# **APPEL 4th-Year Placement Induction & Training Plan**

## **Part 1: Induction**

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| **Student Name:** | | |
| **Preceptor Name:** | | |
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| Housekeeping Checklist | | |
|  | Placement weekly timetable (30hrs/wk) |  |
|  | Daily lunchtime (1hr/day) |  |
|  | Introduce to team & their roles |  |
|  | Name of student “buddy” |  |
|  | Name of 2nd contact person (other than Preceptor) |  |

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| Student-Preceptor Meetings / Training Plan Review Dates | |
| Minimum of 1 meeting every 4 weeks and then as required.  Two of these four sessions must be face-to-face (in-person or via video). Consider more frequent meetings to start.  If the student is on placement remotely, more regular check-ins are advised. | |
| Date & Time | Location |
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| Competency Assessment Dates | | | |
| Formative Competency Assessment | Date | Summative Competency Assessment | Date |
| 1. Student Self-Assessment |  | 1. Student Self-Assessment |  |
| 2. Preceptor Assessment |  | 2. Preceptor Assessment |  |
| 3. Feedback Session |  | 3. Feedback Session |  |
| To be completed by **week 5** | | To be completed by **week 12** | |

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| Preceptor Annual Leave Dates  *If Preceptor will be absent for more than 4 weeks of placement, please contact APPEL.* | Who will the student be supervised by during Preceptor’s absence? |
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| Placement Expectations | |
| Student: What is important for me for a successful placement? | |
|  | |
| Preceptor: What is important for me for a successful placement? | |
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| Student’s personal learning objectives while on placement? | |
|  | |
| Self-directed learning opportunities: What can the student do when the team are busy? | |
|  | |
| Student’s previous pharmacy or other relevant experience? | |
|  | |
| 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? | |
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| Other suggested items to be included in induction | |
|  | SOPs |
|  | Health and Safety |
|  | Training Manual |
|  | Any other placement related paperwork |

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| Accessing APPEL Supports | |
| Name of Practice Educator(s) |  |
| PE(s) email |  |
| PE(s) phone number |  |
| APPEL office email | [ops@appel.ie](mailto:ops@appel.ie) |

## **Part 2: Training Plan**

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| The student is responsible for their training plan and should agree on a training plan relevant to the placement setting with their Preceptor. **The student should start their training plan in week 1 but must have completed their training plan by the Formative Competency Assessment i.e. week 5.** This should include opportunities for the student to practise the 13 competencies of the PSI Core Competency Framework against which the Preceptor will be assessing the student.  The full list of the competencies of Domains 1, 2 and 3 of the [PSI Core Competency Framework](https://www.psi.ie/education-and-training/continuing-professional-development-cpd/core-competency-framework) can be found at <https://www.psi.ie/sites/default/files/2024-06/PSI_Core_Competency_Framework.pdf>.  Please contact your Practice Educator if you would like support in developing the training plan, or for further information, please see <https://www.appel.ie/resources/>.  The student should be appropriately supervised at all times. |

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| **4th-Year Competency Assessment** | | |
| Formative Competency Assessment (assessment for learning) | Purpose: to allow the student to identify competencies that they need to practice and improve upon | Date: must be completed by the **end of week 5** |
| Summative Competency Assessment (assessment of learning) | Purpose: to assess the student’s competency | Date: must be completed by the **end of week 12** |
| The three steps in the Competency Assessment process are: | | |

**APPEL 4th-Year Placement Overview**

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| **Placement Week** | **Date** | **Weekly Activities**  *\*add weekly activities to build training plan* |
| **1** | 1st September 2025 | **Induction & Training Plan** |
| **2** | 8th September 2025 |  |
| **3** | 15th September 2025 |  |
| **4** | 22nd September 2025 | **Formative Competency Assessment opens** |
| **5** | 29th September 2025 | **Formative Competency Assessment to be completed** |
| **6** | 6th October 2025 |  |
| **7** | 13th October 2025 |  |
| **8** | 20th October 2025 |  |
| **9** | 27th October 2025 |  |
| **10** | 3rd November 2025 |  |
| **11** | 10th November 2025 | **Summative Competency Assessment opens** |
| **12** | 17th September 2025 | **Summative Competency Assessment to be completed** |
| **13** | 24th November 2025 |  |
| **14** | 1st December 2025 |  |
| **15** | 8th December 2025 |  |
| **16** | 15th December 2025 | **Last week of placement** |

