurately |
| 3.3.1  | Validates prescriptions ensuring that prescriptions are authentic, correctly interpreted and in line with legal requirements |  |  |  |
| 3.3.2 | Manages, organises and prioritises the dispensing of prescriptions according to professional judgement and up to date clinical knowledge |  |  |  |
| 3.3.3 | Applies knowledge to undertake a therapeutic review of the prescription to ensure pharmaceutical and clinical appropriateness of the treatment for the patient |  |  |  |
| 3.3.4 | Consults the available patient medical and medicine history or record |  |  |  |
| 3.3.5 | Screens and manages the prescription or other medicines requisition for any potential clinical problems including therapeutic duplication, interaction with other medicinal products (including interactions with non-prescription medicinal products, herbal products Version 1 October 2019 or foods), incorrect dosage or duration of treatment, allergic reactions and clinical abuse and/or misuse |  |  |  |
| 3.3.6 | Consults with the prescriber or patient for further information and clarification when required |  |  |  |
| 3.3.7 | Documents and records clinical and professional interventions |  |  |  |
| 3.3.8 | Selects the correct medicine, strength and pharmaceutical form in accordance with the prescription |  |  |  |
| 3.3.9 | Accurately dispenses medicines in an organised, safe and systematic way according to procedures and applies sequential accuracy checks |  |  |  |
| 3.3.10 | Identifies the interchangeability and bioequivalence of different proprietary products where applicable |  |  |  |
| 3.3.11 | Packages medicines to optimise safety and stability including any appropriate re -packaging and inclusion of patient information |  |  |  |
| 3.3.12 | Labels medicines with all the relevant required clinical and cautionary or advisory information and in line with legal requirements |  |  |  |
| 3.3.13 | Uses patient counselling skills to educate the patient and provide all the required information to ensure safe and rational use of the medicines |  |  |  |
| 3.3.14 | Keeps accurate, up-to-date records on supplies in line with full legal requirements and to ensure a complete patient medication record |  |  |  |
| 3.3.15 | Demonstrates extensive knowledge of dispensary practice software they employ and an appreciation of the potential and limitations of systems |  |  |  |
| 3.3.16 | Effectively supervises staff in carrying out tasks in relation to dispensing |  |  |  |
| Domain 4: Safe and Rational use of Medicines |
| Competency 4.1 Patient consultation skills |
| 4.1.1 | Consults with the patient and/or carer to obtain relevant patient medication and disease history |  |  |  |
| 4.1.2 | Uses appropriate communication and questioning techniques to gather relevant patient information |  |  |  |
| 4.1.3 | Structures consultations against a protocol and uses the patient consultation area appropriately |  |  |  |
| 4.1.4 | Assesses symptoms and diagnoses based on objective and subjective measures, if appropriate, using appropriate diagnostic aids and tests |  |  |  |
| 4.1.5 | Selects appropriate non-prescription medicines for minor ailments taking into account patients’ preferences |  |  |  |
| 4.1.6 | Advises patients when and what circumstances in which to seek further medical intervention |  |  |  |
| 4.1.7 | Applies first aid when required and acts to arrange follow-up care |  |  |  |
| 4.1.8 | Maintains, reviews and updates patient medication history and records in a manner respectful of the confidentiality of patient information and in line with legal requirements |  |  |  |
| 4.1.9 | Ensures medicines selection and advice reflects best evidence and guidance in the relevant area |  |  |  |
| 4.1.10 | Provides honest, accurate and evidenced-based information on complementary and alternative medicines and therapies |  |  |  |
| 4.1.11 | Effectively supervises non-pharmacist staff in relation to non-prescription medicines |  |  |  |
| 4.1.12 | Documents interventions and maintains appropriate records |  |  |  |
| Competency 4.2 Patient counselling skills |
| 4.2.1 | Discusses and agrees with patients the appropriate use of medicines |  |  |  |
| 4.2.2 | Maximises opportunities for counselling and providing information and advice to patients |  |  |  |
| 4.2.3 | Counsels patients in a structured and logical manner |  |  |  |
| 4.2.4 | Counsels patients in a manner respectful of the privacy of the patient including use of the patient consultation area when appropriate |  |  |  |
| 4.2.5 | Provides the patient with sufficient information to assure the safe and proper use of the medicine |  |  |  |
