

Consultant Pharmacist Credentialing

E-Portfolio guide for Collaborators

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1 – Introduction

The Royal Pharmaceutical Society (RPS) have developed an E-portfolio for consultant-ready pharmacists to record their learning and development.

The E-portfolio has been designed to be flexible so that a consultant-ready pharmacist, can work through the elements independently, or as instructed by their training providers. The E-portfolio also contains forms and templates to enable the consultant-ready pharmacist to fulfil and meet the outcomes and descriptors as outlined in the Consultant Pharmacist curriculum.

The RPS will continue to update and enhance the E-portfolio to ensure that it continues to be user-friendly, intuitive and functional platform. Learning and development tools will also be reviewed regularly to ensure that they reflect current pharmacy practice.

This is a technical user guide that outlines the main functions of the E-portfolio for Portfolio Collaborators to help you navigate the E-portfolio and be able to support your learner's progress and comment on their achievements. Portfolio Collaborators include a Professional Coach and Expert Mentors as well as any other individual supporting pharmacists undertaking this programme to record their learning.

If your learner/s are undertaking a structured training programme, please refer to guidance from your employer and/or training provider.

The RPS are keen to have your feedback on the E-portfolio, if you have any comments or suggestions for improvements please contact the RPS directly. Contact details are provided at the end of this user guide.

2 – Using the E-Portfolio

This section contains general information on the technical functionality of the E-portfolio.

2.1 Help and additional information

We have included additional help information throughout the E-portfolio to explain what you need to do.

You will have an option to “**click to toggle**” or a question mark symbol 

Select these to get more details on the section you are viewing, and you will see a hint or additional information about what you should include and take into consideration: An example of the “**click to toggle**” option is shown below.

Direct Observation of Practical Skills (DOPS) Overview [click to toggle]



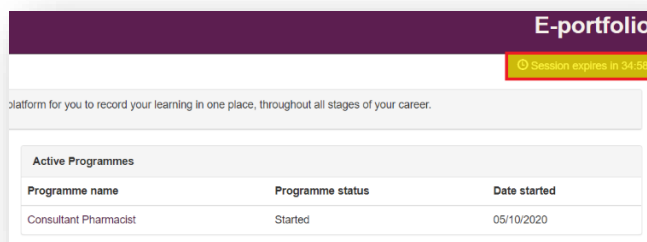
Direct Observation of Practical Skills (DOPS) Overview [click to toggle]

This tool is useful for demonstrating a range of procedural skills that are essential to the provision of safe and effective pharmaceutical care. This should take 15-20 minutes to complete which includes time for feedback.

2.2 Session timer

You will notice a timer in the top right-hand corner of the screen. This is a countdown of inactivity. If you are inactive for a period of 35 minutes, you will automatically be logged out of the portfolio.

The timer resets to 35 minutes each time you interact with the portfolio, such as clicking a button, or completing a form. Please note that simply moving your cursor around on the page is not considered as an interaction.



The screenshot shows the E-portfolio interface. At the top right, there is a purple header with the text "E-portfolio" and a yellow notification box that says "Session expires in 34:58". Below the header, there is a grey box with the text "platform for you to record your learning in one place, throughout all stages of your career." Below this, there is a table titled "Active Programmes".

Programme name	Programme status	Date started
Consultant Pharmacist	Started	05/10/2020

2.3 User roles

The E-portfolio contains tools and templates to support professional development. The table below outlines the different tools and who has access to each tool.

	Tool	Learner (entry-level pharmacist)	Professional Coach	Expert mentors	Collaborators
	My Actions	✓	✓	✓	✓
	Consultant Pharmacist Framework	✓	✓	✓	✓
	File upload	✓	✓	✓	✓
	Learning Needs	✓	✓	✓	✓
Supervised learning events	Acute care assessment tool (ACAT)	✓	View only	View only	✓
	Case-based discussions (CbDs)	✓	View only	View only	✓
	Case presentation (CP)	✓	View only	View only	✓
	Clinical leadership assessment skills (LEADER)	✓	View only	View only	✓
	Directly observed procedure (DOPS)	✓	View only	View only	✓
	Direct observation of non-clinical skills (DONCS)	✓	View only	View only	✓
	Expert Mentor Report (EMR)	✓	View only	✓	✓
	Journal club Presentation (JCP)	✓	View only	View only	✓
	Mini clinical evaluation exercise (Mini-CEX)	✓	View only	View only	✓
	Multi-source feedback tool (MSF)	✓	View only	Relevant EM	✓
	Patient survey (PS)	✓	PS Results	PS results	Patient only
	Professional Coach Report (PCR)	✓	View only	View only	No access
	Quality improvement project assessment tool (QIPAT)	✓	View only	✓	✓
	Reflective accounts (RA)	✓	View only	View only	View only
Teaching observation tool (TO)	✓	View only	View only	✓	

3 – Accessing your learner’s E-portfolio

Collaborators have the option to either access their learner’s e-portfolio or receive a ticket link via email to access and complete Supervised Learning Events (SLEs). There is no obligation to register onto the e-portfolio, however, we’d recommend that Expert Mentors and Professional Coaches register onto the e-portfolio as we’d expect them to have a longitudinal mentorship with the candidate. By registering onto the e-portfolio, you will be able to view and edit various SLEs depending on your collaborator status (see table in 2.3).

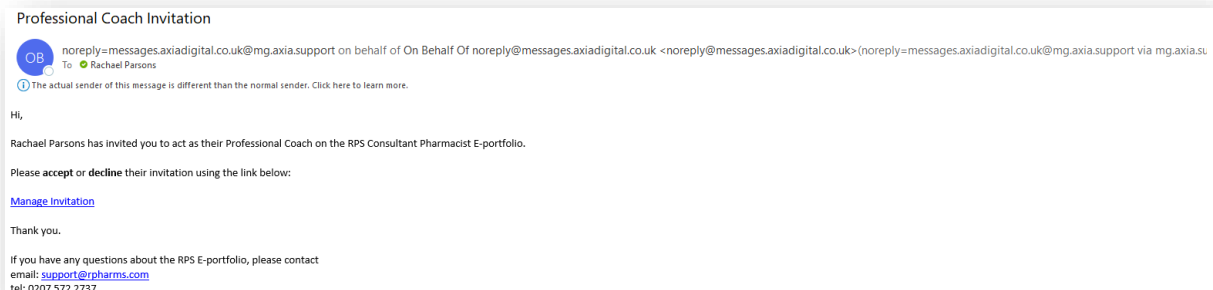
3.1 – Supervised Learning Events (SLEs) tickets

Candidates can invite collaborators to complete an SLE via a ticket link which will be sent directly to a collaborator's email. Collaborators will click on a link within the email which will take them directly to the SLE the candidate has sent to them. By using this method, collaborators will not be required to register onto the E-portfolio. See **Section 6** for detailed instructions on how to access SLE tickets.

3.2 – Registering onto the E-portfolio

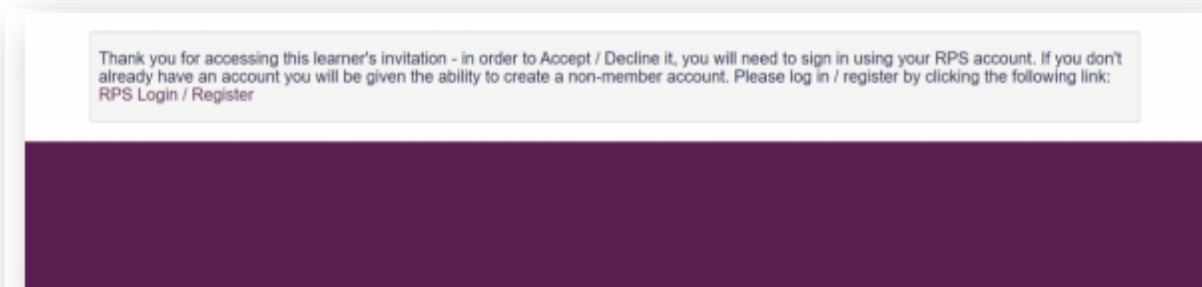
The E-portfolio can be accessed from the [RPS website](#). If you are a member of the RPS, you will be able to access the portfolio using your usual login details (membership number or email address and password).

To access your learner's E-portfolio, they first need to give you access by inviting you to be a collaborator. When your learner invites you to be a collaborator you will receive an email with a link to their E-portfolio, which you can either accept or decline.

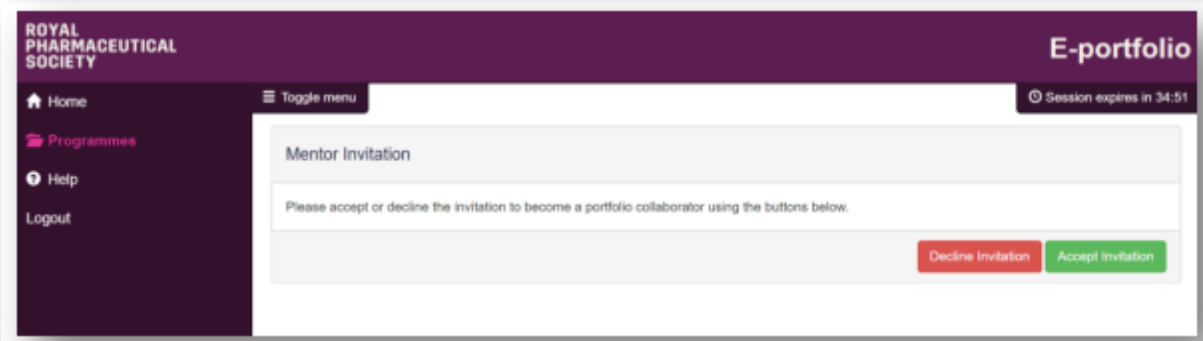


TIP: Please check your junk mail folder as the automatic emails can get filtered out as spam. If you have not received an email giving you access even though your learner has sent one, please ask the learner to re-send the email. The learner should be able to do this within the platform.

When you click on the link to accept their invitation you will see this screen:



Once logged into the [RPS website](#) you will see this invitation to accept or decline the invitation. You will also need to agree to the T&Cs for accessing the E-portfolio.



Once you have accepted the invitation and the T&Cs, you will be able to view all contents of your learner's E-portfolio including contributions from other portfolio collaborators. After you have successfully linked to your learner you will have a new tab in the navigation menu titled "**Your Consultant Pharmacists**". Select this to view the full list of learners you have linked to. Once you can see the list selecting the "**Go to programme**" link will open the learner's programme and allow you to assess their records or add records to their programme.

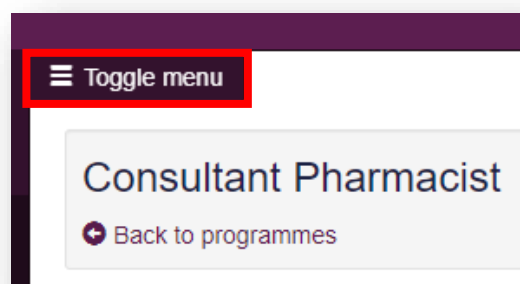
NOTE: Your learner controls who has access to their E-portfolio and can revoke access at any point, for example, if they move organisation or change roles. If you experience any issues with accessing a learner's portfolio, as a first step, you should check that they have given you access and are linked to you. If they have given you access but you are still experiencing issues, please contact the RPS for further assistance.

3.3 Viewing and editing records

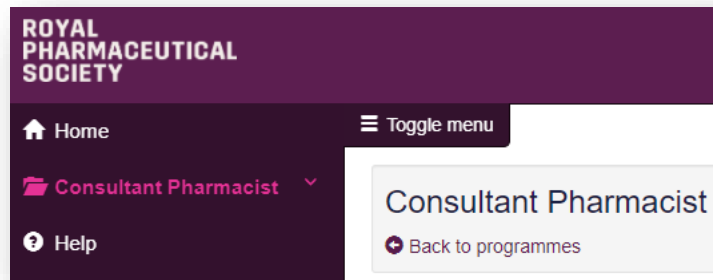
Your permissions will vary depending on your role (see table in **Section 2.3**). If you find that you cannot access a section, tool or form that you need to, ask your learner to check that they have given you the correct level of access.

There are two ways of accessing records and sections of the E-portfolio. Here is an example of a learner's dashboard – showing a summary of their E-portfolio content. You can simply click on any of the tools or forms in each boxed section to view and/or edit the details.

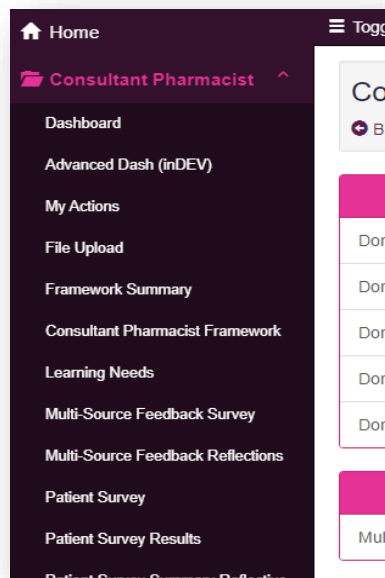
Alternatively, you can access tools and forms from the navigation Menu. The menu should be open when you first access your learner's E-portfolio, but if it's not displayed, simply click on "**Toggle Menu**" to open up the full menu sidebar.



Then click on the relevant programme, in this case “**Consultant Pharmacist**”, to expand the contents:



You will then be able to select a tool or form from the list to edit, view and or review. The tools and forms are displayed in alphabetical order.



You can hide the menu by using the “**Toggle Menu**” option at any point. This might be helpful on smaller screens.

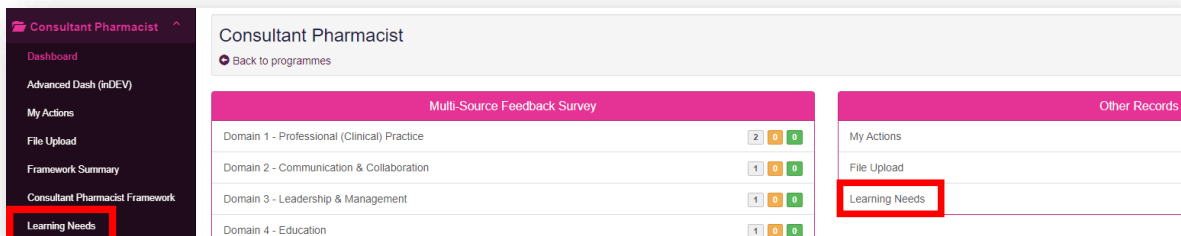
4 – Identifying and reviewing your learner’s development needs

We have incorporated several tools to enable learners to identify their strengths and areas for development. Use these tools to help your learner(s) plan their learning.

4.1 Learning needs

The learning needs (LN) enables a learner to assess their practice against the interim foundation curriculum learning outcomes. You will be able to view their ratings and make suggestions on how they can address any gaps. Learners are recommended to complete a learning needs analysis every 6-12 months or when their practice changes significantly, such as a change in hospital rotation, change in role or change in responsibilities. If your learner is undertaking a formal training programme, check the requirements of the training provider.

To view your learners’ learning needs analysis, select the “**Learning Needs**” option from the sidebar menu or the “**Other Records**” area on the learner’s main home page.



You will be able to view a list of records that are in progress or completed.



Select a record from the list to view the contents.

