ROYAL PHARMACEUTICAL SOCIETY

General Practice Transition Programme (Wales) E-Portfolio User Guide

For Tutors

Contents

1 Introduction

The Royal Pharmaceutical Society (RPS) have developed an E-portfolio for General Practice learners to record their learning and development

The E-portfolio has been designed to be flexible so that learners can work through the elements independently, or as instructed by their training providers.

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/Tutors to help you navigate the E-portfolio and be able to support your learner's progress and comment on their achievements.

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 see an option to **"click to toggle"**.

Select this 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.
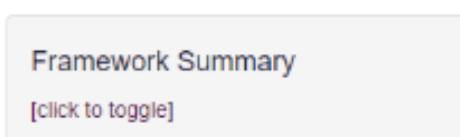
Framework Summary

[click to toggle]

Throughout the programme, the following skills should be demonstrated during assessments on the below topics where appropriate:

- Self-Reflection
- Documentation in records
- Interaction with patients and other health care professionals
- Awareness of personal clinical and skills limitations
- Ability to refer appropriately
- Communication skills to include Consultation Skills and Telephone Skills

All competencies should have a variety of evidence sources including knowledge and self-direct learning but MUST include experiential learning to demonstrate practical application of knowledge and skills in the GP Practice setting.

This is a summary of your learning and development records mapped to knowledge and capability guide. This will enable you to monitor and track your progress, helping you to identify your strengths and areas for development so you can focus your learning.

Numbers within a grey circle are a count of your online records which are mapped to each competency.

In each grey circle, the number on the right indicates records which have been started, and the number on the left indicates records which have been completed.

2.2 Session Timer

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

E-portfolio

Session expires in 34:54

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. You can find further details about the different tools and roles in the glossary at the end of this document.

	Tool	Learner	Tutor	Administrator
	End of Programme Review	✓	✓	✓
CPD	CPD Planned	✓	✓ (View only)	✓ (View only)
	CPD Unplanned	✓	✓ (View only)	✓ (View only)
	Peer Discussion	✓	✓ (View only)	✓ (View only)
	Reflective account	✓	✓ (View only)	✓ (View only)
	Evidence of Learning	✓	✓	✓
	Framework summary	✓	✓	✓
	Learning Needs Analysis (LNA)	✓	✓	✓
	Learner Actions	✓	✓ (View only)	✓ (View only)
Learning Events	Clinical Examination Skills (CES)	✓	✓ (View only)	✓ (View only)
	Telephone Consultations Skills (TCS)	✓	✓ (View only)	✓ (View only)

3 Accessing your Learner's 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, you will first need to be given access by being invited to be their tutor. The HEIW GP Transition programme administrator will link you to your learner and you will receive an email invitation.

TIP: Please check your junk mail folder as the automatic emails can get filtered out as spam.

Follow the link in the email to access the portfolio.

Subject: General Practice Transition Programme – Invitation to be a tutor for ▒▒▒▒▒▒

Hi,

Thank you for supporting learners undertaking the Health Education and Improvement Wales (HEIW) General Practice (GP) transition programme

You have been linked to a new learner: ▒▒▒▒▒▒.

Please access the E-portfolio and either create a new account or log in using your usual Royal Pharmaceutical Society (RPS) login in details and accept the tutor invitation.
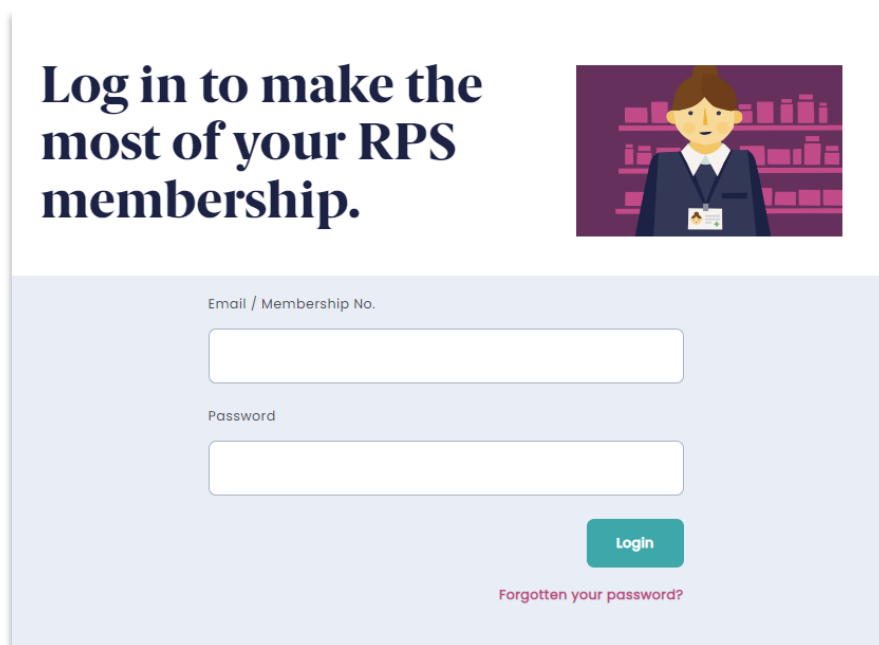
[Manage Invitation]()