| 4.2.6 | Assesses patients’ understanding and knowledge of the medicines and provides appropriate information and education |  |  |  |
| 4.2.7 | Uses language the patient is likely to understand |  |  |  |
| 4.2.8 | Educates patients in correct use of devices |  |  |  |
| 4.2.9 | Uses counselling aids to help the patient understand the information |  |  |  |
| 4.2.10 | Responds appropriately to more challenging or complex scenarios |  |  |  |
| Competency 4.3 Reviews and manages patient medicines |
| 4.3.1 | Identifies, prioritises and resolves medicines management problems |  |  |  |
| 4.3.2 | Monitors medicines use and patient adherence, as appropriate, to ensure positive clinical outcomes are achieved and patient needs are met |  |  |  |
| 4.3.3 | Encourages and facilitates patient adherence |  |  |  |
| 4.3.4 | Liaises with and provides advice to the prescriber or other healthcare professionals to ensure optimal use of medicines by patients |  |  |  |
| 4.3.5 | Contributes to the cost-effective use of medicines |  |  |  |
| 4.3.6 | Recognises and manages adverse drug reactions |  |  |  |
| 4.3.7 | Recognises and manages inappropriate medicines including dosage problems |  |  |  |
| 4.3.8 | Recognises and advises on any additional patient monitoring required |  |  |  |
| 4.3.9 | Contributes to strategies on medication management including monitoring and improving medicines use |  |  |  |
| Competency: 4.4 Identifies and Manages Medication Safety Issues |
| 4.4.1 | Identifies medication safety as a priority |  |  |  |
| 4.4.2 | Takes action to prevent, minimise, resolve and follow up medicines related problems |  |  |  |
| 4.4.3 | Maintains and contributes to a reporting system of pharmacovigilance |  |  |  |
| 4.4.4 | Reports adverse drug reactions and quality defects to the Irish Medicines Board |  |  |  |
| 4.4.5 | Takes steps to improve the safe use of medicines for patients in all practice settings |  |  |  |
| 4.4.6 | Encourages patients to be knowledgeable about their medication |  |  |  |
| 4.4.7 | Keeps abreast of emerging medication safety information through notifications, alerts, newsletters and other publications; reacts to and implements new safety information including any required patient follow-up and further staff education |  |  |  |
| 4.4.8 | Contributes to the implementation, auditing and addressing of risk management to avoid adverse events with medication |  |  |  |
| 4.4.9 | Contributes to implementing and maintaining a ‘near misses’ reporting system and error reporting system |  |  |  |
| 4.4.10 | Reviews, learns from and acts upon previous ‘near misses’ and ‘dispensing errors’ |  |  |  |
| 4.4.11 | Identifies, documents, acts upon and reports errors to include clear and open communication with patients |  |  |  |
| 4.4.12 | Discusses medication safety issues with other staff, identifies hazardous practices, contributes to the implementation of new procedures and practices to deal with medication safety risks or issues |  |  |  |
| 4.4.13 | Identifies medicines at higher risk of medication errors or with increased safety risks and takes steps to minimise and mitigate risks |  |  |  |
| Competency: 4.5 Provides Medicines Information and Education |
| 4.5.1 | Provides accurate, quality and safe information and advice to patients, the public and other healthcare professionals regarding medicines |  |  |  |
| 4.5.2 | Advises patients, the public and other healthcare professionals on the safe and rational use of medicines and devices including the use, contraindications, storage, and side effects of non-prescription and prescription medicines |  |  |  |
| 4.5.3 | Identifies and utilises appropriate evidenced based sources of information on medicines  |  |  |  |
| 4.5.4 | Provides medicines information in response to queries in a manner appropriate to the recipient |  |  |  |
| 4.5.5 | Manages information appropriately including documentation |  |  |  |
| 4.5.6 | Accesses reliable information to ensure cost effective use of medicines |  |  |  |
| 4.5.7 | Provides education to patients, the public, students and other healthcare professionals on medicines |  |  |  |

|  |
| --- |
| Domain 5 Public Health |
| Competency: 5.1 Population Health |
| 5.1.1 | Identifies the primary healthcare needs of patients taking into account the cultural and social setting of the patient |  |  |  |
| 5.1.2 | Engages with and implements national health and medicines policies and guidelines |  |  |  |
| 5.1.3 | Identifies the need for, plans and implements new services according to patients needs |  |  |  |