Consultant Pharmacist
[Back to programmes](#)

Learning Needs
[Back to Learning Needs Assessments](#)

1. Professional practice [click to toggle]	Current ability
2. Communication and collaborative working [click to toggle]	Current ability
3. Leadership & management [click to toggle]	Current ability
4. Education [click to toggle]	Current ability
5. Research [click to toggle]	Current ability



Save Changes






All required fields must be completed before sign off.

To view your learner's rating and any associated tasks, click on the domain titles to expand and reveal the contents.




1. Professional practice		Current ability	Relevance
Applies clinical knowledge and skills	1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
	1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
	1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
	1.4 Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
	1.5 Manages uncertainty and risk appropriately	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

Outcomes that require further development are highlighted by an **action** icon .

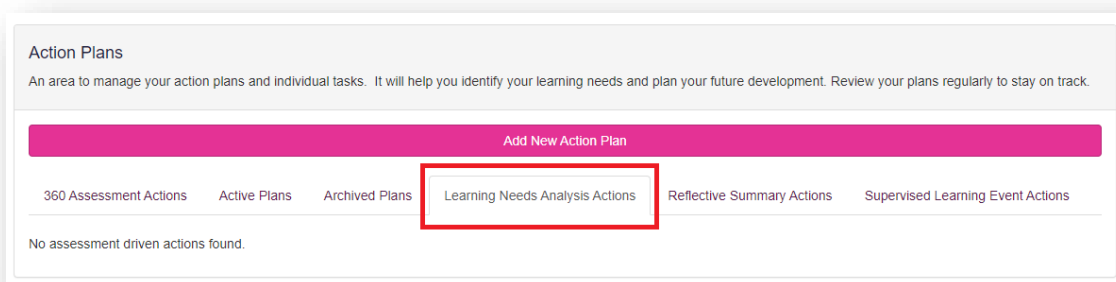
Any tasks in progress are highlighted by a **task** icon  and completed tasks are highlighted by a **task completed** icon . Full details of all icons can be found in the table on the next page.

2. Communication and collaborative working [click to toggle] 		Current ability	Relevance
Communicates effectively, placing the patient at the centre of any interaction; adapts and uses language to create environments to promote positive healthcare outcomes	2.1 Assimilates and communicates information clearly and calmly to individuals receiving care, or those involved in an individual's care, through different mediums; tailors messages depending on the audience; responds appropriately to questions; adapts language in challenging situations 	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
	2.2 Uses effective questioning, active listening and identifies nonverbal cues when engaging with individuals receiving care, or with those involved in an individual's care, to support own decision-making process 	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
	2.3 Consults with individuals through open conversation; explores physical, psychological and social aspects for that person, remaining open to what an individual might share; empowers the individual creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
	2.4 Demonstrates empathy; seeks to understand a situation from the perspective of each individual; builds rapport with colleagues and individuals receiving care 	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
	2.5 Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes; delegates and refers appropriately to members of the pharmacy and multidisciplinary team, demonstrating an awareness of and using the expertise and knowledge of others. 	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

You can also view comments for each domain in the comments field.

5. Research [click to toggle] 		Current ability	Relevance
Carries out research and manages data appropriately	5.1 Seeks to be involved in research activities; actively disseminates outcomes to appropriate audiences 	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
	5.2 Demonstrates an understanding that data can support improving care; values the importance of the skills required for identification, interpretation, analysis and the effective use of data within clinical practice; considers how to use data to improve outcomes for individuals; adheres to digital copyright, intellectual property and privacy rules and regulations 	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
<div style="border: 1px solid #ccc; padding: 5px; min-height: 50px;"> I think I have gaps in my research experience as I've not have the opportunity to participate in research activities. </div>			
<div style="background-color: #e91e63; color: white; padding: 5px; display: inline-block; border-radius: 5px;">Save Changes</div>			
All required fields must be completed before sign off.			

You can view linked tasks created in the “**Action Plans**” area (see **Section 5.1**).




4.2 Learning needs icons

The table below summarises the icons that you might see in the learning needs analysis tool. The action column describes the action you can take if you click on the icon within the learning needs analysis.

Icon	Description	Action (when icon is clicked)
	Low ability – High relevance rating (Priority 1 action)	Create task
	Medium ability – High relevance rating (Priority 2 action)	Create task
	Low ability – Medium relevance rating (Priority 3 action)	Create task
	Medium ability – Medium relevance rating (Priority 4 action)	Create task
	Low ability – High relevance rating (Priority 1 task)	View and edit task
	Medium ability – High relevance rating (Priority 2 task)	View and edit task
	Low ability – Medium relevance rating (Priority 3 task)	View and edit task
	Medium ability – Medium relevance rating (Priority 4 task)	View and edit task
	Task completed	View task

You will see a summary of tasks for each domain at the top of each section.

The tasks icons () indicate how many tasks are in progress and/or have been completed.

5 – Supporting your learner’s development

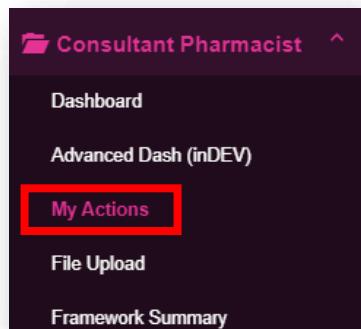
The E-portfolio contains several tools that you and your learner can use to support their development. These can be used as required to facilitate and structure learning.

5.1 Action Plans

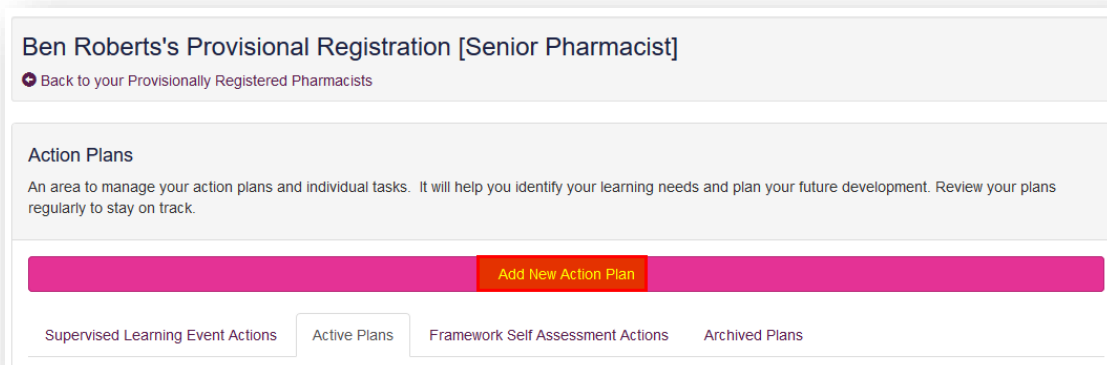
This section enables you to set action plans and individual tasks for your learner(s). This will become a ‘to-do’ list for their learning and development.

5.1.1 Creating an action plan for your learner(s)



Select the **“My Actions”** option either in the navigation section in the side navigation menu, or under the **“Other Records”** section of the learner’s dashboard to access the section.



To create a new action plan, select the **“Add New Action Plan”** button.



Here you can insert the details of the action plan. Fill in the details of your action plan and remember to click on the **“Save and finish”** button at the bottom of the screen.

Title	Tutor Action Plan
Learning/ Development Need	Leaning Need
How will these needs be met?	Example of how they will be met
Expected start date	18/08/2020 
Planned completion date	20/08/2020 
Resources required	Resources

[Save and finish](#)

You will now be able to see your action plan under the **“Active Plans”** tab. Select the list icon to add tasks to your action plan for the learner to work towards.

Ben Roberts's Provisional Registration [Senior Pharmacist]





[Back to your Provisionally Registered Pharmacists](#)

Action Plans

An area to manage your action plans and individual tasks. It will help you identify your learning needs and plan your future development. Review your plans regularly to stay on track.

[Add New Action Plan](#)

Supervised Learning Event Actions **Active Plans** Framework Self Assessment Actions Archived Plans

Tutor Action Plan (BRoberts TutorTest - 18/08/2020)    

Tasks will require you to insert a task title and a description of what the task requires.

Ben Roberts's Provisional Registration [Senior Pharmacist]

[← Back to your Provisionally Registered Pharmacists](#)

Edit Action Plans

Please complete the fields below and click save and finish.

Title	<input type="text" value="Tutor Task"/>
Description	<input type="text" value="Task added by the tutor"/>

[Save and finish](#)

Your learner(s) will be able to view your action plan when they next log into their E-portfolio and will be able to edit the details as required. All edits will be updated in your view and you will also be able to make any further necessary edits.

6 – Using Supervised Learning Events (SLEs) to support development

Supervised learning events tools are assessment instruments for individuals to demonstrate their learning and competence against the outcomes and descriptors. A range of assessment instruments are included within the RPS consultant E-portfolio:

- Acute care assessment tool (ACAT)
- Case Based Discussion (CbD)
- Case presentation (CP)
- Clinical leadership assessment skills (LEADER)
- Clinical Evaluation Exercise (mini-CEX)
- Direct Observation of Non-Practical Skills (DONCS)
- Direct Observation of Practical Skills (DOPS)
- Journal Club Presentation (JCP)
- Multi-Source Feedback tool (MSF)
- Patient Survey (PS)
- Quality Improvement Project Assessment Tool (QIPAT)
- Reflective Account (RA)
- Teaching Observation (TO)

Reviews are also included within the E-portfolio:

- Expert Mentor Report (EMR)
- Professional Coach Report (PCR)

6.1 – Supervised Learning Events (SLEs) ticketing process

Supervised learning events and reviews (excluding PCRs) can be sent directly to collaborators via the e-portfolio ticketing process. Collaborators may still wish to register onto the e-portfolio, however this is not a mandatory requirement.

Please note: If collaborators do not register onto the e-portfolio they will only be able to view the SLE which is sent to them via an emailed ticket link.

Once an SLE ticket is sent to you, you will receive the below email.

Please check your junk mail if you cannot see the email in your inbox.



On Behalf Of noreply@messages.axiadigital.co.uk noreply@messages.axiadigital.co.uk via... Tue, 30 I
to me ▾

Hello Rachael Parsons

I'd like to invite you to complete my Acute care assessment tool (ACAT).

Please complete this form via this link: [Acute care assessment tool \(ACAT\)](#)

Thank you for taking the time to support my development.

Kind regards,

Sent by the Royal Pharmaceutical Society on behalf of Rachael Parsons

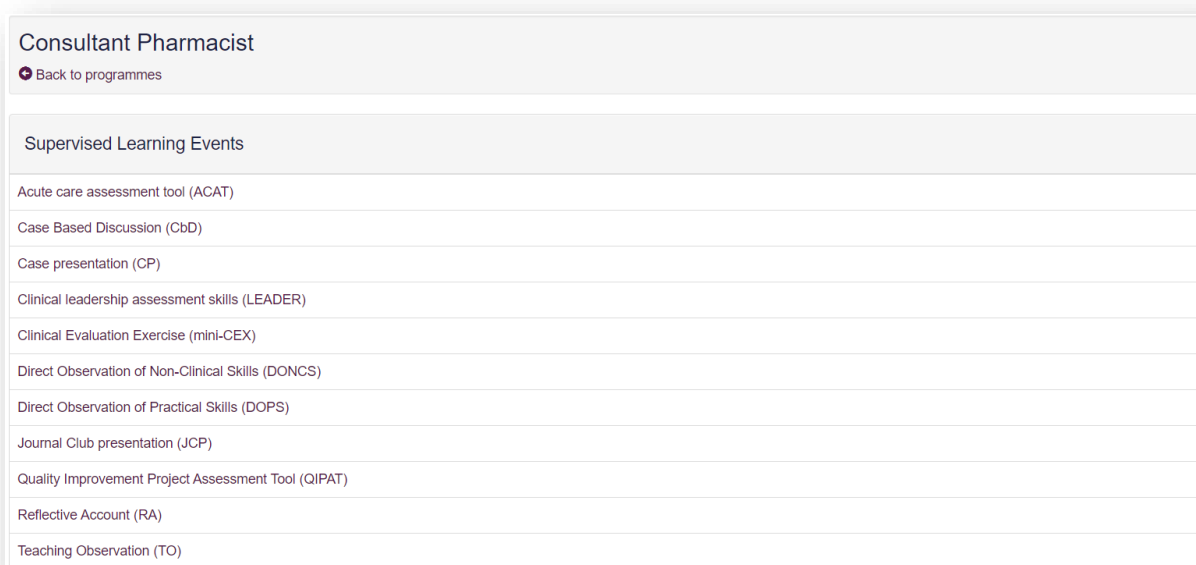
For technical enquiries please email membership@rpharms.com or call the RPS team on 020 7572 2737.

To access the SLE, click on the link in the email.

If you are a registered user you can create and review Supervised Learning Events.

If you are sent an SLE ticket link, you will **only** be able to access and complete the SLE sent to you.

To review a Supervised Learning Event, select the “**Supervised Learning Events**” navigation item in the sidebar menu.



In the next sections, we will detail how to create and review each SLE tool within the E-portfolio.

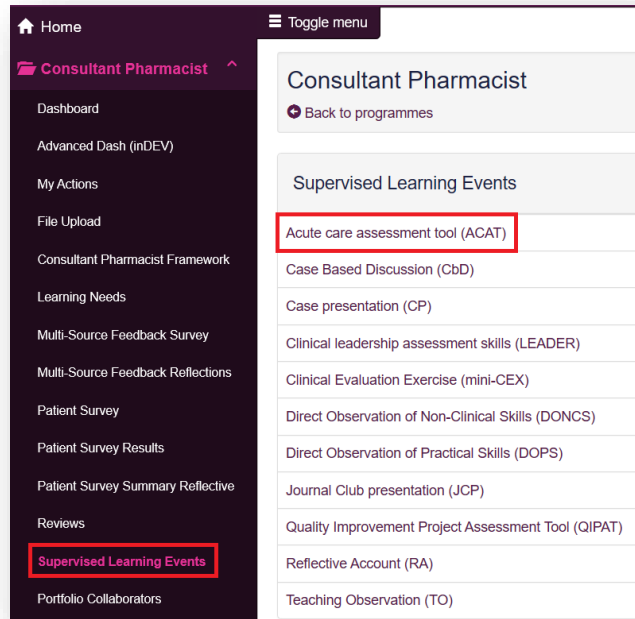
Please note: If you are sent an SLE ticket link you will only be able to access and complete the SLE which is sent to you. If you are a registered user, you can create and review SLEs depending on the permissions you have (see **Section 2.3**)

6.1 Acute care assessment tool (ACAT)

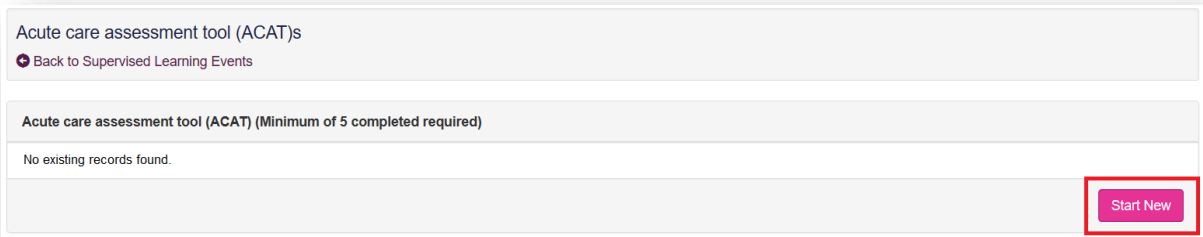
This tool is an evaluation of the pharmacist’s clinical assessment and management, decision making, team working, time management, record keeping, prioritisation and handover over a continuous period of time across multiple patients.

