



**APPEL**

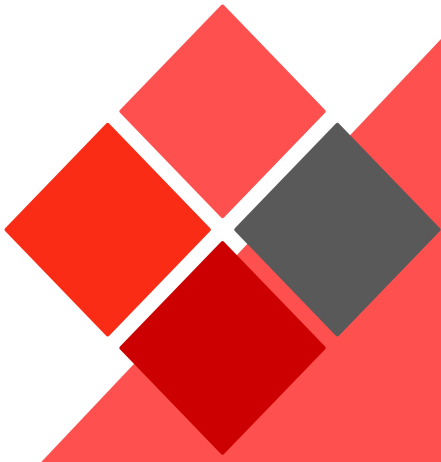
An Chleamhnacht um Fhoghlaim ó  
Thaithí Chleachdadh na Cógaisíochta

Affiliation for Pharmacy  
Practice Experiential Learning



**2025**

# **Senior Preceptor Handbook 5<sup>th</sup>-Year Placement**



## Table of Contents

What is APPEL? .....	3
Quick Guide to the 5th-Year Placement .....	4
Section 1 –Placement Practical Information .....	5
Section 2 – Placement Planning .....	<u>13</u>
Section 3 – During the Placement .....	<u>15</u>
Frequently Asked Questions .....	<u>23</u>
Appendix I – Abbreviations and Definitions .....	<u>25</u>
Appendix II – Placement Governance.....	<u>26</u>
Appendix III Academic Online modules .....	<u>28</u>
The APPEL Team Contact Details .....	<u>29</u>