Further information about the HEIW GP transition programme can be found here [add hyperlink].

Best wishes, [Programme lead name and title]

This email has been sent from the Royall Pharmaceutical Society (RPS) E-portfolio.
If you are experiencing any technical issues, please email eportfolio@rpharms.com

You will be directed to the Royal Pharmaceutical Society website and be asked to log in.
If you are an **RPS member** you will be able to use your usual password. 6

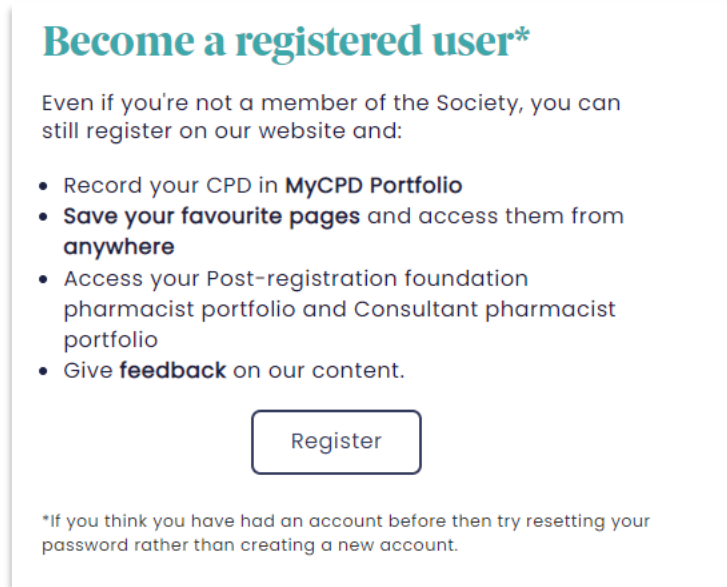If you are not an RPS member, you can register for an account. The registration section is at the bottom of the screen.
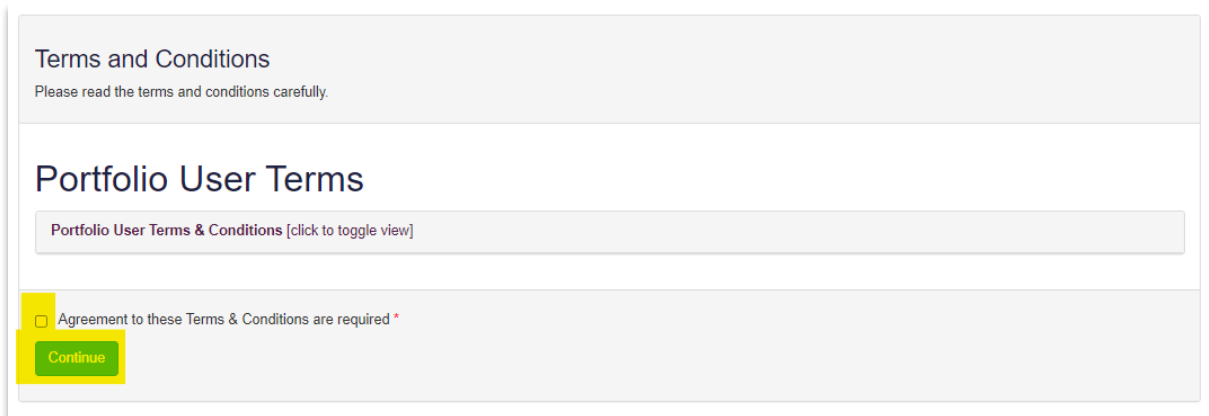

Become a registered user*

Even if you're not a member of the Society, you can still register on our website and:

- Record your CPD in **MyCPD Portfolio**
- **Save your favourite pages** and access them from **anywhere**
- Access your Post-registration foundation pharmacist portfolio and Consultant pharmacist portfolio
- Give **feedback** on our content.