6.1.1 Creating an ACAT

On the menu select “**Supervised Learning Events**” then “**Acute care assessment tool (ACAT)**”.



Select **“Start New”** to create a new record.



Complete all sections of the tool as instructed.

Summary of case

Summary of case(s) *

This section has not yet been completed.

Clinical setting *

This section has not yet been completed.

Level of Complexity

	Low	Medium	High
Level of complexity *			

Professionalism				
	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Is respectful, courteous, and professional in their approach to patients and others. Makes appropriate ethical decisions. *				
Professionalism Summary				
Strengths *				
<i>This section has not yet been completed.</i>				
Areas for development *				
<i>This section has not yet been completed.</i>				
Communication and consultation skills				
	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Communicates using clear patient friendly language, establishes rapport. Explores patient's understanding of their clinical condition and beliefs including identifying and addressing patients' ideas, concerns and expectations. The patient is appropriately involved throughout the consultation. *				

The details input in the “**Agreed Actions**” area will be added into the action plans section (see **section 5.1**).

Select the learning outcomes which will be relevant to the record. Once selected press the “**Save Changes**” button to complete the record.

- 1.5 Manages uncertainty and risk appropriately
- 1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary
- 1.7 Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level
- 1.8 Keeps the individual at the centre of their approach to care at all times
- 1.9 Supports and facilitates the seamless continuity of care for each individual

Practises professionally

- 1.10 Actively practises honesty and integrity in all that they do; upholds a duty of candour
- 1.11 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice
- 1.12 Is accountable and responsible for own decisions and actions, understanding the potential consequences of these decisions across the whole care pathway
- 1.13 Works within ethical guidelines and legal frameworks, including consent and confidentiality; seeks to gain permission from the individual before accessing confidential records where necessary
- 1.14 Recognises and works safely within own level of competence, understanding the importance of working within this; knows when it is appropriate to escalate a situation

2. Communication and collaborative working

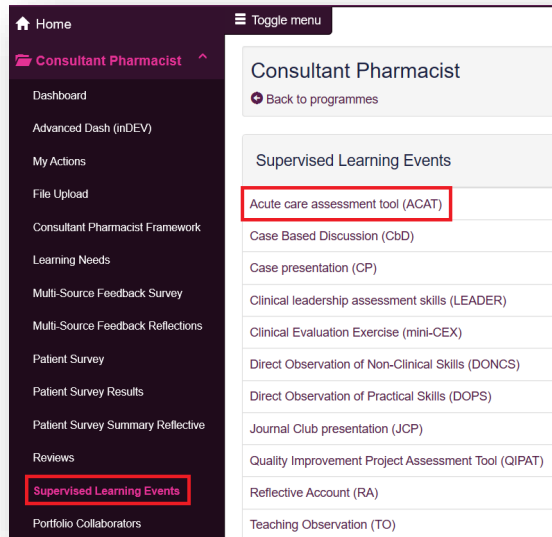
Communicates effectively, placing the patient at the centre of any interaction; adapts and uses language to create environments to promote positive healthcare outcomes

- 2.1 Assimilates and communicates information clearly and calmly to individuals receiving care, or those involved in an individual's care, through different mediums; tailors messages depending on the audience; responds appropriately to questions; adapts language in challenging situations

Save Changes

6.1.2 Reviewing an ACAT

On the menu, select “**Supervised Learning Events**” then “**Acute care assessment tool (ACAT)**”.



Once accessed you can access already created ACATs by selecting the date the record was created.



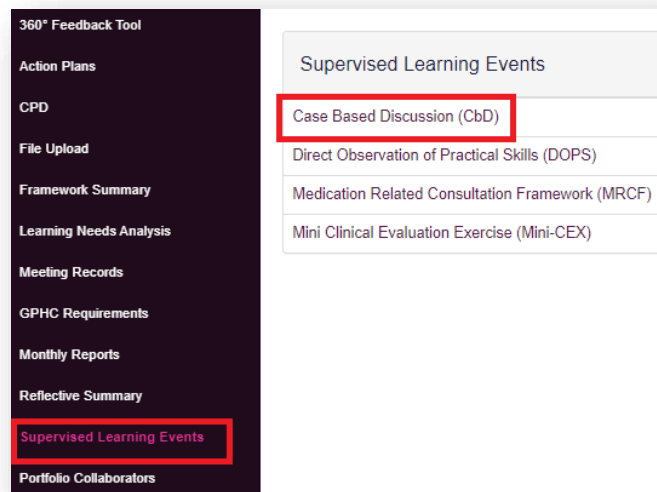
Once you are happy with the record you can click on “**Save Changes**” at the bottom of the page.

6.2 Case Based Discussion (CbD)

The tool is a retrospective evaluation of the pharmacist’s input into patient care. It assesses clinical decision-making and the application or use of pharmaceutical knowledge in the care of the pharmacist’s patients.

6.2.1 Creating a CbD

On the menu select “Supervised Learning Events” then “Case Based Discussion (CbD)”.



Select “Start New” to create a new record.



Complete all sections of the tool as instructed.

The screenshot shows the 'Case Based Discussion (CbD) (17/08/2020)' assessment form. It includes a 'Back to Case Based Discussion (CbD)s' link, a 'Case Based Discussion (CbD) Overview [click to toggle]' section, and a table for 'Knowledge, Skill, Experience or Behaviour'. The table has columns for 'Significantly below expectation', 'Below expectation', 'Borderline', 'Meets expectation', 'Above expectation', 'Significantly above expectation', and 'Unable to comment'. The rows are 'Pharmaceutical need assessment *', 'Treatment recommendations *', 'Professionalism *', and 'Overall clinical care *'. Below the table are sections for 'Summary of Assessment (Completed by the Learner)', 'Summary of patient interaction (to include sector, patient type, focus of interaction, new or follow up case, complexity case) *', 'Anything especially good *', and 'Suggestions for development *'. Each of these sections has a text input field with a placeholder message 'This section has not yet been completed.'

	Significantly below expectation	Below expectation	Borderline	Meets expectation	Above expectation	Significantly above expectation	Unable to comment
Pharmaceutical need assessment *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treatment recommendations *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall clinical care *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The details input in the “**Agreed Actions**” area will be added into the action plans section (see **Section 5.1**).

Select the learning outcomes which will be relevant to the record. Once selected press the “**Save Changes**” button to complete the record.

- 1.5 Manages uncertainty and risk appropriately
- 1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary
- 1.7 Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level
- 1.8 Keeps the individual at the centre of their approach to care at all times
- 1.9 Supports and facilitates the seamless continuity of care for each individual

Practises professionally

- 1.10 Actively practises honesty and integrity in all that they do; upholds a duty of candour
- 1.11 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice
- 1.12 Is accountable and responsible for own decisions and actions, understanding the potential consequences of these decisions across the whole care pathway
- 1.13 Works within ethical guidelines and legal frameworks, including consent and confidentiality; seeks to gain permission from the individual before accessing confidential records where necessary
- 1.14 Recognises and works safely within own level of competence, understanding the importance of working within this; knows when it is appropriate to escalate a situation

2. Communication and collaborative working

Communicates effectively, placing the patient at the centre of any interaction; adapts and uses language to create environments to promote positive healthcare outcomes

- 2.1 Assimilates and communicates information clearly and calmly to individuals receiving care, or those involved in an individual's care, through different mediums; tailors messages depending on the audience; responds appropriately to questions; adapts language in challenging situations

Save Changes

6.2.2 Reviewing a CbD

Select the “**Case Based Discussion (CbD)**” option under the Supervised Learning Events section.

360° Feedback Tool

Action Plans

CPD

File Upload

Framework Summary

Learning Needs Analysis

Meeting Records

GPHC Requirements

Monthly Reports

Reflective Summary

Supervised Learning Events

Portfolio Collaborators

CPD

Planned CPD	4
Unplanned CPD	2

Supervised Learning Events

Case Based Discussion (CbD)	3	0	0
Direct Observation of Practical Skills (DOPS)	1	0	0
Medication Related Consultation Framework (MRCF)	1	0	0
Mini Clinical Evaluation Exercise (Mini-CEX)	4	0	0

Other Records

360° Feedback Tool	
Action Plans	1 5
File Upload	3
Learning Needs Analysis	2
Meeting Records	2
GPHC Requirements	Not Started
Monthly Reports	AWAITING
Reflective Summary	4

Once accessed you can access already created CbDs by selecting the date the record was created.



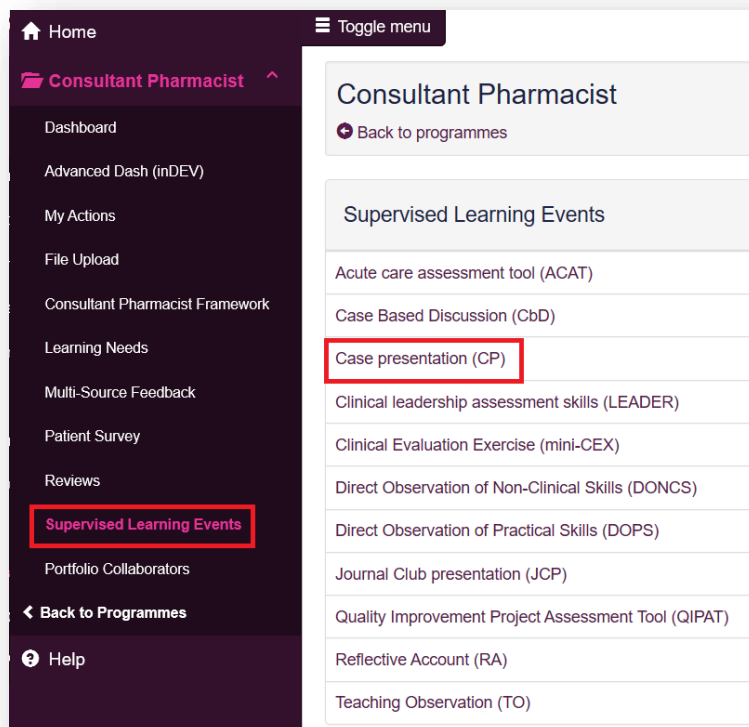
Once you are happy with the record you can click on **“Save Changes”** at the bottom of the page.

6.3 Case presentation (CP)

This tool can be used to evaluate the pharmacist’s ability to effectively present a case to colleagues demonstrating effective clinical assessment and management, decision making, team working and time management.

6.3.1 Creating a CP

Select the **“Case presentation”** option under the **“Supervised Learning Events”** section.



Select **“Start New”** to create a new record.

Case presentation (CP)s

[← Back to Supervised Learning Events](#)

Case presentation (CP)

No existing records found.

[Start New](#)

Complete all sections of the tool as instructed.

Case presentation (CP) (13/10/2020)

[← Back to Case presentation \(CP\)s](#)

Case presentation (CP) Overview [\[click to toggle\]](#)

The tool is to evaluate the pharmacist's ability to effectively present a case to colleagues demonstrating effective clinical assessment and management, decision making, team working and time management.

Instructions

- Score the pharmacist on the scale provided.
- Scoring should reflect the expected entry-level of performance for a consultant pharmacist as defined in the consultant pharmacist curriculum.
- 'Not applicable' means that the pharmacist did not cover the identified area as it was not within the context of the procedure or case
- 'Below expected level of performance means that either the pharmacist did not cover the identified area to a competent level or it was not demonstrated at all, and should have been.

Collaborator details

Collaborator Name *	<i>This section has not yet been completed.</i>
Collaborator email *	<i>This section has not yet been completed.</i>
Collaborator registration no	<i>This section has not yet been completed.</i>
Collaborator position *	<i>This section has not yet been completed.</i>
Collaborator profession *	<i>This section has not yet been completed.</i>

I can confirm I have received appropriate training and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently *

Yes

No

Score the pharmacist in each section.

Level of Complexity				
Level of complexity *	Low	Medium	High	
Professionalism				
Makes appropriate ethical decisions. Adheres to appropriate guidelines. *	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Professionalism Summary				
Strengths *				
This section has not yet been completed.				
Areas for development *				
This section has not yet been completed.				
Clinical Reasoning				
Takes a logical, appropriately thorough and focused history. Performs an appropriate physical and/or mental state examination, selecting and interpreting appropriate investigations. Makes an appropriate working diagnosis or decision. *	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Clinical Reasoning Summary				
Strengths *				
This section has not yet been completed.				
Areas for development *				
This section has not yet been completed.				

Save Changes

Please note, the “Optional reflectional” is for the Learner to complete.

Framework Mapping

1. Professional practice

Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.
- 1.2 Influences the delivery and quality assurance of clinical services across boundaries
- 1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.

Shapes and implements regional and national policy and strategy in their area of clinical practice.

- 1.4 Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.
- 1.5 Translates expertise and research into the creation of new policy influencing practice beyond their organisation, demonstrably improving patient care.

2. Communication and collaborative working

Demonstrates high level communication and collaboration skills; able to communicate complex information to stakeholders in challenging environments to promote a collaborative approach across the healthcare system.

- 2.1 Communicates highly complex, sensitive or contentious information to inform and influence senior pharmacy and non-pharmacy stakeholders from across the healthcare system; promotes a collaborative approach working across boundaries.
- 2.2 Effectively communicates with patients and colleagues in highly challenging and/or hostile environments; manages the situation collaboratively to resolution.

3. Leadership & management

Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthcare system.
- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

Contributes to the governance agenda at a senior level; effectively manages people, resources and risk at a team and/or service level to maximise the quality of patient care.

- 3.3 Motivates and effectively manages individuals and/or team performance at an organisational level
- 3.4 Manages resources effectively to maximise impact on patient care at an organisational level.
- 3.5 Shapes and contributes to the governance agenda at a senior level within their organisation and beyond; develops and monitors standards of practice and risk management policies/protocols at a team and/or service level.

4. Education

Manages education provision across boundaries both within and outside of their organisation; interprets national policy to shape the education and development of the workforce in their clinical speciality.

- 4.1 Manages the professional development of individuals within a team and/or service
- 4.2 Shapes and contributes to educational provision for patients and healthcare professionals in their area of expertise within and beyond their organisation.
- 4.3 Interprets national policy to create strategic approaches to local workforce education, planning and development.

5. Research

Critically evaluates the literature and evidence-base to inform and improve service delivery within their organisation

- 5.1 Applies critical evaluation skills in the context of their working practice; uses research and evidence-base to inform and develop practice and services at organisational level and beyond.