Delete

Delete

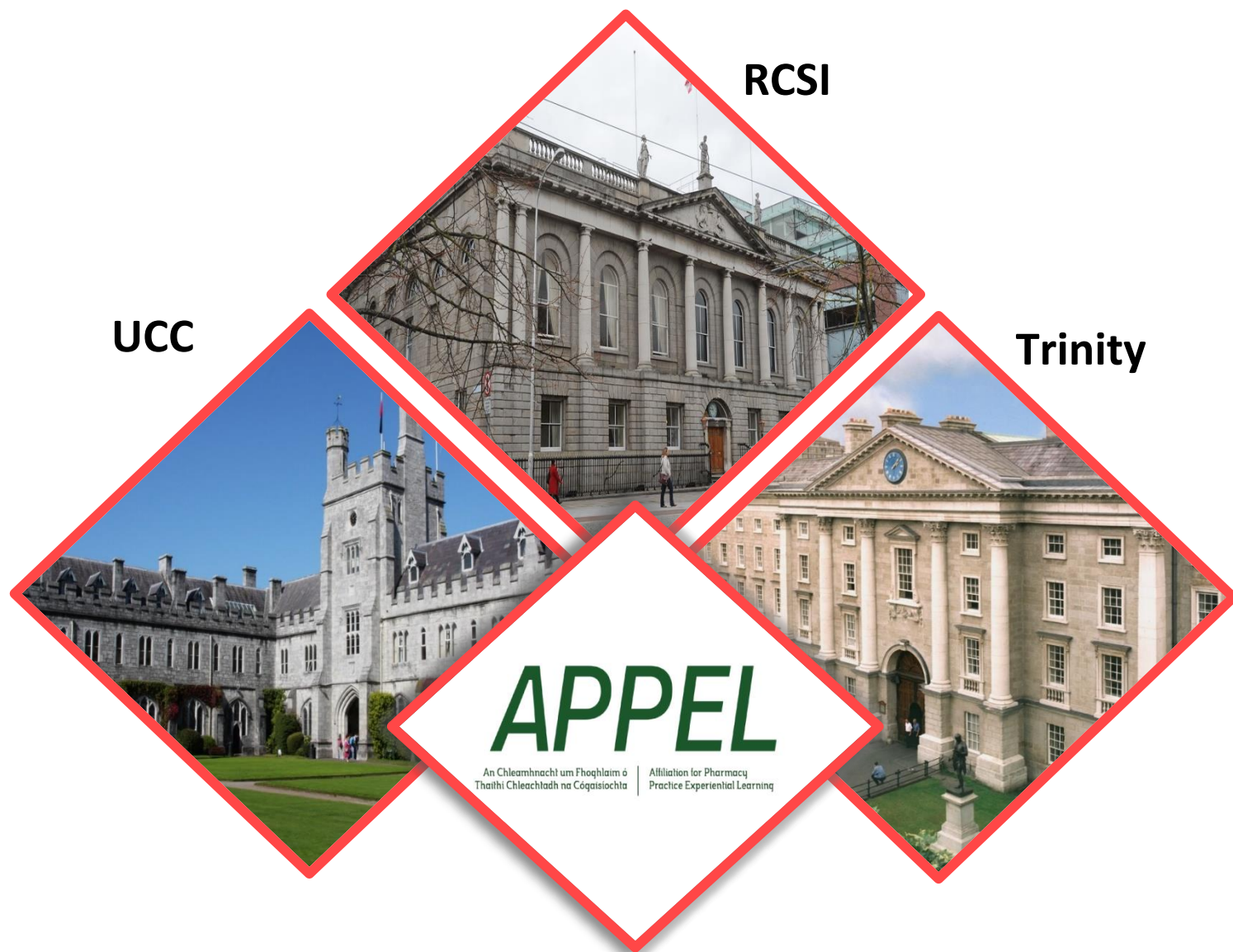
Delete

Delete

Delete

Delete

Delete



## What is APPEL?

APPEL (Affiliation for Pharmacy Practice Experiential Learning) is a unique consortium collaboration between the UCC School of Pharmacy, the RCSI School of Pharmacy and Biomolecular Sciences, and the Trinity School of Pharmacy and Pharmaceutical Sciences. APPEL facilitates the coordination and quality assurance 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.

# Quick Guide to the 5th-Year Placement

## ATTENDANCE AND PLACEMENT SCHEDULE

This is a statutory placement, 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 hrs on placement between Monday and Friday (8 am – 6 pm) (excluding bank holidays), except in **August 2025\***. In addition, students must be available for four hours between Monday and Friday (8 am-6 pm) each week for online academic activities.

\* In August of their 5<sup>th</sup>-year placement, students will be allowed to be on placement at the following times:

- o No more than one late night/evening per week – no later than 9 pm
- o No more than two Saturdays

Any concerns regarding students' attendance or punctuality must be reported to the APPEL Office or a 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 office. You can find the Schools of Pharmacy Joint Student Code of Conduct on APPEL's website, at the following link <https://www.appel.ie/resources/>.

## 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 office immediately.

## COMPETENCY ASSESSMENT

There are two Competency Assessments during the placement; the formative Competency Assessment which must be completed by **31<sup>st</sup> March 2025**, and the summative Competency Assessment which must be completed by **31<sup>st</sup> July 2025**. 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 concerns 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 queries regarding the placement, make sure to get in touch with either a Practice Educator or the APPEL office (contact details on the last page of this handbook).

# Section 1 –Placement Practical Information

## When?

6<sup>th</sup> January 2025 – 29<sup>th</sup> August 2025

## What time?

Students will attend placement for **30 hours each week** according to a timetable agreed with the Training Establishment(TE). The hours of attendance must be of ‘University character’, i.e. **between 8 am and 6 pm on weekdays**, except in August 2025\*. In addition, the agreed timetable should facilitate the student having at least **one half-day each week** (of no less than four hours, between 8 am and 6 pm on weekdays) to allow for uninterrupted time to complete academic work.

\* In August of their 5<sup>th</sup>-year placement, students will be allowed to be on placement at the following times:

- o No more than one late night/evening per week – no later than 9 pm
- o No more than two Saturdays

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

**Bank holidays:** APPEL placement is not scheduled on bank holidays. The student is required to complete 22.5 hours on the week of a bank holiday.