[Register]

*If you think you have had an account before then try resetting your password rather than creating a new account.

You will need to agree to the T&Cs before being able to proceed.

Terms and Conditions
Please read the terms and conditions carefully.
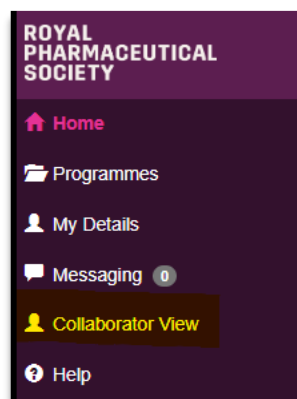
Portfolio User Terms

Portfolio User Terms & Conditions [click to toggle view]

☐ Agreement to these Terms & Conditions are required *
Continue

Select on "Collaborator View" to view a list of linked learners.

ROYAL PHARMACEUTICAL SOCIETY

🏠 Home
📁 Programmes
👤 My Details
💬 Messaging ⓪
👤 Collaborator View
❓ Help

You can access your learner's portfolio by clicking on "Go to programme".
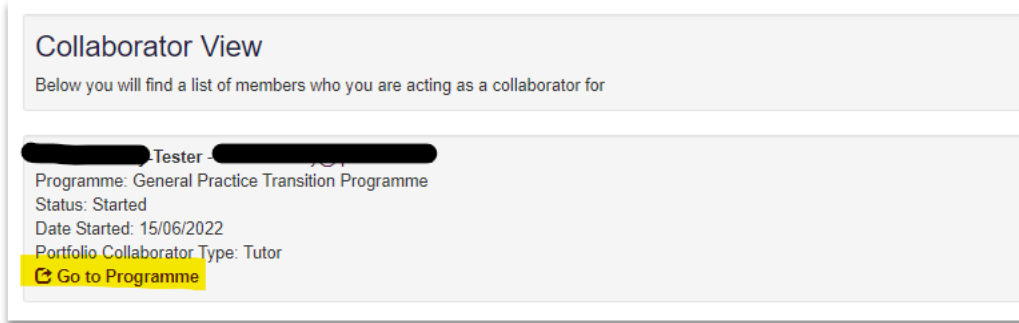
## 3.1   Viewing and editing records