Identifies gaps in the evidence base and designs research protocols to generate new evidence

- 5.2 Formulates research questions based on gaps in the evidence base; designs rigorous research protocols to address these and improve service delivery at organisational level and beyond.
- 5.3 Generates new evidence through research; communicates findings to influence practice and improve patient care beyond their organisation

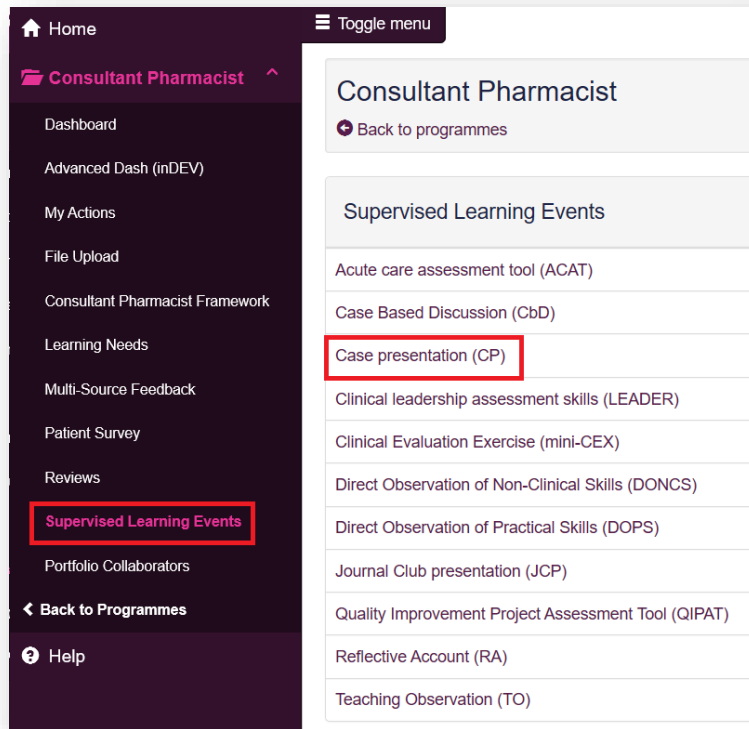
Works collaboratively to support research in their clinical speciality

- 5.4 Contributes to research supervision in collaboration with research experts.
- 5.5 Collaborates with the wider multidisciplinary team to conduct research projects.

Select the learning outcomes which will be relevant to the record. Once selected press the “Save Changes” button to complete the record.

6.3.2 Reviewing a CP

Select the “**Case presentation**” option under the “**Supervised Learning Events**” section.



Once accessed you can access already created CPs by selecting the date the record was created.



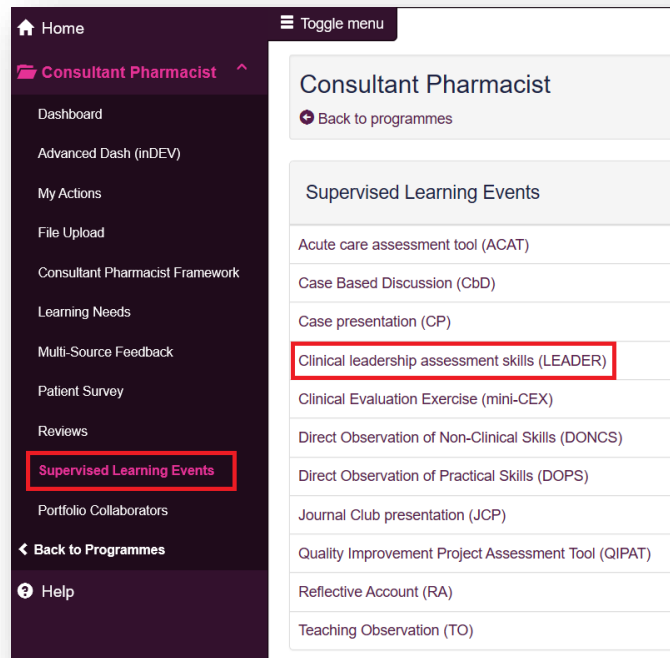
Once you are happy with the record you can click on “**Save Changes**” at the bottom of the page.

6.4 Leadership assessment skills (LEADER)

This tool can be used to evaluate the pharmacist’s non-clinical leadership and team working capabilities.

6.4.1 Creating a LEADER

Select the “**Leadership assessment skills (LEADER)**” option under the “**Supervised Learning Events**” section.



Select “**Start New**” to create a new record.



Complete all sections of the tool as instructed.

Clinical leadership assessment skills (LEADER) Overview [click to toggle]

Collaborator details	
Collaborator Name *	<i>This section has not yet been completed.</i>
Collaborator email *	<i>This section has not yet been completed.</i>
Collaborator registration no	<i>This section has not yet been completed.</i>
Collaborator position *	<i>This section has not yet been completed.</i>
Collaborator profession *	<i>This section has not yet been completed.</i>
I can confirm I have received appropriate training and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently *	<input type="radio"/> Yes <input type="radio"/> No

Summary of case(s)

Summary of situation *

This section has not yet been completed.

LEADER Discussion

	Area for discussion	Summary of discussion
L eadership in a team *	Responsibilities and roles in team, managing performance, influencing senior colleagues, different leadership styles for different situations, anticipating & overcoming challenges.	<i>This section has not yet been completed.</i>
E ffective services *	Delivering high-quality care across boundaries: constraints, targets, safety, risk management, governance, resource use and efficiency.	<i>This section has not yet been completed.</i>
A cting in a team *	Team working, respect for others, integrity, contribution to meetings, delegating or accepting work/responsibilities, conflict resolution.	<i>This section has not yet been completed.</i>
D irection setting *	Strategic leadership & decision making, judgement, influencing & implementing new practices/guidelines across boundaries, prioritisation.	<i>This section has not yet been completed.</i>
E nabling improvement *	Service benchmarks, audits, guidelines innovation, problem solving, managing change, incident and complaint feedback.	<i>This section has not yet been completed.</i>
R eflective practice *	Challenging ideas, taking a critical view, adapting and changing approach.	<i>This section has not yet been completed.</i>

Remember to provide an overall rating at which the pharmacist has shown that they are performing.

Overall Rating

	Significantly below the level expected of an entry-level consultant pharmacist	Below, but working towards, the level expected of an entry-level consultant pharmacist	At the level expected of an entry-level consultant pharmacist	Above the level expected of an entry-level consultant pharmacist
Based on your observation, rate the overall competence at which the pharmacist has shown that they are performing *				

Summary of Assessment

Strengths *

Areas for development *

Other relevant comments or feedback

Agreed action(s)

Optional reflection

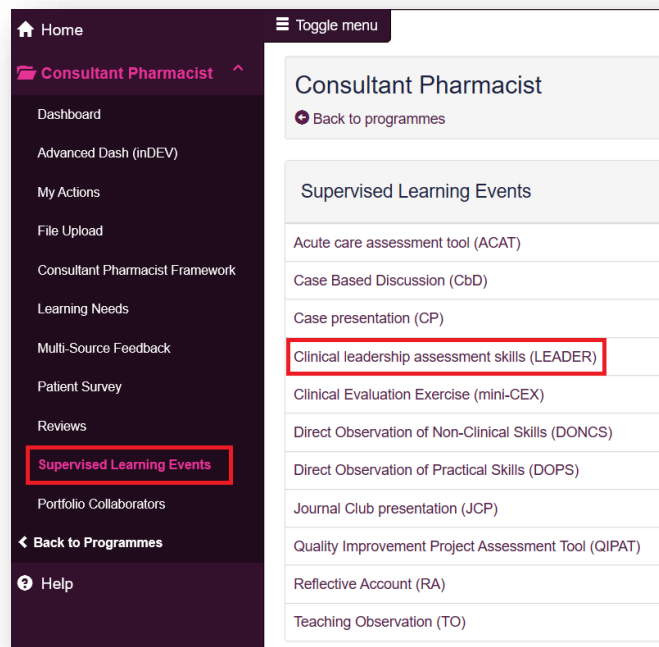
Framework Mapping ⓘ

Save Changes

Complete the framework mapping and click **“Save Changes”** once completed.

6.4.2 Reviewing a LEADER

Select the **“Leadership assessment skills (LEADER)”** option under the **“Supervised Learning Events”** section.



Once accessed you can access already created LEADERS by selecting the date the record was created.



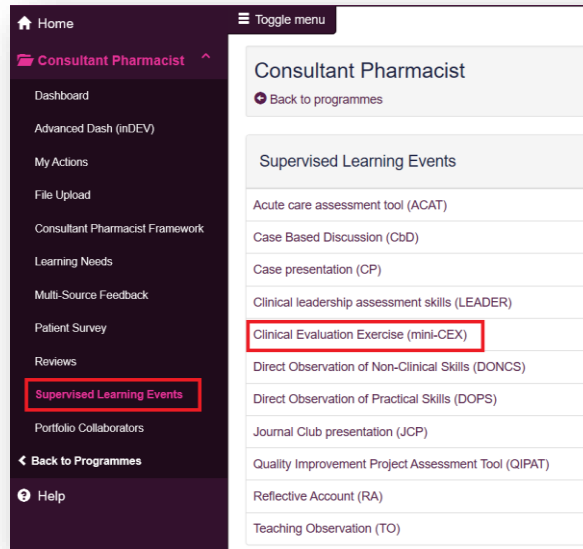
Once you are happy with the record you can click on **“Save Changes”** at the bottom of the page.

6.5 Clinical Evaluation Exercise (mini-CEX)

This tool is useful for assessing skills, attitudes and behaviours essential to the provision of high-quality care. It is a snapshot of practice, involving the observation and assessment of day-to-day work.

6.5.1 Creating a mini-CEX

On the menu select “**Supervised Learning Events**” then “**Clinical Evaluation Exercise (mini-CEX)**”.



To create a record for this section, select the “**Start New**” button.



Complete the tool as instructed and provide a rating for your learner’s performance.

Mini Clinical Evaluation Exercise (Mini-CEX) Overview [click to toggle]							
Patient and Pharmaceutical Care							
	Significantly below expectation	Below expectation	Borderline	Meets expectation	Above expectation	Significantly above expectation	Unable to comment
Patient consultation *	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need for the medicine *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection of the medicine *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provision of medicine *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medicine specific issues (previous and newly prescribed) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medicines information and patient education *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Monitoring medicine therapy *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of outcomes *	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A summary will then need to be provided for each knowledge/skill. The summary written into the “**Agreed Actions**” area will create a “**Supervised Learning Event**” action in the action plans section (see **Section 5.1**).

Summary of Assessment

Summary of patient interaction (to include sector, patient type, focus of interaction, new or follow up case, complexity of case) *

Anything especially good *

Suggestions for development *

Agreed action *

Select the learning outcomes this record will relate to. Once you have selected the learning outcomes remember to click the “**Save Changes**” button.

Framework Mapping ?

1. Professional practice

Applies clinical knowledge and skills

- 1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence
- 1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate
- 1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills

Draws upon and critically appraises appropriate information to inform decision making; manages uncertainty and risk appropriately

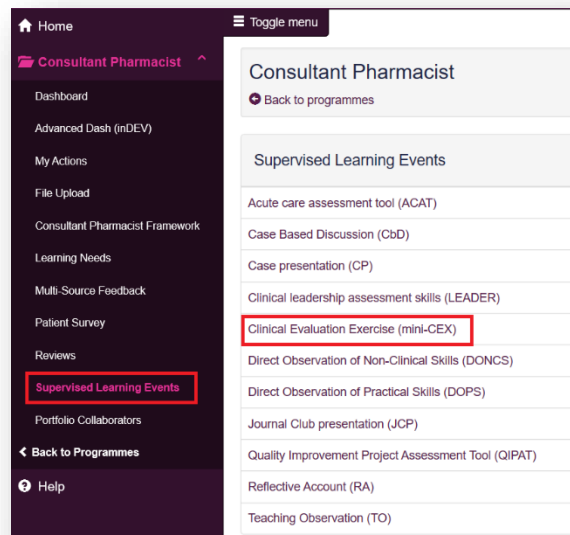
- 1.4 Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care
- 1.5 Manages uncertainty and risk appropriately
- 1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary
- 1.7 Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level
- 1.8 Keeps the individual at the centre of their approach to care at all times
- 1.9 Supports and facilitates the seamless continuity of care for each individual

Practises professionally

- 1.10 Actively practises honesty and integrity in all that they do; upholds a duty of candour

6.5.2 Reviewing a mini-CEX

Select the “**Clinical Evaluation Exercise (Mini-CEX)**” option under the Supervised Learning Events section.



Here you can review a mini-CEX which your learner has already created, by selecting the start date of the mini-CEX you wish to view.

Consultant Pharmacist
 ⬅ Back to programmes

Clinical Evaluation Exercise (mini-CEX)s
 ⬅ Back to Supervised Learning Events

Clinical Evaluation Exercise (mini-CEX)

13/10/2020 (Started)

13/10/2020 (Started)

Start New

Complete the tool as instructed.

☰ Toggle menu

Clinical Evaluation Exercise (mini-CEX) Overview [click to toggle]

The tool is to evaluate a global clinical encounter with a patient assessing the synthesis of skills essential for clinical care such as history taking, communication, examination and clinical reasoning.

Instructions

- Score the pharmacist on the scale provided.
- Scoring should reflect the expected entry-level of performance for a consultant pharmacist as defined in the consultant pharmacist curriculum.
- 'Not applicable' means that the pharmacist did not cover the identified area as it was not within the context of the procedure or case
- 'Below expected level of performance means that either the pharmacist did not cover the identified area to a competent level or it was not demonstrated at all, and should have been.

Collaborator details

Collaborator Name * *This section has not yet been completed.*

Collaborator email * *This section has not yet been completed.*

Collaborator registration no *This section has not yet been completed.*

Collaborator position * *This section has not yet been completed.*

Collaborator profession * *This section has not yet been completed.*

I can confirm I have received appropriate training and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently *

Yes

No

Summary of case

Summary of case *

This section has not yet been completed.

Clinical setting *

This section has not yet been completed.

Complete the mapping at the bottom of the form.

If you are happy with the record, then you can select the “**Save Changes**” button available at the bottom of your screen.

2. Communication and collaborative working

Demonstrates high level communication and collaboration skills, able to communicate complex information to stakeholders in challenging environments to promote a collaborative approach across the healthcare system.

- 2.1 Communicates highly complex, sensitive or contentious information to inform and influence senior pharmacy and non-pharmacy stakeholders from across the healthcare system; promotes a collaborative approach working across boundaries.
- 2.2 Effectively communicates with patients and colleagues in highly challenging and/or hostile environments; manages the situation collaboratively to resolution.

3. Leadership & management

Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthcare system.
- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

Contributes to the governance agenda at a senior level, effectively manages people, resources and risk at a team and/or service level to maximise the quality of patient care.

- 3.3 Motivates and effectively manages individuals and/or team performance at an organisational level⁴
- 3.4 Manages resources effectively to maximise impact on patient care at an organisational level.
- 3.5 Shapes and contributes to the governance agenda at a senior level within their organisation and beyond; develops and monitors standards of practice and risk management policies/protocols at a team and/or service level

4. Education

Manages education provision across boundaries both within and outside of their organisation; interprets national policy to shape the education and development of the workforce in their clinical speciality.

- 4.1 Manages the professional development of individuals within a team and/or service
- 4.2 Shapes and contributes to educational provision for patients and healthcare professionals in their area of expertise within and beyond their organisation.
- 4.3 Interprets national policy to create strategic approaches to local workforce education, planning and development.

5. Research

Critically evaluates the literature and evidence-base to inform and improve service delivery within their organisation

- 5.1 Applies critical evaluation skills in the context of their working practice; uses research and evidence-base to inform and develop practice and services at organisational level and beyond.

Identifies gaps in the evidence base and designs research protocols to generate new evidence

- 5.2 Formulates research questions based on gaps in the evidence base; designs rigorous research protocols to address these and improve service delivery at organisational level and beyond.
- 5.3 Generates new evidence through research; communicates findings to influence practice and improve patient care beyond their organisation

Works collaboratively to support research in their clinical speciality

- 5.4 Contributes to research supervision in collaboration with research experts.
- 5.5 Collaborates with the wider multidisciplinary team to conduct research projects.