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

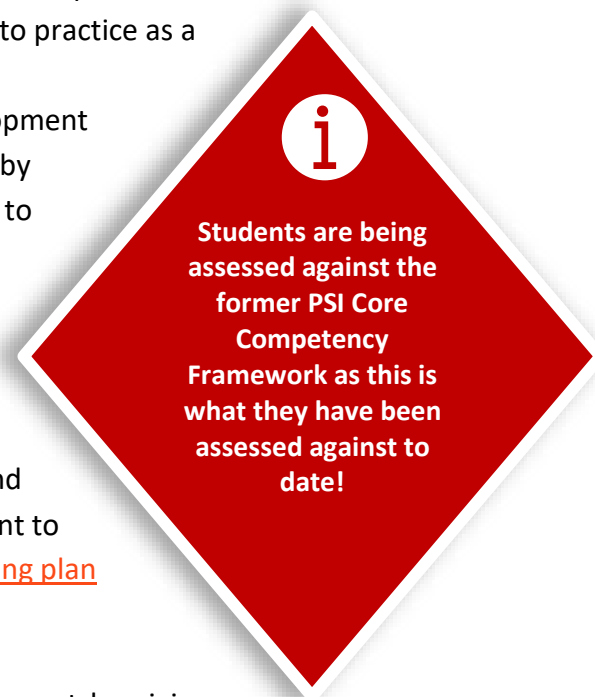
Bank Holidays	Dates
St Brigid’s Day	3 <sup>rd</sup> February
St Patrick's Day	17 <sup>th</sup> March
Good Friday	18 <sup>th</sup> April
Easter Monday	21 <sup>st</sup> April
May Bank Holiday	5 <sup>th</sup> May
June Bank Holiday	2 <sup>nd</sup> June
August Bank Holiday	4 <sup>th</sup> August
Holidays	
Two weeks	12 <sup>th</sup> – 23 <sup>rd</sup> May
Reading/Study weeks	
UCC	24 <sup>th</sup> – 28 <sup>th</sup> March 21 <sup>st</sup> – 25 <sup>th</sup> July
RCSI	24 <sup>th</sup> – 28 <sup>th</sup> February 30 <sup>th</sup> June – 4 <sup>th</sup> July
Trinity	24 <sup>th</sup> – 28 <sup>th</sup> March 21 <sup>st</sup> – 25 <sup>th</sup> July



## What will students be doing during the placement?

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

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. As this cohort of students started their pharmacy degree using the former PSI Core Competency Framework (CCF) and were assessed against this framework in their 4<sup>th</sup> year placement, they will still be using the former framework for this 5<sup>th</sup> year placement. A list of the relevant behaviours in the former PSI CCF can be found in the induction and training plan [here](#). A training plan will enable you and your student to plan a sufficient range of activities. A sample [induction and training plan](#) can be found on the APPEL website.



During the placement, you can support your student's development by giving constructive and supportive development feedback. You will assess your student's competency throughout the placement. This will help the student to understand and get structured feedback on their level of competence and how this can be improved. Details on the Competency Assessment are found on page 17.

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 former PSI Core Competency Framework and will support the student 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 III.

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

Please contact a Practice Educator(PE). 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 the last page of this handbook.

## What are the 'Standards for APPEL Experiential Learning Placements'?

You will have learned about the [Standards for 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 Standards were 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 Standards. If you have any questions about the Standards, please contact the APPEL Operations Team or a Practice Educator.