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| **Domain 1: Personal** | | | | | | |
| **Competency** | | | **Suggested Activities – Student**  CCF indicative behaviours are listed in Appendix I | **Time Frame** | **Comments - Preceptor** | |
| 1.1 | Demonstrates leadership | |  |  |  |
| 1.2 | Confidently makes sound decisions and solves problems | |  |  |  |
| 1.3 | Establishes and maintains collaborative working relationships | |  |  |  |
| 1..4 | Communicates effectively | |  |  |  |
| **Domain 2: Professional** | | | | | | |
| **Competency** | | | **Suggested Activities – Student**  CCF indicative behaviours are listed in Appendix I | **Time Frame** | **Comments - Preceptor** | |
| 2.1 | | Applies a ‘person-centred’ approach |  |  |  |
| 2.2 | | Practises legally and ethically |  |  |  |
| 2.3 | | Commits to lifelong learning and development |  |  |  |
| 2.4 | | Adapts to change and innovation |  |  |  |
| 2.5 | | Commits to evidence-based practice |  |  |  |
| **Domain 3: Organisation and Management Skills** | | | | | | |
| **Competency** | | | **Suggested Activities – Student**  CCF indicative behaviours are listed in Appendix I | **Time Frame** | **Comments - Preceptor** | |
| 3.1 | | Manages self |  |  |  |
| 3.2 | | Manages within the workplace |  |  |  |
| 3.3 | | Manages resources and finance |  |  |  |
| 3.4 | | Contributes to continuous quality improvement and risk management |  |  |  |