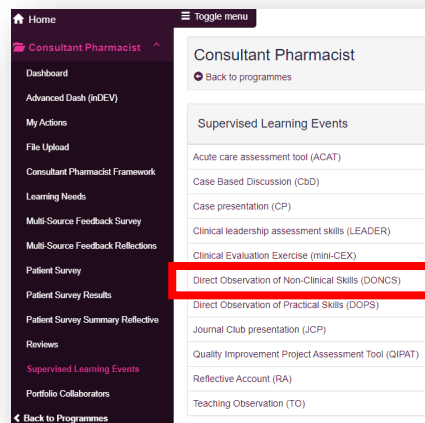
Save Changes

6.6 Direct Observation of Non-Clinical Skills (DONCS)

This tool is used to evaluate the pharmacist's non-clinical skills e.g. chairing a meeting, presenting information to senior stakeholders etc.

6.6.1 Creating a DONCS

Select the “**Direct Observation of Non-Clinical Skills (DONCS)**” option under the “**Supervised Learning Events**” section of the menu.



Here we can see a DONCS has been created. If you wish to review the created DONCS click on the “**Date (Started)**” link.

Direct Observation of Non-Clinical Skills (DONCS)s

[Back to Supervised Learning Events](#)

Direct Observation of Non-Clinical Skills (DONCS)

05/10/2020 (Started)

[Start New](#)

Complete the form as instructed.

Consultant Pharmacist

[Back to programmes](#)

Direct Observation of Non-Clinical Skills (DONCS) (05/10/2020)

[Back to Direct Observation of Non-Clinical Skills \(DONCS\)s](#)

Direct Observation of Non-Clinical Skills (DONCS) Overview [click to toggle]

Collaborator details

Collaborator Name *	This section has not yet been completed.
Collaborator email *	This section has not yet been completed.
Collaborator registration no	This section has not yet been completed.
Collaborator position *	This section has not yet been completed.
Collaborator profession *	This section has not yet been completed.

I can confirm I have received appropriate training and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently *

Yes No

Scenario

Brief summary of scenario *

[Save Changes](#)

Click **“Save Changes”**.

Framework Mapping

1. Professional practice
 Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.
- 1.2 Influences the delivery and quality assurance of clinical services across boundaries.
- 1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.

Shapes and implements regional and national policy and strategy in their area of clinical practice.

- 1.4 Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.
- 1.5 Translates expertise and research into the creation of new policy influencing practice beyond their organisation, demonstrably improving patient care.

2. Communication and collaborative working
 Demonstrates high level communication and collaboration skills; able to communicate complex information to stakeholders in challenging environments to promote a collaborative approach across the healthcare system.

- 2.1 Communicates highly complex, sensitive or contentious information to inform and influence senior pharmacy and non-pharmacy stakeholders from across the healthcare system; promotes a collaborative approach working across boundaries.
- 2.2 Effectively communicates with patients and colleagues in highly challenging and/or hostile environments; manages the situation collaboratively to resolution.

3. Leadership & management
 Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthcare system.
- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

Contributes to the governance agenda at a senior level; effectively manages people, resources and risk at a team and/or service level to maximise the quality of patient care.

- 3.3 Motivates and effectively manages individuals and/or team performance at an organisational level.
- 3.4 Manages resources effectively to maximise impact on patient care at an organisational level.
- 3.5 Shapes and contributes to the governance agenda at a senior level within their organisation and beyond; develops and monitors standards of practice and risk management policies/protocols at a team and/or service level.

4. Education
 Manages education provision across boundaries both within and outside of their organisation; interprets national policy to shape the education and development of the workforce in their clinical speciality.

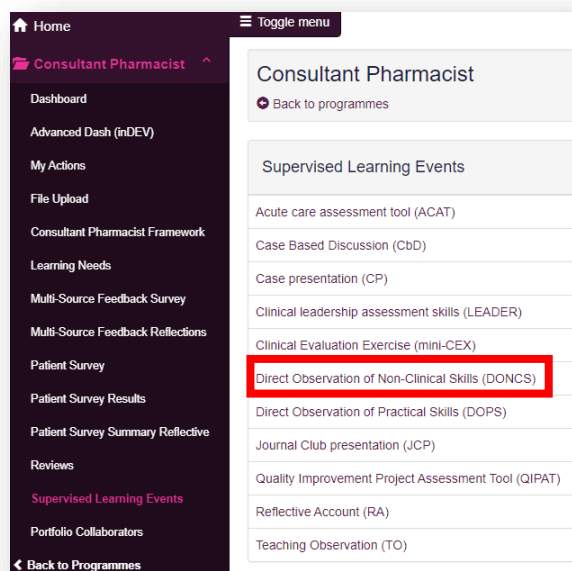
- 4.1 Manages the professional development of individuals within a team and/or service
- 4.2 Shapes and contributes to educational provision for patients and healthcare professionals in their area of expertise within and beyond their organisation

Save Changes

Once you are happy with the record you can click on **“Save Changes”** at the bottom of the page.

6.6.2 Reviewing a DONCS

Select the **“Direct Observation of Non-Clinical Skills (DONCS)”** option under the **“Supervised Learning Events”**.



Here you can review the DONCS which has already been created, by selecting the start date of the DONCS you wish to view.

Direct Observation of Non-Clinical Skills (DONCS)s

[Back to Supervised Learning Events](#)

Direct Observation of Non-Clinical Skills (DONCS)

05/10/2020 (Started)

Start New

Review the form and make any necessary changes.

Framework Mapping

1. Professional practice

Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.
- 1.2 Influences the delivery and quality assurance of clinical services across boundaries.
- 1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.

Shapes and implements regional and national policy and strategy in their area of clinical practice.

- 1.4 Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.
- 1.5 Translates expertise and research into the creation of new policy influencing practice beyond their organisation, demonstrably improving patient care.

2. Communication and collaborative working

Demonstrates high level communication and collaboration skills, able to communicate complex information to stakeholders in challenging environments to promote a collaborative approach across the healthcare system.

- 2.1 Communicates highly complex, sensitive or contentious information to inform and influence senior pharmacy and non-pharmacy stakeholders from across the healthcare system; promotes a collaborative approach working across boundaries.
- 2.2 Effectively communicates with patients and colleagues in highly challenging and/or hostile environments; manages the situation collaboratively to resolution.

3. Leadership & management

Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthcare system.
- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

Contributes to the governance agenda at a senior level, effectively manages people, resources and risk at a team and/or service level to maximise the quality of patient care.

- 3.3 Motivates and effectively manages individuals and/or team performance at an organisational level.
- 3.4 Manages resources effectively to maximise impact on patient care at an organisational level.
- 3.5 Shapes and contributes to the governance agenda at a senior level within their organisation and beyond; develops and monitors standards of practice and risk management policies/protocols at a team and/or service level.

4. Education

Manages education provision across boundaries both within and outside of their organisation; interprets national policy to shape the education and development of the workforce in their clinical speciality.

- 4.1 Manages the professional development of individuals within a team and/or service

Save Changes

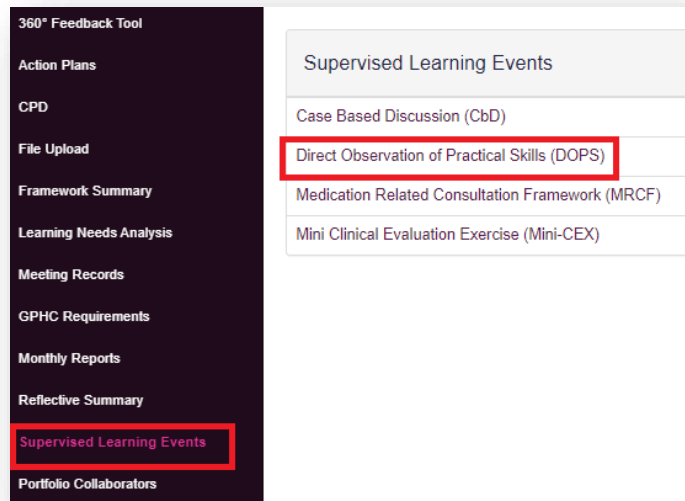
Remember to complete the mapping if needed. Click “**Save Changes**” once completed.

6.7 Direct Observation of Practical Skills (DOPS)

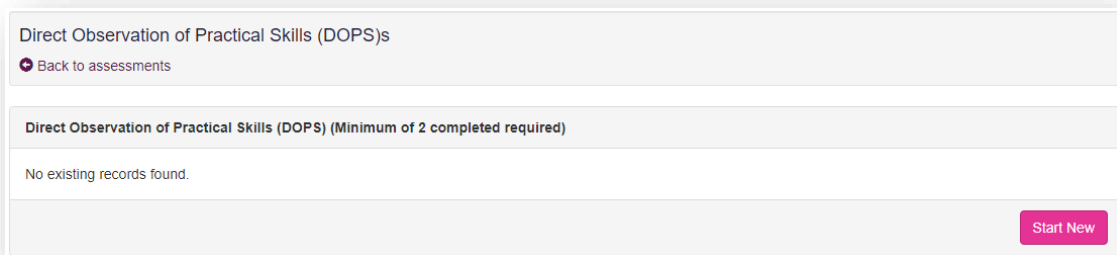
This tool is useful for demonstrating a range of procedural skills that are essential to the provision of safe and effective pharmaceutical care.

6.7.1 Creating a DOPS

To access the DOPS select “**Supervised Learning Events**” from the menu, then “**Direct Observation of Practical Skills (DOPS)**”.



Create a new record by selecting the “**Start New**” button.



Complete the tool as instructed and provide an overall rating for your learner’s performance.

Procedure Level of Complexity				
	Low	Medium	High	
Procedure Level of complexity *				
Knowledge, Skill, Experience or Behaviour ⓘ				
	Below expected level of performance	Meets expected level of performance	Exceeds expected level of performance	Not Applicable
Demonstrates understanding of indications, relevant anatomy, technique of procedure *				
Obtains informed consent *				
Demonstrates appropriate preparation pre-procedure *				
Technical ability *				
Seeks help where appropriate *				
Post procedure management *				
Communication skills *				
Consideration of patient/professionalism *				
Overall Rating ⓘ				
	Unable to perform procedure	Able to perform the procedure under direct supervision/assistance	Able to perform the procedure with limited supervision/assistance	Competent to perform the procedure unsupervised and deal with complications
Based on your observation of this procedure, rate the level of independent practice the pharmacist has shown for this procedure *				
Summary of Assessment				
Which aspects of the encounter were done well? *				

Further down the page will be the summary of assessment, insert the details relevant to this summary. Any detail added into the “**Agreed Actions**” section will be added into the action plans section.

Summary of Assessment

Summary of patient interaction (to include sector, patient type, focus of interaction, new or follow up case, complexity case) *

Anything especially good *

Suggestions for development *

Agreed action *

The details input in the “**Agreed Actions**” area will be added into the action plans section. “**Agreed Actions**” are used throughout the majority of the SLEs so please remember to complete this section.

Select the learning outcomes which will be relevant to the record. Once selected press the “**Save Changes**” button to complete the record.

Framework Mapping

1. Professional practice

Applies clinical knowledge and skills

- 1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence
- 1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate
- 1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills

Draws upon and critically appraises appropriate information to inform decision making; manages uncertainty and risk appropriately

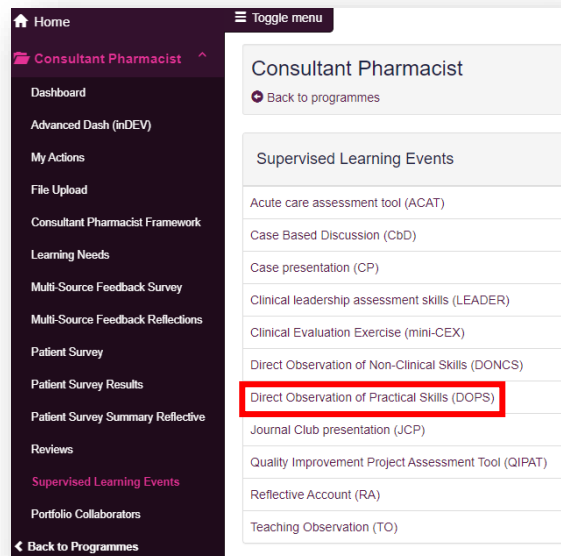
- 1.4 Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care
- 1.5 Manages uncertainty and risk appropriately
- 1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary
- 1.7 Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level
- 1.8 Keeps the individual at the centre of their approach to care at all times
- 1.9 Supports and facilitates the seamless continuity of care for each individual

Practises professionally

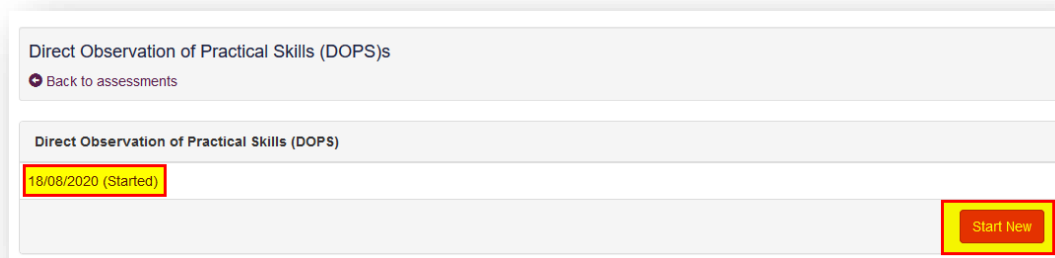
- 1.10 Actively practises honesty and integrity in all that they do; upholds a duty of candour
- 1.11 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice
- 1.12 Is accountable and responsible for own decisions and actions, understanding the potential consequences of these decisions across the whole care pathway
- 1.13 Works within ethical guidelines and legal frameworks, including consent and confidentiality; seeks to gain permission from the individual before accessing confidential records where necessary
- 1.14 Recognises and works safely within own level of competence, understanding the importance of working within this; knows when it is appropriate to escalate a situation

6.7.2 Reviewing a DOPS

To access the DOPS, from the menu select “**Supervised Learning Events**” and select “**Direct Observation of Practical Skills (DOPS)**”.



Once you have accessed the page you can open a started DOPS record by selecting the start date.



Review the form as needed.

Consideration of patient/professionalism *				
Overall Rating ⊕				
	Unable to perform procedure	Able to perform the procedure under direct supervision/assistance	Able to perform the procedure with limited supervision/assistance	Competent to perform the procedure unsupervised and deal with complications
Based on your observation of this procedure, rate the level of independent practice the pharmacist has shown for this procedure *				
Summary of Assessment				
Which aspects of the encounter were done well? *				
Procedure was done with accuracy				
Suggested areas for improvement *				
Learner needs to work on Communication skills.				
Agreed action(s): *				
- Communication skills				
Optional reflection:				
Save Changes				

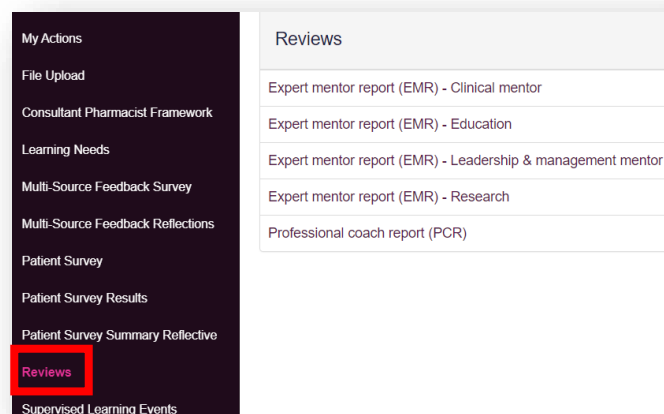
Once you believe the record is complete, click on the **“Save Changes”** button at the bottom of the page.