### What happens if my student misses some placement time?

- This is a statutory placement, 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 student attendance at discretionary appointments or events during the placement week.
- Students must complete 30 hours of placement each week. However, where required, a student can decrease the number of hours on placement in 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 the student is not meeting the requisite amount of placement time or have any concerns regarding your student's attendance and punctuality, or if the student misses placement according to a pattern that 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 the 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 is completed and after the second (summative) assessment. If there are issues with punctuality or attendance, please flag any issues early to the Practice Educator or APPEL office 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, injury to the student, such as a needle-stick injury or burglary. **To support the student's safety and welfare, the TE must contact a PE or the APPEL office if a critical incident arises during the placement.** Each of the Schools of Pharmacy has additional support services, which can be offered to students if required. All details discussed with APPEL will be handled with discretion and sensitively.

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

In the past, some placement providers incorporated attendance at national and 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. If you are considering asking your student to undertake **any travel, either national or international**, please contact the APPEL Operations team at [ops@appel.ie](mailto:ops@appel.ie) as early as possible to discuss.

## Can a student complete placement hours in different location/branch on a temporary basis?

No, only placement hours that are completed in the matched Training Establishment will be recognised. In exceptional circumstances, and if it is unavoidable due to a need for the student to move to a different location/branch on a temporary or permanent basis, placement providers should engage with APPEL **in advance** of any changes. Please contact the APPEL Operations team at [ops@appel.ie](mailto:ops@appel.ie) as early as possible to discuss.

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

Students are required to adhere to the [APPEL Joint Schools Code of Conduct](#) while on placement.

As part of the 5<sup>th</sup>-Year placement, students will be developing their professionalism. If a student is displaying any behaviours that would not be in accordance with the [APPEL Joint Schools Code of Conduct](#) or the PSI's Code of Conduct, please contact a PE or the APPEL Office. At this stage of a student's professional career, it is essential that such behaviours are highlighted to them, and they are given support to help them develop. Discussing a matter with a PE does not necessarily mean it will impact your student's progression. However, 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 asks you to declare 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 [APPEL Joint Schools Code of Conduct](#) or any potential patient safety incidents during the placement, please contact PE or the APPEL office.



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

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

If you have any concerns about your student's performance, please contact a PE as soon as possible. Highlighting concerns at an early stage enables support to be given to you and your student promptly. This will maximise your student's opportunities of having a successful placement and reaching the required standard. If issues are not raised until the end of the placement, students may not have the opportunity to focus on developing the competencies requiring improvement prior to the placement finishing. This may impact student progression.



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

## What is the role of the Senior Preceptor?

As a Senior Preceptor, you will play a pivotal role in supporting your student's professional development and preparing them to practise as a registered pharmacist. Your student will have gained practical experience from their 4<sup>th</sup>-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 5<sup>th</sup>-year placement, as described in the APPEL Trainer Training. Some of the key roles and responsibilities are listed below as a reminder from your training.

### Roles of the Senior Preceptor

Role	How do I do this?
<b>Facilitator</b> 'Helping to guide your student's learning.'  Students are encouraged to take responsibility for their own learning, but an experiential placement is a different learning environment compared to the	<ul style="list-style-type: none"><li>• Discuss with your student if they have identified any areas for development from their 4<sup>th</sup>-year placement</li><li>• Identify learning opportunities and recognise chances to broaden the student's learning experience. Your student should be competent in all behaviours of the PSI CCF by the end of the</li></ul>

structured learning environment of the lecture theatre. To help students adapt to this learning environment, the student will look to you as a facilitator to help guide their learning.	<p>placement. You can recognise, facilitate and support opportunities for your student to practice these behaviours throughout the placement.</p> <ul style="list-style-type: none"> <li>• Take responsibility for creating and maintaining a suitable learning environment for your student.</li> <li>• Support your student in preparing a training plan to provide a framework for their learning and help ensure that they are exposed to a sufficient range of opportunities to develop their competency.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Roles of the Senior Preceptor (cont)