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.
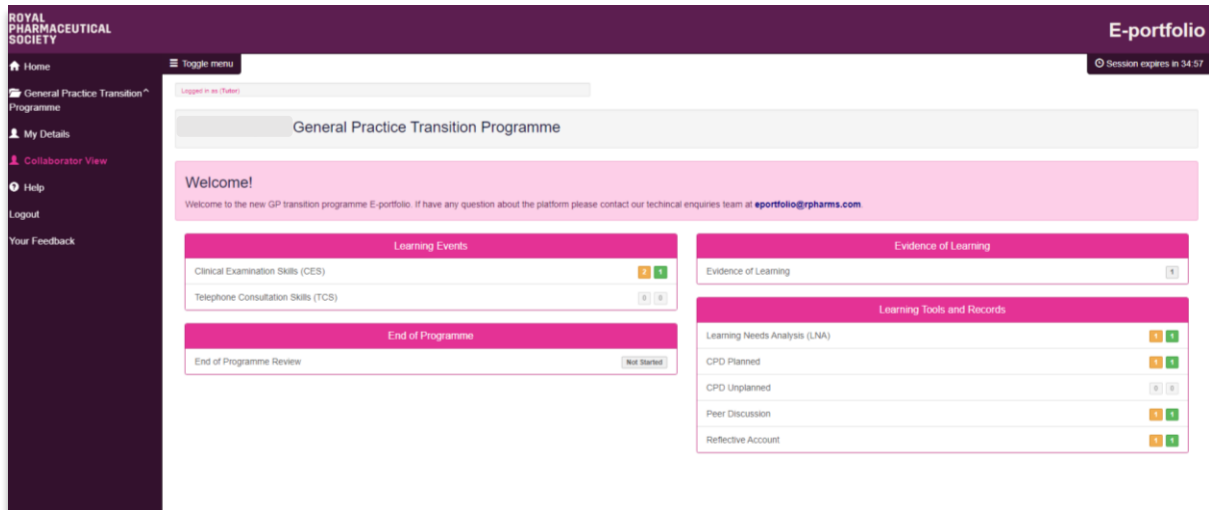
Alternatively, you can access tools and forms from the navigation **Menu**. The menu should be open when you first access your learner's E-portfolio, but if it's not displayed, simply click on "**Toggle Menu**" to open up the full menu sidebar.
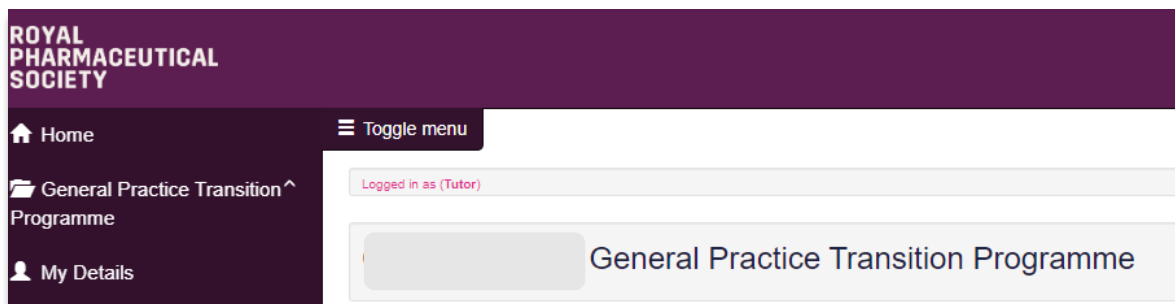
Then click on the relevant programme, in this case **"General Practice Transition Programme"** to expand the contents:
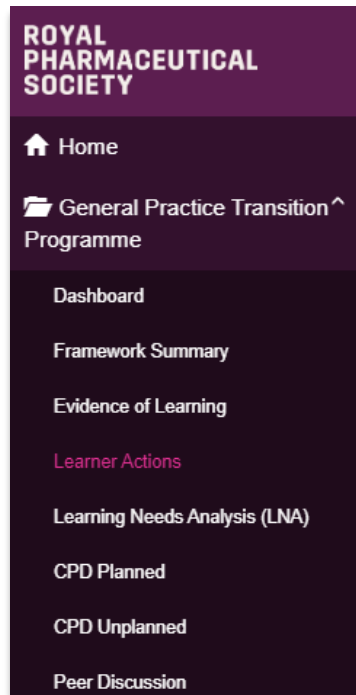
You will then be able to select a tool or form from the list to edit, view or review.

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 Analysis

The learning needs analysis enables a learner to assess their practice against the HEIW General Practice Pharmacist Knowledge and Capability Guide. 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 rotation, role, or 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 Analysis (LNA)**" option from the sidebar menu or the "**Learning Tools and 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.

You will be able to see your learner's ratings.

Full details of all icons can be found under **'Click to Toggle'**.

You can also view comments and add your own in the comments field (if you select the edit option).

4.2   Learner Actions

Throughout the e-portfolio, your learner will be able to create actions/tasks that will collate into the "Learner Actions" area. You will be able to view the table of actions but not any specific details. You can do this by selecting "Learner Actions" from the side navigation menu.

5 Using Learning Events to Support Development

Learning events tools support the development of specific knowledge, skills or attributes. Examples are:
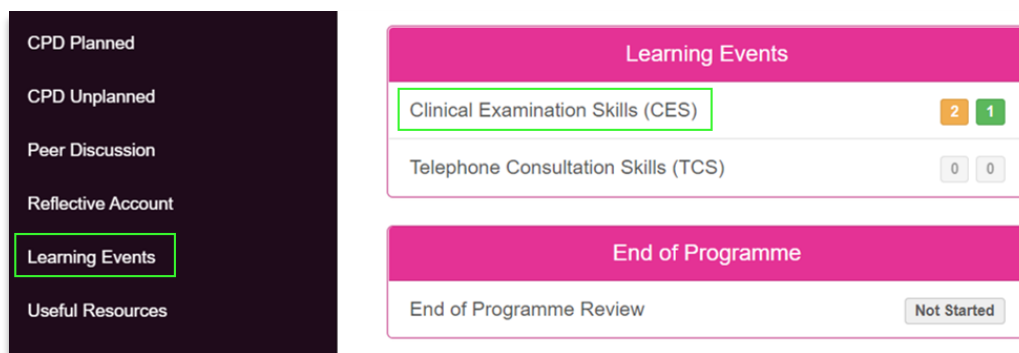
- Clinical Examination Skills (CES)
- Telephone Consultations Skills (TCS)

These tools will be used by your learner to document their attendance at relevant workshops and map to the competency framework.

As a tutor, you are not required to confirm attendance or to sign these off.