6.8 Expert mentor report (EMR)

This tool captures the views of the individual’s expert mentors based on observation of an individual’s performance and evidence across the different domains of practice.

6.8.1 Creating an EMR

To access the EMRs select **“Reviews”** from the sidebar menu and select the relevant **“Expert Mentor Report (EMR)”**. For example, if you are the clinical mentor, select **“Expert Mentor Report (EMR) – Clinical Mentor”**.



Click **“Start New”** to create new EMR.

☰ Toggle menu ⌚ Session expires in 34

Consultant Pharmacist

[Back to programmes](#)

Expert mentor report (EMR) - Clinical mentors

[Back to Reviews](#)

Expert mentor report (EMR) - Clinical mentor

09/10/2020 (Started)

05/10/2020 (Started)

Start New

Complete the tool as instructed and provide a rating for your learner's performance.

Expert mentor report (EMR) - Clinical mentor Overview [\[click to toggle\]](#)

Collaborator Name * *This section has not yet been completed.*

Collaborator email * *This section has not yet been completed.*

Collaborator registration no *This section has not yet been completed.*

Collaborator position * *This section has not yet been completed.*

Collaborator profession * *This section has not yet been completed.*

I can confirm I have received appropriate training and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently * Yes No

Leads on delivery	Significantly below expected level of performance	Currently below, but working towards, expected level of performance	Currently at expected level of performance	Currently exceeding expected level of performance	Not discussed
Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries. (includes application of advanced clinical knowledge and skills in complex cases, managing clinical uncertainty, quality assurance of services across boundaries). Related outcomes: 1.1, 1.2, 1.3 *					

Leads on delivery summary

Strengths * *This section has not yet been completed.*

Areas for development * *This section has not yet been completed.*

Save Changes

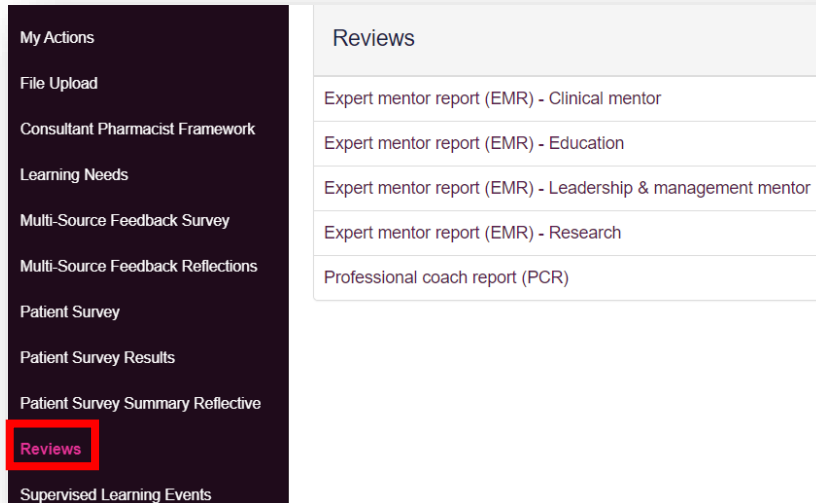
Remember to provide an overall competence rating.

Independent Practice Assessment	Significantly below the level expected of an entry-level consultant pharmacist	Below, but working towards, the level expected of an entry-level consultant pharmacist	At the level expected of an entry-level consultant pharmacist	Above the level expected of an entry-level consultant pharmacist
Based on your holistic expert judgment, rate the overall competence at which the pharmacist has shown that they are currently performing in Domain 1 and 2: *				

Click **“Save Changes”** when finished.

6.8.2 Reviewing an EMR

To access the EMRs select “**Reviews**” from the menu and select the relevant “**Expert Mentor Report (EMR)**”. For example, if you are the clinical mentor, select “**Expert Mentor Report (EMR) – Clinical Mentor**”.



Here you can review the EMR which has already been created, by selecting the start date of the EMR you wish to view.



Review the tool and make any necessary changes and ensure you provide a rating for your learner’s performance. Click “**Save Changes**” when completed.

Expert mentor report (EMR) - Clinical mentor Overview [click to toggle]

Collaborator Name * This section has not yet been completed

Collaborator email * This section has not yet been completed

Collaborator registration no This section has not yet been completed

Collaborator position * This section has not yet been completed

Collaborator profession * This section has not yet been completed

I can confirm I have received appropriate training and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently * Yes No

Leads on delivery	Significantly below expected level of performance	Currently below, but working towards, expected level of performance	Currently at expected level of performance	Currently exceeding expected level of performance	Not discussed
Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries. (includes application of advanced clinical knowledge and skills in complex cases, managing clinical uncertainty, quality assurance of services across boundaries). Related outcomes: 1.1, 1.2, 1.3 *					

Leads on delivery summary

Strengths * This section has not yet been completed

Areas for development * This section has not yet been completed

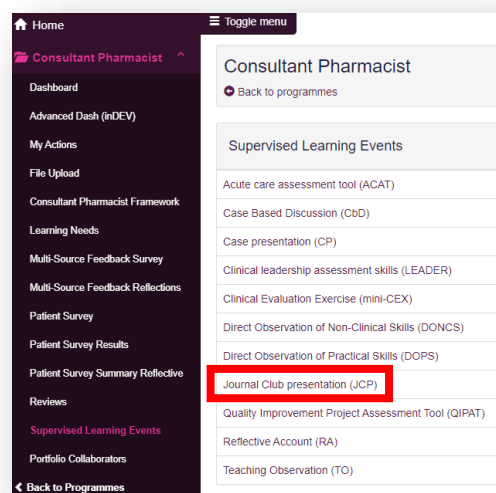
Save Changes

6.9 Journal Club Presentation (JCP)

This tool is useful to evaluate the pharmacist's ability to effectively present a journal paper to colleagues demonstrating knowledge of research methods and critical evaluation skills.

6.9.1 Creating a Journal Club Presentation (JCP)

To access the JCP select the “**Supervised Learning Events**” from the menu and select “**Journal Club presentation (JCP)**”.



Click “**Start New**” at the bottom right hand of the page.

Journal Club presentation (JCP)s

[Back to Supervised Learning Events](#)

Journal Club presentation (JCP)

13/10/2020 (Started)

[Start New](#)

Complete the tool as instructed and provide a rating for your learner's performance.

Journal Club presentation (JCP) Overview [click to toggle]

The tool is to evaluate the pharmacist's ability to effectively present a journal paper to colleagues demonstrating knowledge of research methods and critical evaluation skills.

Instructions

- Score the pharmacist on the scale provided.
- Scoring should reflect the expected entry-level of performance for a consultant pharmacist as defined in the consultant pharmacist curriculum.
- 'Not applicable' means that the pharmacist did not cover the identified area as it was not within the context of the presentation
- 'Below expected level of performance' means that either the pharmacist did not cover the identified area to a competent level or it was not demonstrated at all, and should have been.

Collaborator details

Collaborator Name * *This section has not yet been completed.*

Collaborator email * *This section has not yet been completed.*

Collaborator registration no *This section has not yet been completed.*

Collaborator position * *This section has not yet been completed.*

Collaborator profession * *This section has not yet been completed.*

I can confirm I have received appropriate training and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently * Yes No

Summary of case(s)

Summary of case(s) *

This section has not yet been completed.

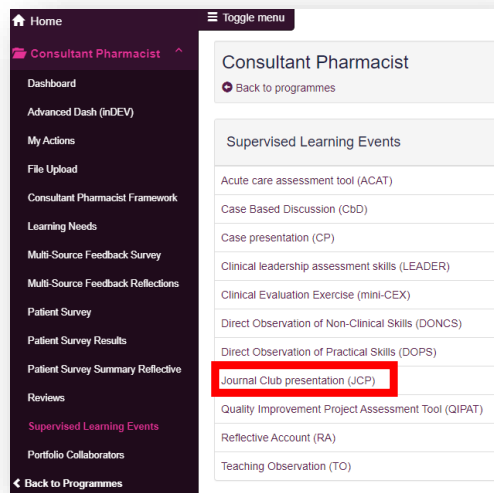
Clinical setting *

[Save Changes](#)

Once you've completed the framework mapping, click **"Save Changes"**.

6.9.2 Reviewing Journal Club Presentation (JCP)

To access the JCP select the “**Supervised Learning Events**” from the menu and select “**Journal Club presentation (JCP)**”.



Here you can review the JCP which has already been created, by selecting the start date of the JCP you wish to view.



Complete the tool as instructed and provide a rating for your learner’s performance.

Overall Rating	Significantly below the level expected of an entry-level consultant pharmacist	Below, but working towards, the level expected of an entry-level consultant pharmacist	At the level expected of an entry-level consultant pharmacist	Above the level expected of an entry-level consultant pharmacist
Based on your observation of this presentation, rate the overall competence at which the pharmacist has shown that they are performing *				
Summary of Assessment				
Other relevant comments or feedback				
Agreed action(s) - Pharmacist needs to improve presentation skills by working on communication				
Optional reflection Agree with feedback as above				

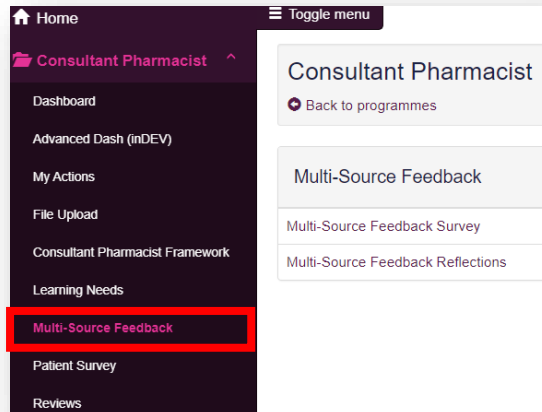
Click “**Save Changes**” when you’re finished.

6.10 Multi-Source Feedback Tool (MSF)

This tool provides systematic collection and feedback of performance data on an individual from colleagues. It can be used to evaluate the pharmacist's level of performance in the relevant domain.

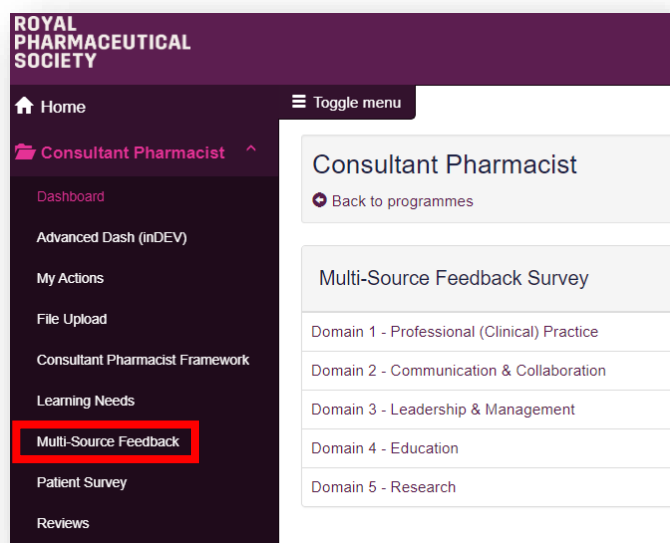
6.10.1 Creating a MSF

Select the “**Multi-Source Feedback**” option from the sidebar menu.

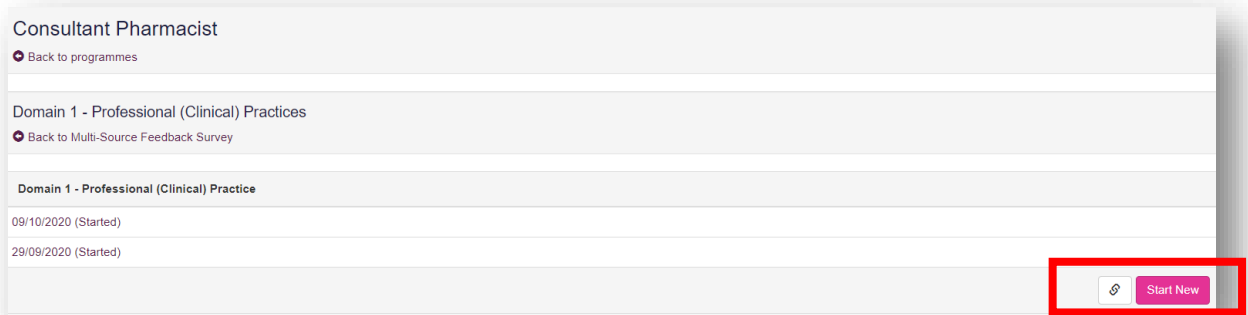


Click “**Multi-Source Feedback Survey**”. Please note the “**Multi-Source Feedback Reflections**” is for the learner to complete. They can use this to reflect on and identify areas of development based on multiple source feedback. Expert Mentors, the Professional Coach and Collaborators can view the “**Multi-Source Feedback Reflections**”.

Once you've clicked “**Multi-Source Feedback Survey**”, you'll see a list of the MSFs by Domain.



Select the relevant MSF. For example, if you are the Clinical Expert Mentor, you will select the “**Domain 1 – Professional (Clinical) Practice**” MSF.



Click “**Start New**” and complete the form as instructed.

The screenshot shows a 'Collaborator Details Survey' form. It includes a text input for 'Collaborator email *' and a list of roles for 'Collaborator role *'. The roles are: Medical consultant, GP, Nurse, Advanced pharmacist, Other consultant AHP, Non-clinical manager, Education & training professional, Medical registrar, Consultant nurse, Chief pharmacist, Pharmacist, Other advanced AHP, Non-clinical administration, Other, Foundation doctor, Advanced nurse, Consultant pharmacist, Pharmacy technician, Other AHP, and Academic. At the bottom, there is a confirmation statement: 'I can confirm I have received appropriate training and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently?' with 'Yes' and 'No' radio buttons. A 'Save Changes' button is at the bottom.

Click “**Save Changes**” once finished.

6.10.2 Reviewing a MSF

Select the “**Multi-Source Feedback Survey (MSF)**” option from the sidebar menu.

Click on the relevant MSF. In this example, this is the Domain 1 MSF. Here you can review the MSF which has already been created, by selecting the start date of the MSF you wish to view.



Review the form and make any necessary changes.

I can confirm I have received appropriate training and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently *

Yes
 No

Overall Rating

Overall rating *

Below the level expected of an entry-level consultant pharmacist in this clinical specialty
 At the level expected of an entry-level consultant pharmacist in this clinical specialty
 Above the level expected of an entry-level consultant pharmacist in this clinical specialty

Particular strengths with relation to their professional (clinical) practice domain *

Suggested areas for improvement with relation to their professional (clinical) practice domain *

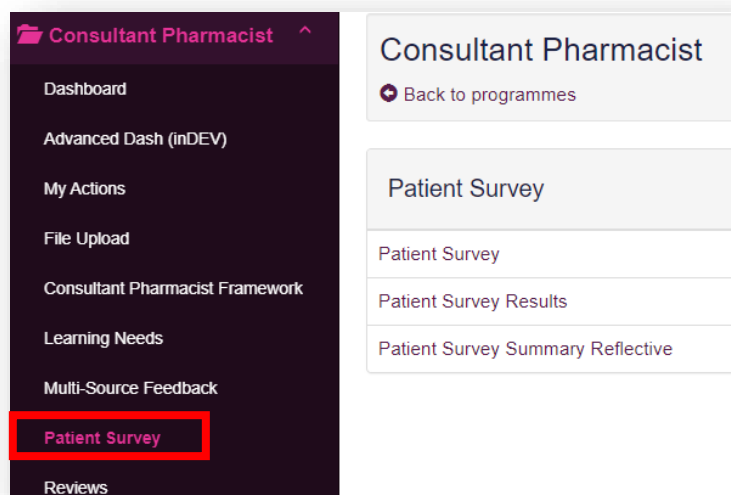
Save Changes

6.11 Patient Survey (PS) and Patient Survey Reflective

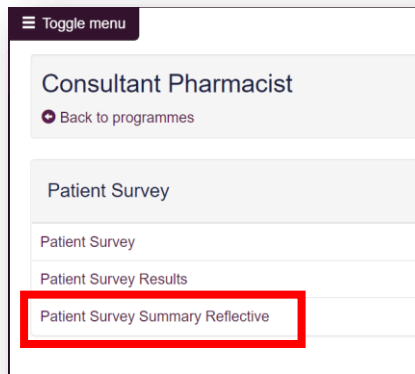
This tool is completed by patients and can be used to evaluate the pharmacist's communication and consultation skills from the patient's perspective. Learner's will invite patients to complete the survey and will be able to view results. Collaborators will be able to review the Learner's "Patient Survey Reflective".