Role	How do I do this?
<b>Role-Model</b> 'Leading by example.'	<ul style="list-style-type: none"> <li>• By instilling professional values and attitudes while mentoring and guiding the student through the complexities of your current practice, you will support your student's professional development.</li> <li>• Challenge your student's perceptions about the diversity of the role of the pharmacist.</li> </ul>
<b>Coach</b> 'Improving your students' performance by providing feedback, guidance and support.'	<ul style="list-style-type: none"> <li>• Provide timely, constructive and supportive development feedback in a structured manner throughout the placement.</li> <li>• Encourage self-directed and reflective learning.</li> <li>• Encourage the student to take responsibility for their own learning, e.g. ask the student to consider/discuss what they would do if they were the pharmacist. If the student is unsure of how to approach a situation, encourage your student to discuss how they could develop this behaviour.</li> </ul>
<b>Instructor/teacher</b> 'Helping your student acquire knowledge and skills.'	<ul style="list-style-type: none"> <li>• Share your expertise in your area of practice.</li> <li>• Teach the student about what you are doing.</li> <li>• Refer students to relevant guidelines, references and resources, and encourage them to know how they can find these in the future.</li> <li>• 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 your student's needs.</li> <li>• Be flexible in your approach to teaching. At the beginning of the placement, your student may require a lot of direction. However, as your student's competence develops, you may be able to delegate tasks and allow the student to take ownership under supervision.</li> </ul>

	<ul style="list-style-type: none"><li>• Advise your student of the standard expected of a practising pharmacist.</li></ul>
--	----------------------------------------------------------------------------------------------------------------------------

## Responsibilities of the Senior Preceptor

The responsibilities of the Senior Preceptor can be found in the Trainer Accreditation Form; a sample agreement can be found on the APPEL website ([www.appel.ie/resources](http://www.appel.ie/resources)). Some specific responsibilities for a Senior Preceptor for a 5<sup>th</sup>-year placement are listed below:

### Responsibilities of the Senior Preceptor

1. As a Senior Preceptor, you are responsible for the overall learning experience of the student - you should provide direct on-site supervision with regular face-to-face meetings as required.
2. Be available to your student for guidance and direction so they develop the requisite skills and attitude and build on their knowledge to become safe and competent pharmacists.
3. Be knowledgeable regarding the behaviours in the CCF against which your student will be assessed.
4. Complete the student's Competency Assessments and provide regular feedback. The final (summative) assessment will involve you assessing your student's ability to apply the competencies required of a newly registered pharmacist to competently and independently practice pharmacy, as set out by the PSI. You should work alongside your student regularly and receive feedback from other staff to enable you to make a fair assessment of their competency.
5. Contact a PE as soon as possible if there are concerns regarding the student achieving the required level of competency.
6. Notify APPEL if a student is not meeting the requisite amount of placement time or you have any concerns regarding a student's attendance and punctuality
7. Contact a PE or the APPEL office immediately if there is a potential breach of the Schools of Pharmacy Joint Student Code of Conduct, potential patient safety concern or critical incident.
8. Contact a PE or the APPEL office immediately if you are no longer available to act as a Senior Preceptor or will be absent for more than four weeks throughout the placement.
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 a Practice Educator or APPEL. All contact details can be found at [www.appel.ie](http://www.appel.ie) or on the last page 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:

<ul style="list-style-type: none"><li>• 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</li><li>• Developing through experiential learning</li></ul>	<ul style="list-style-type: none"><li>• Attendance and punctuality</li><li>• Code of Conduct</li><li>• Professionalism, including dress code, GDPR and mobile phone use</li></ul>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 15 and a sample induction and training plan is provided on the resources page of the APPEL website.

#### **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 [Standards for 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 5<sup>th</sup>-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, ensure those involved in the day-to-day supervision of your student are aware of their supervisory and support role and are willing to and capable of mentoring a student.

**It should be clear to all staff, clients and members of the public that the student is not a registered pharmacist.** Each student's School of Pharmacy will provide them with a badge identifying them as a pharmacy student.