| 5.1.4 | Demonstrates an awareness of the public health resources available to patients and aids patients in availing of or contacting these services |  |  |  |
| Competency: 5.2 Health Promotion |
| 5.2.1 | Provides information, advice and education for patients and the public on health awareness, disease prevention and control, and healthy lifestyle and wellness |  |  |  |
| 5.2.2 | Identifies opportunities to engage in health promotion |  |  |  |
| 5.2.3 | Demonstrates support for initiatives in relation to health promotion |  |  |  |
| 5.2.4 | Identifies and utilises evidenced based sources of information on health |  |  |  |

|  |
| --- |
| Competency: 5.3 Research Skills |
| 5.3.1 | Applies principles of scientific enquiry to investigate a medicine or practice related issue |  |  |  |
| 5.3.2 | Possesses the skills to initiate research and practice development activities |  |  |  |
| 5.3.3 | Understands and adheres to ethical research principles |  |  |  |
| 5.3.4 | Communicates and applies research findings |  |  |  |

|  |
| --- |
| Domain 6: Organisation and Management Skills |
| Competency: 6.1 Self-Management Skills |
| 6.1.1 | Demonstrates organisation and efficiency in carrying out their work |  |  |  |
| 6.1.2 | Ensures their work time and processes are appropriately planned and managed |  |  |  |
| 6.1.3 | Demonstrates the ability to prioritise work appropriately |  |  |  |
| 6.1.4 | Takes responsibility as appropriate in the workplace |  |  |  |
| 6.1.5 | Demonstrates awareness of the responsibility of their position |  |  |  |
| 6.1.6 | Ensures punctuality and reliability |  |  |  |
| 6.1.7 | Reflects on and demonstrates learning from critical incidents |  |  |  |
| Competency 6.2 Workplace Management Skills |
| 6.2.1 | Demonstrates an understanding of the principles of organisation and management |  |  |  |
| 6.2.2 | Works effectively with the documented procedures and policies within the workplace |  |  |  |
| 6.2.3 | Understands their role in the organisational structure and works effectively within the management structure of the organisation |  |  |  |
| 6.2.4 | Works effectively with their supervising and superintendent pharmacist(s) |  |  |  |
| 6.2.5 | Addresses and manages day to day management issues as required in their position of responsibility |  |  |  |
| 6.2.6 | Identifies pharmacy resource requirements and manages those resources effectively as appropriate to their level of responsibility |  |  |  |
| 6.2.7 | Contributes to the management of the workplace in relation to medicines |  |  |  |
| Competency 6.3 Human resources management skills |
| 6.3.1 | Identifies and manages human resources and staffing issues as required in their position of responsibility |  |  |  |
| 6.3.2 | Recognises and understands their supervision role in relation to non-pharmacist staff and medicines |  |  |  |
| 6.3.3 | Engages with systems and procedures for performance management |  |  |  |
| 6.3.4 | Supports and contributes to staff training and continuing professional development |  |  |  |
| Competency: 6.4 Financial management skills |
| 6.4.1 | Demonstrates the ability to effectively analyse and manage financial data and budgetary information |  |  |  |
| 6.4.2 | Demonstrates awareness of the health service reimbursement schemes through which patients are entitled to receive medication |  |  |  |
| 6.4.3 | Submits appropriate and accurate claims for reimbursement |  |  |  |
| 6.4.4 | Ensures appropriate reference sources are used to support applications for service reimbursement |  |  |  |
| 6.4.5 | Understands the principles of pharmacoeconomic assessment and medicines cost benefits analysis |  |  |  |

|  |
| --- |
| Competency: 6.5 Quality Assurance |
| 6.5.1 | Recognises quality as a core principle of medicines management and healthcare provision |  |  |  |
| 6.5.2 | Understands the role of policies and procedures in the organisational structure and in the provision of healthcare |  |  |  |
| 6.5.3 | Contributes to the development, implementation, maintenance and training of staff on standard operating procedures, as appropriate to their level of responsibility |  |  |  |
| 6.5.4 | Contributes to regular audit activities and reports and acts upon findings |  |  |  |
| 6.5.5 | Identifies and evaluates the evidence-base to improve the use of medicines and services, including risk management |  |  |  |
| 6.5.6 | Uses feedback from complaints and audit to improve and develop services in conjunction with their manager |  |  |  |
| 6.5.7 | Implements a system for documentation and record keeping |  |  |  |