6.11.1 Reviewing a Patient Survey Reflective

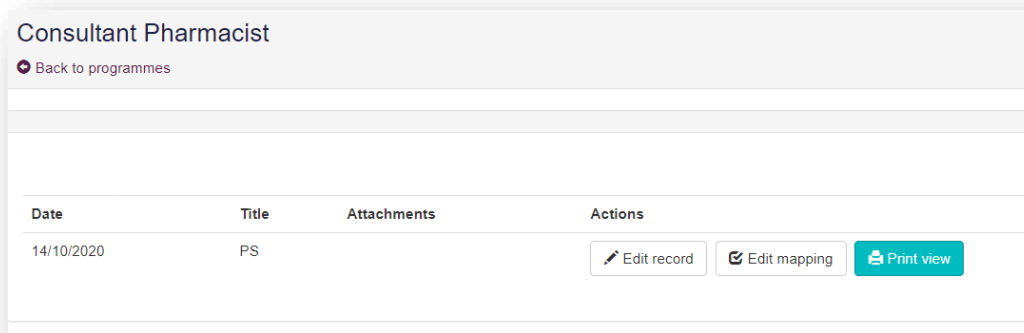
Select the "Patient Survey" option from the sidebar menu.



Collaborators will only be able to view the Learner's "Patient Survey Summary Reflective" (PSR).



Click the link to open the PSR.



Click "Edit record" to view and edit fields. Please note, only the Clinical Expert mentor, Professional Coach and Learner will be able to edit the PSR including the mapping.

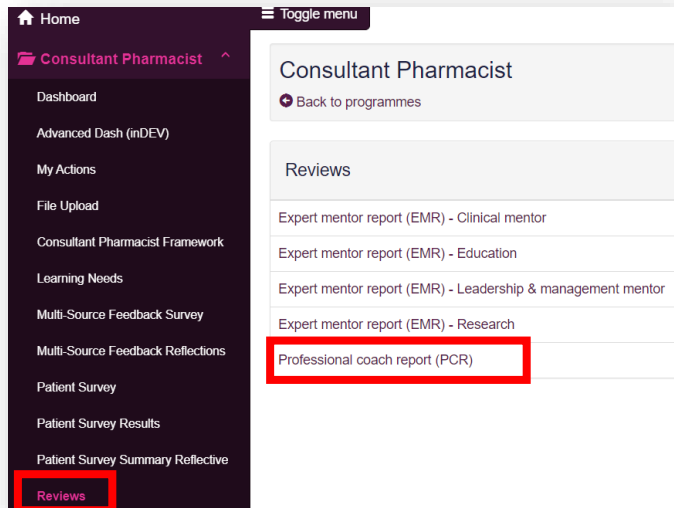
Click "Save and continue" when you are finished.

6.12 Professional Coach report

This tool is used to evaluate the pharmacist's overall performance and progress towards achieving the consultant pharmacist outcomes. This tool is to only be used by the Professional Coach and the Learner.

6.12.1 Creating a Professional Coach report (PCR)

Select the "Professional coach report (PCR)" option under the Reviews.



Click **“Start New”** to create a new PCR.



Complete the PCR as instructed.

The image shows the 'Professional coach report (PCR) Overview' form. It includes a breadcrumb trail: 'Consultant Pharmacist' > 'Professional coach report (PCR) (14/10/2020)' > 'Professional coach report (PCR)s'. There is a 'Back to programmes' link and a 'Back to Professional coach report (PCR)s' link. The form title is 'Professional coach report (PCR) Overview [click to toggle]'. Below this are several input fields for collaborator information, each with a 'This section has not yet been completed.' message: 'Collaborator Name *', 'Collaborator email *', 'Collaborator registration no', 'Collaborator position *', and 'Collaborator profession *'. There is a confirmation statement: 'I can confirm I have received appropriate training and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently *' with radio buttons for 'Yes' and 'No'. Below this is a table for 'Domain 1 - Professional practice' with five columns: 'Significantly below expected level of performance', 'Currently below, but working towards, expected level of performance', 'Currently at expected level of performance', 'Currently exceeding expected level of performance', and 'Not discussed'. The first row of the table contains the text: 'Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries. (includes application of advanced clinical knowledge and skills in complex cases,'. At the bottom of the form is a 'Save Changes' button.

Remember to give an overall rating and complete the agreed actions.

Independent Practice Assessment				
	Significantly below the level expected of an entry-level consultant pharmacist	Below, but working towards, the level expected of an entry-level consultant pharmacist	At the level expected of an entry-level consultant pharmacist	Above the level expected of an entry-level consultant pharmacist
Based on your holistic expert judgment, rate the overall competence at which the pharmacist has shown that they are currently performing: *				
Summary of Assessment				
Other relevant comments or feedback				
<input type="text"/>				
Agreed action(s)				
<input type="text"/>				
Optional reflection				
<input type="text"/>				

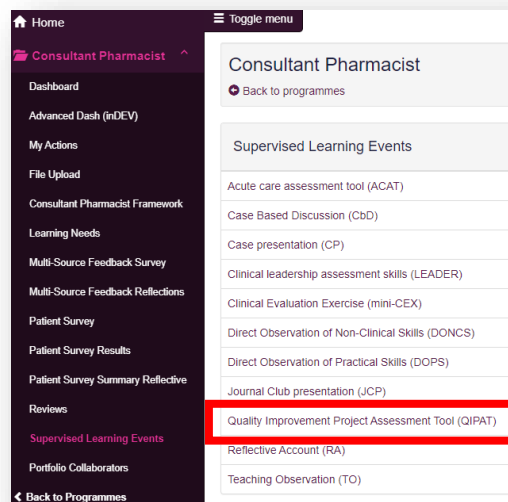
Once finished, click **“Save Changes”**.

6.13 Quality Improvement Project Assessment Tool (QIPAT)

This tool can be used to evaluate the pharmacist’s ability to undertake a quality improvement project to improve service provision in their area of expertise.

6.13.1 Creating a Quality Improvement Project Assessment Tool (QIPAT)

To access the QIPAT select the **“Supervised Learning Events”** from the menu and select **“Quality Improvement Project Assessment Tool (QIPAT)”**.



Click **“Start New”**.

The screenshot shows a web interface for a Consultant Pharmacist. At the top, it says 'Consultant Pharmacist' with a 'Back to programmes' link. Below that is a section for 'Quality Improvement Project Assessment Tool (QIPAT)s' with a 'Back to Supervised Learning Events' link. The main content area is titled 'Quality Improvement Project Assessment Tool (QIPAT)' and shows a date '05/10/2020 (Started)'. In the bottom right corner, there is a pink button labeled 'Start New' which is highlighted with a red rectangular box.

Complete the form as instructed. Remember to provide a title or brief summary of the QIP.

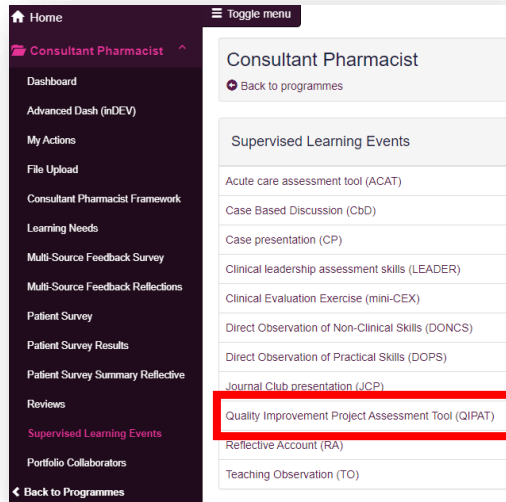
The screenshot shows a detailed form for creating a QIPAT. The header includes 'Consultant Pharmacist' and a 'Session ID'. The form is titled 'Quality Improvement Project Assessment Tool (QIPAT) (05/10/2020)' and has a 'Back to Quality Improvement Project Assessment Tool (QIPAT)' link. Below the title is an 'Overview' section with a 'click to toggle' link. The 'Collaborator details' section includes fields for 'Collaborator name', 'Collaborator email', 'Collaborator registration no', 'Collaborator position', and 'Collaborator profession', each with a 'This section has not yet been completed' message. There is a confirmation statement: 'I can confirm I have received appropriate training and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently.' with 'Yes' and 'No' radio buttons. The 'Format of QIP' section has a table with columns for 'Presentation' and 'Written report'. The 'Summary of Assessment' section has a 'Title or brief description of QIP' field with a 'This section has not yet been completed' message. At the bottom, there is a pink bar with a 'Save Changes' button.

Remember to complete the Framework Mapping.

Click **“Save Changes”** once completed.

6.13.2 Reviewing a Quality Improvement Project Assessment Tool (QIPAT)

To access the QIPAT select the **“Supervised Learning Events”** from the menu and select **“Quality Improvement Project Assessment Tool (QIPAT)”**.



Here you can review a QIPAT which your learner has already created, by selecting the start date of the QIPAT you wish to view.

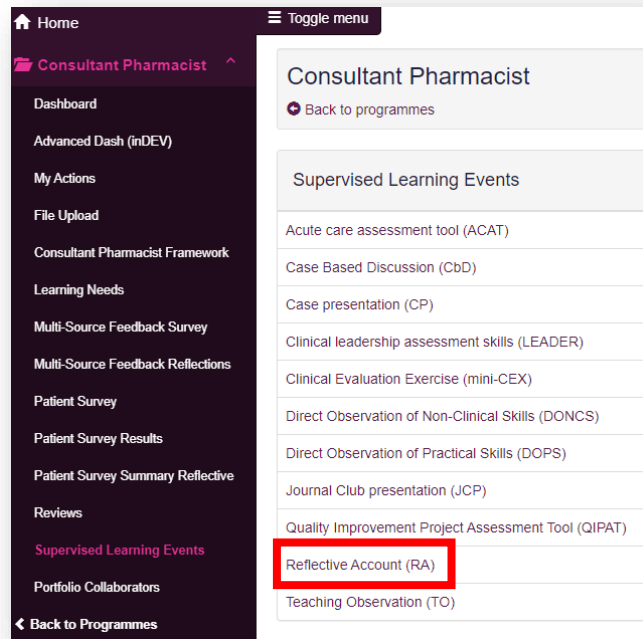


6.14 Reflective Account (RA)

This tool is useful to evaluate the pharmacist's ability to reflect on an experience, analyse their learning and identify areas of development to inform future practice. Please note, it is not mandatory for pharmacist's to complete all sections of the reflective account if certain sections are not relevant to their experience. Reflections are expected to be discussed with the learner's clinical mentor or professional coach.

6.14.1 Reviewing a Reflective Account (RA)

To access your learner's RA select the **"Supervised Learning Events"** from the menu and select **"Reflective Account (RA)"**.



Here you can review a RA which your learner has already created, by selecting the start date of the RA you wish to view.



Collaborators can add to the “**Action Plan(s)**” and the “**Framework Mapping**” if needbe.

Action Plan(s)

Summarise the next steps you now need to take to build on this learning.

Framework Mapping

1. Professional practice

Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmace
- 1.2 Influences the delivery and quality assurance of clinical services across boundaries.
- 1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.

Shapes and implements regional and national policy and strategy in their area of clinical practice.

- 1.4 Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.
- 1.5 Translates expertise and research into the creation of new policy influencing practice beyond their organisation. demonstrably improving patient care.

2. Communication and collaborative working

Demonstrates high level communication and collaboration skills; able to communicate complex information to stakeholders in challenging environments to promote a collaborative approach across the healthca

- 2.1 Communicates highly complex, sensitive or contentious information to inform and influence senior pharmacy and non-pharmacy stakeholders from across the healthcare system; promotes a colla approach working across boundaries.
- 2.2 Effectively communicates with patients and colleagues in highly challenging and/or hostile environments; manages the situation collaboratively to resolution.

3. Leadership & management

Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthca

Save Changes

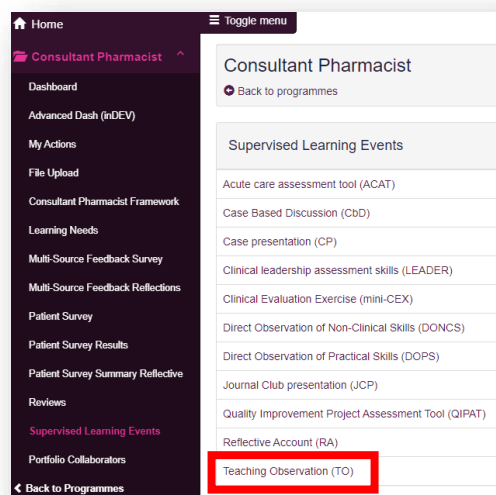
Click “**Save Changes**”.

6.15 Teaching Observation (TO)

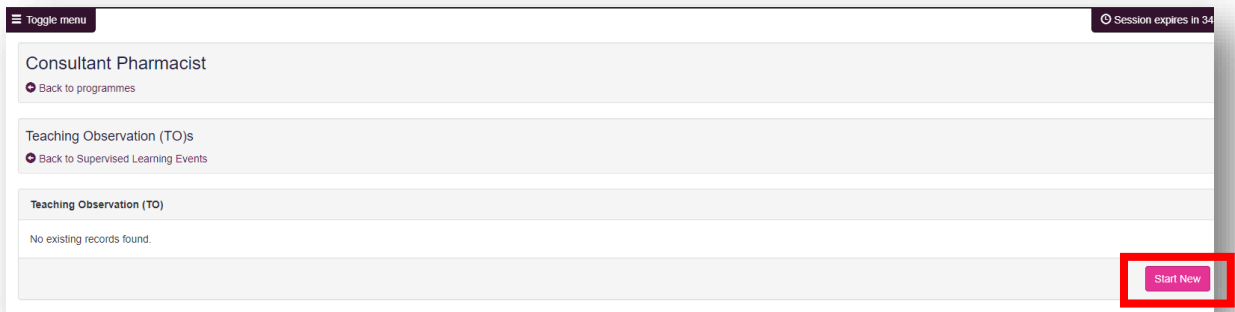
This tool can be used to evaluate the pharmacist’s ability to deliver an effective learning experience to others.

6.15.1 Creating a Teaching Observation (TO)

To create a TO select the “**Supervised Learning Events**” from the menu and select “**Teaching Observation (TO)**”.



Create a new record by selecting the “**Start New**” button.