## 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 [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 5<sup>th</sup>-year placement, the student will be required to develop and demonstrate their competence in all of the behaviours in the PSI's Core Competency Framework (CCF). Please note, students are being assessed against the behaviours detailed in the former CCF, in line with how they have been assessed to date. The behaviours are aligned to the six domains of the CCF:

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

In your practice environment, you can help your student develop by providing the student with many activities and opportunities to practise and demonstrate these behaviours. Encourage your student to practise these activities under your supervision and guidance and provide them with opportunities to develop the competence required for safe and independent practice.

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



### Helpful Hints: Creating a Highly Productive Learning Environment

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

## Competency Assessment

This is the final placement students will 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. This framework is used to assess students during the 5<sup>th</sup>-Year placement.

As noted earlier, 5<sup>th</sup>-year students in 2025 are being assessed against the former CCF which is detailed at behaviour level. This is to give continuity to students' experiential learning placement assessments as this is the CCF that was in place when they undertook their 4<sup>th</sup>-year placement.

The CCF being used for this placement 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 5<sup>th</sup>-Year placement, Senior Preceptors are asked to assess their student's performance against all of the behaviours in the CCF, using the rating system described in the table below:

Table 1\*: Competency Assessment Ratings

Level	Rating	Definition	Percentage
N/A	Cannot	Student not exposed to this behaviour in the Training Establishment.	N/A
1	Rarely	Very rarely meets the standard expected. No logical thought process appears to apply.	0-20%
2	Sometimes	Much more haphazard than 'mostly'.	21-50%
3	Mostly	Implies standard practice with occasional lapses.	51-84%
4	Consistently	Demonstrates the expected standard practice with rare lapses.	85-100%

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

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

The School of Pharmacy will use the Competency Assessment results and the fulfilment of other academic requirements to determine if a student is 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 **31<sup>st</sup> March 2025**. The final assessment (summative assessment – also known as assessment **of** learning) should be completed by **31<sup>st</sup> July 2025**.

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

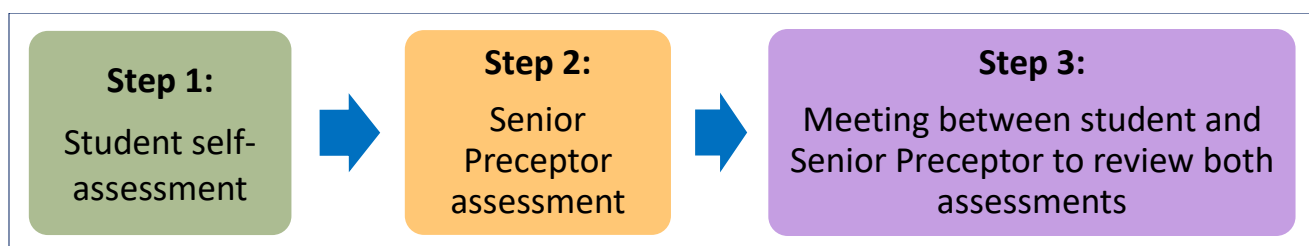
The summative assessment, also known as an **assessment of learning**, is the final Competency Assessment and is undertaken by the end of month seven. In this assessment, the student is required to achieve a level 4 in all of the behaviours to reach the required standard.

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

The student is required to be assessed against all behaviours in the CCF. However, if you believe that any of these behaviours are not applicable in your TE, and the student cannot be exposed to that behaviour in your TE, please contact a PE. A full list of all behaviours can be found in the induction and training plan [here](#).

