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| INDUCTION & TRAINING PLAN FOR 5th-YEAR PLACEMENTStudent Name:Senior Preceptor Name: |
| |  |  |  | | --- | --- | --- | | Housekeeping Checklist | | | | 🞏 | Placement hours |  | | 🞏 | Daily lunch time |  | | 🞏 | Introduce student to staff members |  | | 🞏 | Assign a “buddy” to the student  Name of “buddy” |  | | 🞏 | Name of second contact person other than Senior Preceptor if student is unwell |  |  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 31st March** | |  | **To be completed by 31st July** |  | |  | | | | | | **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) | | |  | | |

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| **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 Senior 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 competencies 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/>.

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| **Placement Week** | **Week Commencing** | **Suggested Weekly Activities** |
| **1** | **5th January** | **Induction** |
| **2** | **12th January** |  |
| **3** | **19th January** |  |
| **4** | **26th January** |  |
| **5** | **2nd February** | **Bank Holiday 2nd February** |
| **6** | **9th February** |  |
| **7** | **16th February** |  |
| **8** | **23rd February** | **RCSI Reading Week 1**  **Formative Competency Assessment opens 1st March** |
| **9** | **2ndMarch** |  |
| **10** | **9th March** |  |
| **11** | **16th March** | **Bank Holiday 17th March** |
| **12** | **23rd March** | **Trinity & UCC Reading Week 1** |
| **13** | **30th March** | **Formative Competency Assessment closes 31st March**  **Good Friday 3rd April** |
| **14** | **6th April** | **Bank Holiday 6thApril** |
| **15** | **13th April** |  |
| **16** | **22nd April** |  |
| **17** | **27th April** |  |

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| **Placement Week** | **Week Commencing** | **Suggested Weekly Activities** |
| **18** | **4th May** | **Bank Holiday 4thMay** |
| **19** | **11th May** | **Student Holidays (all schools)** |
| **20** | **18th May** | **Student Holidays (all schools)** |
| **21** | **25th May** |  |
| **22** | **1st June** | **Bank Holiday 1st June** |
| **23** | **8th June** |  |
| **24** | **15th June** |  |
| **25** | **22nd June** |  |
| **26** | **29th June** | **RCSI Reading Week 2**  **Summative Competency Assessment opens 1st July** |
| **27** | **6th July** |  |
| **28** | **13th July** |  |
| **29** | **20th July** | **Trinity & UCC Reading Week 2** |
| **30** | **27th July** | **Summative Competency Assessment closes 31st July** |
| **31** | **3rd August** | **Bank Holiday 4th August** |
| **32** | **10th August** |  |
| **33** | **17th August** |  |
| **34** | **24th August** | **Placement finishes 28th August** |

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| **Domain 1: Personal** | | | | | | |
| **Competency** | | | **Suggested Activities – Student**  CCF indicative behaviours are listed in Appendix I | **Time Frame** | **Comments – Senior 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 – Senior 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 - Senior 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 |  |  |  |  |
| **Domain 4: Pharmacy Care** | | | | | |  |
| **Competency** | | | **Suggested Activities – Student**  CCF indicative behaviours are listed in Appendix I | **Time Frame** | **Comments - Senior Preceptor** |  |
| 4.1 | | Manufactures and compounds medicines |  |  |  |  |
| 4.2 | | Manages the medicines supply chain |  |  |  |  |
| 4.3 | | Dispenses, supplies and administers medicines |  |  |  |  |
| 4.4 | | Provides patient consultations and counselling |  |  |  |  |
| 4.5 | | Reviews and manages medicines |  |  |  |  |
| 4.6 | | Leads for safety |  |  |  |  |
| 4.7 | | Provides medicines information and education |  |  |  |  |
| **Domain 5: Public Health** | | | | | | |
| **Competency** | | | **Suggested Activities – Student**  CCF indicative behaviours are listed in Appendix I | **Time Frame** | **Comments - Senior Preceptor** |  |
| 5.1 | | Participates in population health initiatives |  |  |  |  |
| 5.2 | | Engages in health promotion activities |  |  |  |  |