Complete the tool as instructed and provide a rating for your learner’s performance.

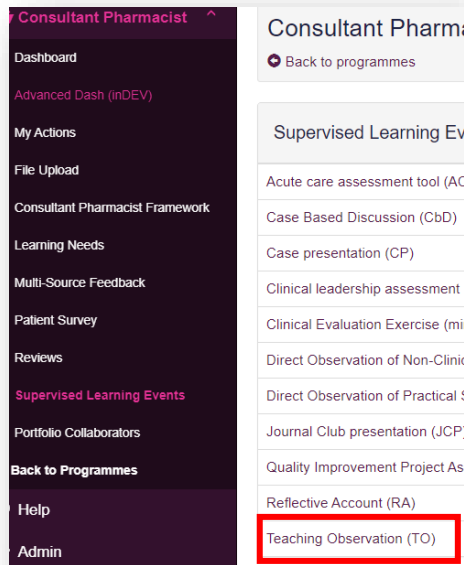
A screenshot of a 'Teaching Observation (TO) (12/10/2020)' form. It includes a 'Back to Teaching Observation (TO)s' link and a 'Teaching Observation (TO) Overview (click to toggle)' section. The form is divided into three main sections: 'Collaborator details', 'Teaching event summary', and 'Observations'.
Collaborator details: Fields for Name, email, registration no, position, and profession, all marked as 'This section has not yet been completed.' A confirmation checkbox for 'I can confirm I have received appropriate training...' is set to 'No'.
Teaching event summary: Fields for Institution/setting, Learner group, Title of session, and Brief description of session, all marked as 'This section has not yet been completed.' The 'Number of learners' field has radio button options: 'Less than 5', '5-15', '16-30', and 'More than 30'.
Observations: A table with five columns: 'Establishes appropriate learning environment with clear educational objectives *', 'Uses subject expertise to provide effective learning opportunities *', 'Content is appropriate to the level and needs of learners *', 'Content is logically sequenced *', and a rating column. The rating column has five categories: 'Below expected level of performance', 'Meets expected level of performance', 'Exceeds expected standard', and 'Not Applicable'.

	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Establishes appropriate learning environment with clear educational objectives *				
Uses subject expertise to provide effective learning opportunities *				
Content is appropriate to the level and needs of learners *				
Content is logically sequenced *				

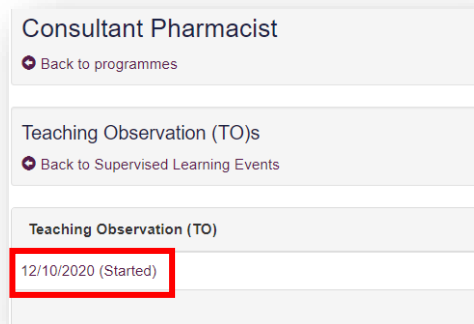
Click “**Save Changes**”.

6.15.2 Reviewing a Teaching Observation (TO)

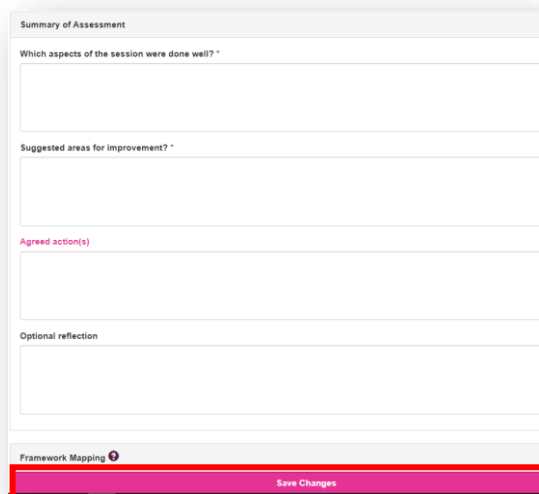
To review a TO select the “**Supervised Learning Events**” from the sidebar menu and select “**Teaching Observation (TO)**”.



Here you can review a TO which has already been created, by selecting the start date of the TO you wish to view.



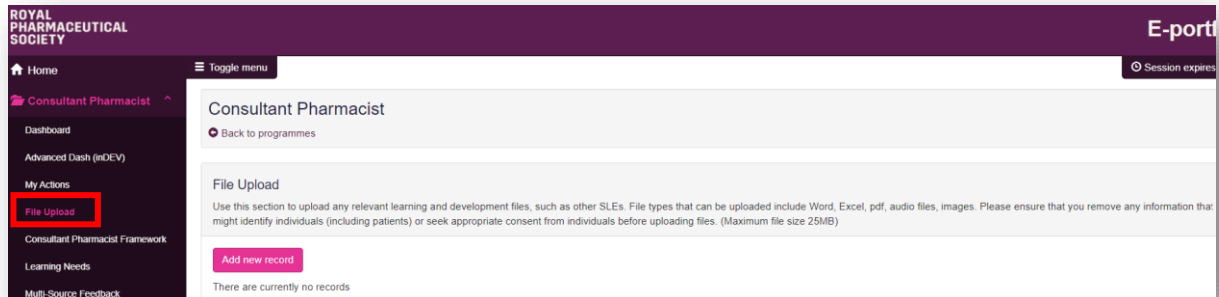
Edit the sections as required and click **“Save Changes”** once completed.



7 – File Upload

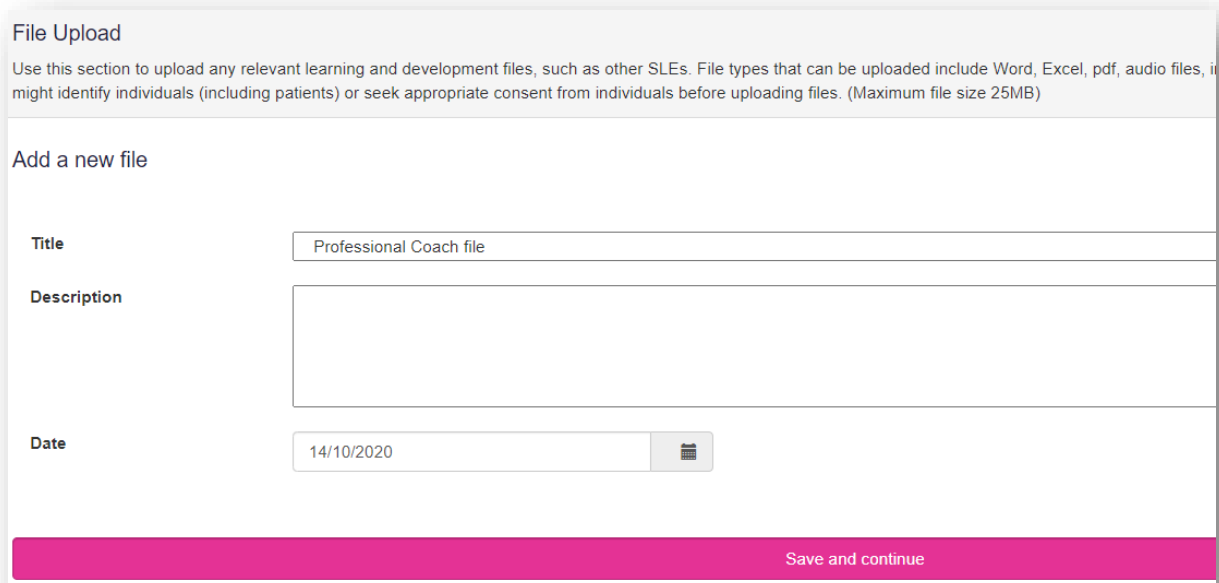
This section is for you to upload any files that may be relevant to your learners' learning and development. This could include other Supervised Learning Events (SLEs), and training certificates. This ensures that all information linked to the consultant pharmacist portfolio is saved in one place.

To access the “**File Upload**”, select the from the menu.



Select “**Add new record**” to start the creation of your file upload.

The first step is to create a title for the record and a description of what the record will be. Once you have inserted the details select the “**Save and continue**” button to progress.

A screenshot of the 'File Upload' form. The form has a header with the title 'File Upload' and a sub-header with instructions. Below this is a section titled 'Add a new file' containing three input fields: 'Title' with the value 'Professional Coach file', 'Description' which is empty, and 'Date' with the value '14/10/2020'. At the bottom of the form is a pink button labeled 'Save and continue'.

You will then need to select the relevant competencies which will be supported by this file upload. Remember to **“Save and continue”**.

The screenshot shows a 'File Upload' section with instructions on how to use it. Below this is a 'Map competencies' section with a 'Skip' button. The main section is titled 'Framework Competencies' and contains a list of competencies under the heading '1. Professional practice'. The first competency is 'Applies clinical knowledge and skills', which has three sub-items: '1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence', '1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate', and '1.3 Conducts patient clinical examinations and assessments proficiently, develops diagnostic skills'. Each sub-item has an unchecked checkbox next to it.

You will then move onto the attachment section, select **“Choose Files”** to open your computer/devices documents and select the file you wish to upload.

The screenshot shows the 'Consultant Pharmacist' page. It has a 'Back to programmes' link. The 'File Upload' section is visible. Below it is the 'Add an attachment' section, which shows 'Linked Attachments (0)'. There is a 'Choose file' button with a 'Choose Files' sub-button and the text 'No file chosen'. Below this is a 'File description:' label and a text input field. A 'Save' button is located below the input field. A red box highlights a 'Finish' button at the bottom left of the page.

When the file is selected add a description to title it and select **“Save”**, once it has moved into the Linked Attachments section select **“Finish”**.

You will now be able to see the record on the **“File Upload”** page, here you can edit it, print, or delete.

The screenshot shows the 'File Upload' page with a table of records. The table has three columns: 'Title', 'Attachments', and 'Actions'. The first row has the title 'Professional Coach file'. The 'Actions' column for this row contains four buttons: 'Edit record', 'Edit competencies', 'Print view', and 'Delete Permanently'. There is also an 'Add new record' button above the table.

TIP: You can upload as many files as you wish, there is no limit on the number of files you can link to each record.

8 – Reviewing progress

If you are registered onto the e-portfolio, you can review your learner’s progress at any point by using the learner dashboard and framework summary.

8.1 Learner’s dashboard

The learner’s dashboard provides an overview of their progress.

The dashboard features a table with the following columns: Outcome, Stakes, No. of mapped evidence types, and Total summary of evidence types. The table is divided into two main sections: '1. Person-centred care and collaboration' and '2. Professional practice'. Callouts provide additional information: 'Number of mapped evidence types against each outcome' points to the 'No. of mapped evidence types' column; 'Total number of evidence types for each outcome' points to the 'Total summary of evidence types' column; 'TIP: You can access evidence by clicking on the number next to the evidence type' points to the numbers within the evidence type lists; and 'Patient Surveys and reflective' points to the 'Patient Survey Overview' widget on the right, which shows 'Patient Surveys' (4) and 'Patient Survey Summary Reflective' (8).

Outcome	Stakes	No. of mapped evidence types	Total summary of evidence types
1. Person-centred care and collaboration	1.1	MSF - D2: 1 LEADER: 2 mini-CEX: 2 DONCS: 1 DOPS: 1 JCP: 1 TO: 1	9
	1.2	MSF - D2: 1 ACAT: 1 mini-CEX: 2 DONCS: 1 DOPS: 1 JCP: 1 TO: 1	9
2. Professional practice	2.1	MSF - D2: 1 ACAT: 1 mini-CEX: 1 DONCS: 1	4
	2.2	ACAT: 1 mini-CEX: 1 DONCS: 1 QIPAT: 1	4
	2.3	QIPAT: 1	1
	2.4	LEADER: 1 mini-CEX: 1 QIPAT: 1 RA: 1 TO: 1	5

You can access your evidence directly from the Dashboard. To access evidence, click on the number next to the evidence type. For example, for 2.1, you can see that the candidate has mapped an ACAT against this outcome. In this case, we will click on the ‘1’ next to the ACAT in 2.1.

The screen below will appear which shows the SLE type and when it was started. Click on the date below **Started Date** to access the SLE.

The modal window displays the following information:

Started Date	Status
13/04/2021	(Started)

A 'Close' button is located at the bottom right of the modal.

The completed SLE will appear. Scroll down the page to view the whole SLE.

Consultant Pharmacist

A programme for pharmacists who are looking to become **credentialed** as consultant pharmacists. Record and compile all the evidence **pharmacist curriculum** outcomes.

[Back to Consultant Pharmacist Dashboard](#)

Acute care assessment tool (ACAT) (13/04/2021)

Back to [Supervised Learning Events](#) [Acute care assessment tool \(ACAT\)](#)

Acute care assessment tool (ACAT) Overview [click to toggle]

Collaborator details

Collaborator Name *

Test 1

Collaborator email *

Test@gmail.com

Collaborator Role *

- Professional Coach
- Clinical Mentor
- Leadership & Management Mentor

8.2 Consultant Pharmacist Framework

We have aligned the tools within our E-portfolio to our consultant pharmacist curriculum. For each tool learners will be asked to map their learning and development to the learning outcomes in the curriculum.

The Consultant Pharmacist Framework provides you with an overview of each tool and/or record mapped to the consultant pharmacist curriculum.

Select **“Consultant Pharmacist Framework”** from the navigation menu to view the details.

The screenshot shows the Royal Pharmaceutical Society E-portfolio interface. The top navigation bar includes the Royal Pharmaceutical Society logo, a 'Toggle menu' button, and a session expiry timer. The left sidebar contains a navigation menu with items like Home, Consultant Pharmacist, Dashboard, Advanced Dash (nDEV), My Actions, File Upload, **Consultant Pharmacist Framework** (highlighted with a red box), Learning Needs, Multi-Source Feedback, Patient Survey, Reviews, Supervised Learning Events, Portfolio Collaborators, Back to Programmes, Help, Admin, and Logout. The main content area displays the 'Consultant Pharmacist' page with a 'Back to programmes' link. Below this is the 'Consultant Pharmacist Competency Framework' section, which includes a summary and a table of learning outcomes and descriptors.

1. Professional practice	Outcomes	Descriptors
Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.	1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.	a. Applies an advanced level ¹ of clinical knowledge and skills in their area of clinical practice to deliver holistic person-centred pharmaceutical care. b. Leads on the pharmaceutical care of complex patients and/or patient populations in their area of expertise based on the evidence-base and/or best practice.
	1.2 Influences the delivery and quality assurance of clinical services across boundaries. ²	a. Works as part of multi-disciplinary teams to lead the development and delivery of clinical services in their area of pharmaceutical expertise. b. Analyses complex data to inform the delivery of high-quality services. c. Improves the quality of patient care and achieves demonstrable improvements/outcomes for patients related to medicines. d. Delivers expertise on relevant pharmaco-economic and policy issues relating to medicines at a strategic level.
	1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.	a. Supports and leads others, working at an organisational level and beyond, to manage competing and complex priorities in unpredictable clinical environments.

To go back to homepage click **“Back to programmes”**.

9 – Contact Details

Visit <https://www.rpharms.com/development/credentialing/consultant/consultant-pharmacist-credentialing> for further information about the consultant pharmacist credentialing process.

For any questions about the requirements of consultant pharmacist credentialing and RPS products and service please contact our dedicated support team:

Email: education@rpharms.com

Telephone: 0207 572 2737 (9am to 5pm, Monday to Friday)

If you experience any technical issues or have any feedback on the platform, please contact our technical team.

Email: support@rpharms.com

Telephone: 0207 572 2737 (9am to 5pm, Monday to Friday)

Acknowledgements

RPS E-Portfolio designed by AXIA

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