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

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

- a) You should provide constructive feedback that (i) identifies those areas where the student has performed well and (ii) highlights where improvement is needed and how this may be achieved. The provision of feedback is particularly important for the first assessment to ensure the student is best placed to achieve the required rating in the final assessment.
- b) Discuss where any differences have arisen between your ratings – seek to understand why the student felt they were that rating and provide honest and constructive feedback. It is important to check the student's understanding of the feedback provided.
- c) Identify the areas where the student is not at the required rating; explore why this may be? Have they not yet had opportunities to develop this competency, or do they require more practise in certain activities to develop the competency? Consider and discuss with the student activities that may provide opportunities to develop these competencies and ensure that the student updates their training plan.
- d) Record the feedback given at each assessment on the VLE; record actions that 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 Step 2 of the Competency Assessment and a time for the meeting with your student to discuss the feedback and ratings from your assessment (Step 3 of the process) well in advance of the required deadlines to allow for unexpected delays.
- 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 competency.
- If you believe that any of the behaviours are not applicable in your placement setting, please contact a Practice Educator.
- Seek help early. If you have identified or have concerns about your student's development of competency contact 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 competence in that behaviour.

## Competency Assessment Questions

### ***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 Not Applicable (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, the student will only have completed approximately three months of their placement and may not have been exposed to many opportunities to develop their competence in all behaviours. The Senior Preceptor should look at the areas in which the student is achieving level 1 and 2 ratings and consider possible reasons for these ratings, e.g. is it due to lack of exposure to relevant activities or do they need additional support in this area? The Senior Preceptor should provide honest feedback to their student and agree a plan with their student to address these areas. If the Senior Preceptor has any concerns, they should contact a Practice Educator.

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

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



## Competency Assessment Questions

### ***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 the student has demonstrated the behaviours to the required standard and you are confident that you can provide an accurate assessment of the student before the final assessment date (31<sup>st</sup> 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 office. If you think that the student may not achieve the required level 4 in the final assessment, it is essential that this information is relayed to the student and a Practice Educator, as soon as possible. Any delay could have an impact on the duration of the 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 to 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.

## 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 do not hesitate to contact us. All contact details can be found at [www.appel.ie](http://www.appel.ie) or the end of this handbook

## Additional Training

### Equality, Diversity, and Inclusion

In an increasingly diverse world, people are becoming aware of their unconscious biases and have a desire to develop their cultural competence. As a pharmacist and Trainer, we know you are committed to treating all patients, colleagues and students with dignity and respect. You can learn more about Overcoming Unconscious Bias and Dignity at Work in these three short courses on HSeLand:

- [Diversity, Equality and Inclusion Module 1: An Introduction](#)
- [Overcoming Unconscious Bias in the Workplace](#)
- [Dignity at Work \(Revised 2022\)](#)

These courses have also been signposted for students. If you ever have any concerns about your students' behaviour in this respect, please contact a Practice Educator or the APPEL office immediately.

### Open disclosure Training

Open disclosure is an open, consistent approach to communicating with patients and the relevant person(s) when things go wrong in healthcare. The National Open Disclosure Framework was published in 2023 and outlines the specific obligations for healthcare providers including pharmacists under the framework. Below are links to Open disclosure training which are available to all pharmacists. Further pharmacist specific resources may become available over time

- HSEland Module 1 Communicating effectively through open disclosure
- HSEland Module 2 Open Disclosure: applying principles to practice
- HSE webinars (Mandatory training)
- IOP Webinar 5th June 2024 The patient safety act & the national open disclosure framework: preparing for implementation

## Frequently Asked Questions

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

If the student is unwell during their placement, please excuse them from attendance and/or help them get medical care, as appropriate. If you are concerned about a 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 'not less than eight months in duration'. For the student 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 student.

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

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

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

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

## Why do the placement hours have to be completed Monday to Friday between 8 am-6 pm?

The placement hours have been organised to be similar to a university timetable. Students will be completing other academic work outside of the placement hours, and the placement timetable has been organised to allow some flexibility while also ensuring students have sufficient time to complete this work.