**APPENDIX I**

**For reference, indicative behaviours are provided below:**

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| **Domain 1 Personal**  **Competency 1.1 Demonstrates leadership**  1.1.1 I lead by example, actively demonstrating my commitment to safety and quality within my practice environment  1.1.2 I ensure I am always professional and well-informed in order to build credibility and portray the profession in a positive light  1.1.3 I apply a rigorous and systematic approach to my work, including during periods of change  1.1.4 I am open to and encourage two-way feedback with others. I reflect on and modify my behaviour and practice in response to feedback and experience.  1.1.5 I provide appropriate guidance, support or supervision to internal colleagues andexternal stakeholders  1.1.6 I identify tasks and responsibilities that can be safely delegated, checking the scope of delegations is fully understood  **Competency 1.2 Confidently makes sound decisions and solves problems**  1.2.1 I can make accurate, evidenced based and timely decisions in relation to my work  1.2.2 I am clear when I need to refer to one or more reliable sources and to other people to support decision making and problem solving, including when to refer decisions to a higher level of authority  1.2.3 I communicate and document decisions and their rationale using the appropriate level of detail  1.2.4 When making or contributing to decisions or solving problems, I consider relevant professional, ethical and patient safety factors  **Competency 1.3 Establishes and maintains collaborative working relationships**  1.3.1 I respect and appreciate the expertise, roles and responsibilities of colleagues and other health professionals  1.3.2 I work collaboratively with others, including other health professionals in the care of patients  1.3.3 I am aware of the risk to patients during care transitions, and complete effective handovers with colleagues and other health professionals to ensure continuity of care  1.3.4 I participate, collaborate and advise on clinical decision-making within a multidisciplinary team  1.3.5 I have a broad understanding of the services delivered by other health professionals, and use appropriate referral pathways  **Competency 1.4 Communicates effectively**  1.4.1 I use effective verbal, non-verbal, listening, written and virtual communication skills to communicate clearly, inclusively and appropriately  1.4.2 When communicating with others, I use appropriate language and check understanding, and I adapt my style when communicating with people who have different or additional needs  1.4.3 I demonstrate respect, sensitivity, empathy, and cultural and social awareness when communicating with others  1.4.4 I am cognisant of my obligations in relation to equality, diversity and inclusion in my interactions with patients, colleagues and other health professionals  1.4.5 I have influencing and negotiation skills that I use to resolve conflicts and problems  1.4.6 I listen to patients and their carers, respect their views about their health choices and medicines, and empower them to be involved in their care |
| **Domain 2 Professional**  **Competency 2.1 Applies a ‘person-centred’ approach**  2.1.1 I demonstrate a ‘person-centred’ approach by ensuring patient safety and quality are core to my practice  2.1.2 I educate and empower patients to manage their own health and medicines, and assist them to make informed choices  2.1.3 I act as an advocate for patients, and provide support where advice or treatment is declined, or their choices are at variance with my professional views  2.1.4 I monitor the medicines and other healthcare needs of patients and make recommendations for improvement as appropriate  **Competency 2.2 Practises legally and ethically**  2.2.1 I understand and apply the requirements of both Irish and European pharmacy and medicines law, as well as any other legislation relevant to my role  2.2.2 I behave ethically, and make and justify decisions in accordance with the principles of the PSI Code of Conduct  2.2.3 I recognise ethical dilemmas when they arise, reason through them in a structured manner, and seek guidance from others when needed  2.2.4 I raise concerns and, where appropriate, take action to address unprofessional and unethical behaviour  **Competency 2.3 Commits to lifelong learning and development**  2.3.1 I critically reflect on my own practice, skills and performance to identify learning and development needs  2.3.2 I engage in professional development and lifelong learning activities that address identified learning and development needs and apply these to improve my practice  2.3.3 I document my learning and development activities  2.3.4 I keep my knowledge and skills up to date as relevant to my role  2.3.5 I promote and contribute to opportunities for learning and development that enhance the practice of colleagues, pharmacy students and/or other healthcare professionals  **Competency 2.4 Adapts to change and innovation**  2.4.1 I recognise and respond to opportunities for change within my role  2.4.2 I adapt to the evolving needs of patients and the health system  2.4.3 I maintain digital competence relevant to my role and embrace technology and innovation that can improve safety, efficacy and efficiency of patient care  **Competency 2.5 Commits to evidence-based practice**  2.5.1 I deliver person-centred care that reflects evidence-based practice  2.5.2 I critically evaluate the integrity, reliability, and applicability of research and literature  2.5.3 I have the skills to initiate research and audit activities, and participate in research when requested, understanding and adhering to ethical research principles  2.5.4 I communicate and apply relevant research findings accurately and impartially  2.5.5 I encourage and promote research designed to improve practice and outcomes for patients  2.5.6 I understand the value of high quality data and consider its use where it can lead to improved patient outcomes |
| **Domain 3 Organisation and management skills**  **Competency 3.1 Manages self**  3.1.1 I carry out my work in an efficient and organised manner  3.1.2 I ensure my work is appropriately planned and managed  3.1.3 I can prioritise workload and tasks appropriately based on their importance and urgency  3.1.4 I am aware of the responsibility of my position, and demonstrate and maintain the highest standards of personal and professional honesty and integrity  3.1.5 I am punctual and reliable  3.1.6 I take steps to look after my own health and well-being, and recognise and adopt ways to promote and maintain personal resilience  **Competency 3.2 Manages within the workplace**  3.2.1 I understand and apply the principles of management and leadership as appropriate to my role  3.2.2 I understand and adhere to the documented procedures and policies within my practice, and provide feedback where appropriate if I identify opportunities for improvement  3.2.3 I work effectively with leadership and management, including supervising and superintendent pharmacist(s) as relevant  3.2.4 I address management issues as required in my position of responsibility  3.2.5 I engage with my organisation’s systems for performance leadership  3.2.6 I serve as a role model, coach and mentor to colleagues and students and demonstrate concern for their wellbeing and welfare  **Competency 3.3 Manages resources and finance**  3.3.1 I can effectively analyse and manage financial data and budgetary information as appropriate to my role  3.3.2 I maintain an understanding of the ways in which patients are entitled to receive medication, including via the health services reimbursement schemes  3.3.3 I understand the principles of pharmacoeconomic assessment and medicines cost benefits analyses and where appropriate, I select the most cost effective option for patients and the health system  3.3.4 I consider the impact my role has on the environment, use energy efficient systems and contribute to waste reduction initiatives  3.3.5 If I identify opportunities to improve the management and allocation of resources, I discuss these with colleagues and management  **Competency 3.4 Contributes to continuous quality improvement and risk management**  3.4.1 I recognise the commitment to continuous quality improvement as a core principle of my role as a pharmacist  3.4.2 I understand the role of policies and procedures in supporting me in my role and in the safe provision of pharmacy services  3.4.3 I contribute to the development, implementation, maintenance of and training in standard operating procedures  3.4.4 I contribute to audit activities and understand the value and importance of using feedback from complaints and audit to improve and develop services  3.4.5 I understand that risk is a reality in my role and proactively identify, manage, mitigate and review risks in relation to my workplace, patients and the public |