**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 and external 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 |
| **Competency 4.1 Manufactures and compounds medicines**  4.1.1 I keep my pharmaceutical knowledge on formulating and compounding of medicines up to date and understand Good Manufacturing Practice (GMP)  4.1.2 I can confidently and accurately perform pharmaceutical calculations as relevant to my role  4.1.3 When manufacturing and compounding medicines, I consider the appropriate route of administration, dosage form and ingredients, and prepare according to required standards  4.1.4 I adhere to appropriate quality systems in place, and maintain appropriate records  **Competency 4.2 Manages the medicines supply chain Indicative Behaviours**  4.2.1 I understand Good Distribution Practice (GDP) and source medicines of appropriate quality from reliable and authorised suppliers  4.2.2 I follow documented procedures to manage product shortages and recalls  4.2.3 I always strive to source and supply medicines that are authorised for use in Ireland, and where this is not possible, I am aware of the additional risk and requirements relating to exempt medicinal products  4.2.4 I ensure there is no conflict of interest or inappropriate inducements when sourcing and supplying medicines  4.2.5 I provide information and guidance on how to safely dispose of unused, unwanted or expired medicines  **Competency 4.3 Dispenses, supplies and administers medicines**  4.3.1 I accurately dispense medicines in an organised, safe and systematic way according to documented procedures  4.3.2 I review prescriptions to ensure legal validity, and pharmaceutical and therapeutic appropriateness  4.3.3 I review and update the available patient history and records  4.3.4 I consult with the prescriber or patient when required, and record interventions  4.3.5 I supply and administer medicines, including vaccinations, as appropriate to my role and level of training  4.3.6 I recommend appropriate non-prescription products and advice for minor ailments taking into account patients’ preferences, and best evidence and guidance  4.3.7 I provide honest, accurate and evidenced-based information on complementary and alternative medicines and therapies  **Competency 4.4 Provides patient consultations and counselling**  4.4.1 I use appropriate questioning techniques to gather relevant information from patients and carers  4.4.2 I apply a structured approach to consultations and am always mindful of confidentiality and privacy  4.4.3 I assess symptoms and generate diagnoses based on objective and subjective measures, and if appropriate, use diagnostic aids and tests  4.4.4 I maximise opportunities for counselling with patients and carers, providing sufficient accurate quality information to ensure they receive safe and appropriate care  4.4.5 I advise patients when to seek further medical intervention, and provide appropriate signposting  4.4.6 I administer emergency care and first-aid when required and refer to appropriate follow-up care  **Competency 4.5 Reviews and manages medicines**  4.5.1 I identify and resolve queries, including suspected prescribing errors, interactions and dosage problems  4.5.2 I follow evidence-based guidelines and protocols to complete medicines reconciliation and medicine reviews  4.5.3 I monitor medicines use, encouraging patient adherence and addressing suspected misuse or abuse  4.5.4 I liaise with and provide advice to prescribers, patients and those involved in their care to ensure optimal therapeutic benefits of medicines, and check that any additional monitoring required is in place  4.5.5 I adhere to local and national medicines management strategies, including those that aim to improve cost-effective use of medicines **Competency 4.6 Leads for safety**  4.6.1 I recognise that medication safety is a priority, and contribute to a culture of safety within my workplace  4.6.2 I report, review and learn from ‘near misses’ and errors, sharing and implementing improvements and preventive measures  4.6.3 I communicate clearly and openly with patients, colleagues and other health professionals in relation to errors  4.6.4 I contribute to a national reporting system of pharmacovigilance, identifying, recording and reporting suspected or confirmed adverse drug reactions, sensitivities or allergies, and quality defects  4.6.5 I keep myself informed about emerging medication safety information and implement any new safety guidance and protocols required, paying particular attention to higher risk medicines  **Competency 4.7 Provides medicines information and education**  4.7.1 I ensure the information, advice and education I provide to patients, the public and other healthcare professionals is accurate and high quality  4.7.2 I access information through appropriate, evidence-based sources  4.7.3 I always consider my audience when providing information, taking into account any additional needs they have, and check understanding |
| **Competency 5.1 Participates in population health initiatives**  5.1.1 I support the implementation of national health and medicines policies and guidelines  5.1.2 I contribute to identification, planning, implementation and continuous improvement of services in response to patient and health service needs 5.1.3 I am aware of the public health resources available to patients and signpost to relevant services  5.1.4 I adhere to the principles of good antimicrobial stewardship and infection prevention and control, and keep up to date with national guidelines to limit the development of antimicrobial resistance  5.1.5 I participate in national initiatives and planning in preparation and response to disaster situations, pandemics and public health emergencies  **Competency 5.2 Engages in health promotion activities**  5.2.1 I provide services and advice related to health promotion, disease prevention and control, healthy lifestyle and wellness  5.2.2 I identify opportunities to engage in health promotion, and demonstrate support for national and local public health priorities and initiatives |