In August of their 5<sup>th</sup>-year placement, students will be allowed to be on placement at the following times:

- No more than one late night/evening per week – no later than 9pm
- No more than two Saturdays during August

## What Infection Prevention and Control preparations has my student completed?

Students are required to complete the following activities in advance of starting their experiential learning placement:

1. Students must complete the following online courses available at <https://www.hseland.ie>.
  - AMRIC Introduction to Infection Prevention and Control
  - AMRIC Basics of Infection Prevention and Control
  - AMRIC Standard and Transmission Based Precautions
  - AMRIC Hand Hygiene
  - Putting on and Taking off PPE in Acute Healthcare Settings
  - Putting on and Taking off PPE in Community Healthcare Settings
2. Students must review the following videos on the HPSC website in advance of commencing their placement.
  - Review of videos on correct donning and doffing of PPE on the HPSC website [https://www.hpsc.ie/a-z/respiratory/coronavirus/novelcoronavirus/videoresources/acutehealthsettingco\\_vid-19videoresources/](https://www.hpsc.ie/a-z/respiratory/coronavirus/novelcoronavirus/videoresources/acutehealthsettingco_vid-19videoresources/)
  - Review of the Infection Prevention and Control (IPC) Guidance, including IPC COVID-19 Guidance and educational videos on <https://www.hpsc.ie/a-z/respiratory/coronavirus/novelcoronavirus/guidance/infectionpreventionandcontrolguidance/videoresourcesforipc/>

## Appendix I – 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.

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

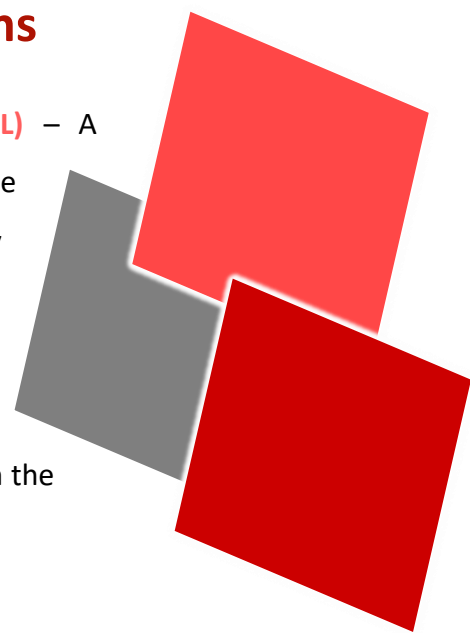
**Trinity** – Trinity College Dublin, The University of Dublin.

**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 where 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.

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



## Appendix II – Placement Governance

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

### 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. These are all contained in the Training Accreditation Form which all Trainers must complete annually. By signing this form, 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 live 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 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 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, and 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 the Training Establishment can provide the student with adequate supervision. These declarations and agreements are contained within the Training Establishment Accreditation Form which must be renewed every two years.



## Appendix III 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 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:

1. Demonstrate appropriate and timely clinical decision making and problem-solving in collaboration with other members in the healthcare team.
2. Communicate effectively with patients, carers and healthcare professionals throughout the patient journey.
3. Manage queries relating to medicines; accessing, interpreting, applying and communicating information from and between relevant sources.
4. Critically analyse the safe and rational use of medicines from prescribing, dispensing, administration and monitoring perspectives, including errors.
5. Propose a management plan for patients presenting with signs and/or symptoms

# The APPEL Team Contact Details

## APPEL Office, Operations Team

	<p>Katherine Morrow – <i>Director &amp; National Coordinator</i> Rachel Hamilton – <i>Operations Manager</i> Balazs Balogh – <i>Operations Coordinator</i></p> <p>Email: <a href="mailto:ops@appel.ie">ops@appel.ie</a></p>
-----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

---

## UCC Practice Educator



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

---

## RCSI Practice Educators



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



James Horan  
[jameshoran@rcsi.ie](mailto:jameshoran@rcsi.ie)  
087 7044 119

---

## TCD Practice Educator



James Quinn  
QUINN12@TCD.IE  
087 7003 899