5.1 Clinical Examination Skills (CES)

Select the "**Clinical Examination Skills**" option under the "**Learning Events"** area of the home dashboard page or by selecting "**Learning Events**" from the side navigation menu.

The records created by your learner will appear in a table. You can review these by clicking the **"View"** button.

Clinical Examination Skills (CES)

Title	Date	Date Created	Actions
CES 1	22/07/2022	22/07/2022	View
CES 2	22/07/2022	22/07/2022	View
CES 3	22/07/2022	22/07/2022	View

This will display the record for you to view. Please note you will not be able to edit this record.

5.2 Telephone Consultation Skills (TCS)

Select the "**Telephone Consultation Skills**" option under the "**Learning Events**" area of the home dashboard page or by selecting "**Learning Events**" from the side navigation menu.

The records created by your learner will appear in a table. You can review these by clicking the **"View"** button.

Telephone Consultation Skills (TCS)

Title	Date	Date Created	Actions
TCS 1	29/07/2022	29/07/2022	View
TCS 2	29/07/2022	29/07/2022	View

This will display the record for you to view. Please note you will not be able to edit this record.

Telephone Consultation Skills (TCS)

❮ Back

Details

Title *	TCS 1

Date *	29/07/2022	📅

I confirm that I have attended a telephone consultation skills workshop

☑ Confirm

Attachments

Linked Attachments (0)

Framework Mapping*

Consider what learning outcome(s) this record provides evidence for and map to all that apply Expand the sections to select mapped learning outcomes.

Knowledge and Capability Guide

Knowledge and Capability Guide

GP Practice Structure

Structure of a General practice, to include size, patient demographics, staff profile, administration processes and appointment systems

Repeat Prescribing Processes

Repeat prescribing process in a General Practice

Acute Medication Prescribing Process

Acute prescribing process in a General Practice

GP Computer System

Back

6 Evidence of Learning

This tool allows the learner to record their evidence of learning for the General Practice Transition programme.

To review your learner's submissions, select either the "**Evidence of Learning**" option from the side navigation menu, or "**Evidence of Learning**" from the dashboard.

This will take you to the page below. The 'view' option will allow you to see a read-only version of the evidence. When a piece of evidence has been signed off, this will be the only option available. The 'edit' option will allow you to make changes, leave comments and sign off the evidence.

The record will appear as shown below.

You will be able to view comments from your learner and also add your own comments by clicking **"Add Comment".** You can also add attachments if required.

The box below will pop up when you click '**Add Comment**'.

You will then be able to add/amend the competencies ticked in the '**Framework Mapping'** section.

You then have two options. You can either click '**Update Record'** to save the changes you have made. Please note this will not sign off the evidence as complete.

Or you can click '**Update and Complete Record'** which will save the changes and sign off the evidence. The record will then change to view only for both learner and tutor.

7 Continuing Professional Development (CPD)

This section allows you to view records of any planned or unplanned learning. The forms have been aligned to the forms used by the General Pharmaceutical Council (GPhC) for revalidation. You will not be able to edit these sections but can view the information completed by your learner. Use this information to structure your conversations about learning and development.

7.1 Planned CPD

To view your learners CPD select either the "**CPD Planned**" option from the side navigation menu, or "**CPD Planned**" under the "**Learning Tools and Records"** section of the dashboard.

This will take you to the page below. Select 'view' to view the record.

Title	Start date	Date Created	Actions
CPD	20/07/2022	22/07/2022	View
CPD 2	22/07/2022	22/07/2022	View

You will then see the below screen where you can read the details of the CPD record. (You will not be able to edit these records).

CPD Planned

Details	
Title *	CPD
Start date *	20/07/2022 📅

What are you planning to learn? *

Tell us what learning you are planning to carry out. What you need to learn may be new knowledge, skills, or a new attitude or approach – anything that you think will make you better able to do your job as a pharmacy professional or prepare you for a new service or role. You should be as specific as possible.

You should explain why this learning is relevant to you in your role as a pharmacy professional and how it will affect the people using your services. If you don't think it is relevant or will have a significant beneficial impact on anyone, you might want to consider why you are planning to carry out and record this learning.

Please take care not to disclose any confidential information about patients without their consent.

How are you planning to learn it? *

It is important for you to consider a range of options for achieving your learning across the breadth of your CPD entries. Focus your planned CPD on those activities that are relevant to, or likely to have the biggest impact on, the people using your services.

x

Give an example of how this learning has benefitted the people using your services? *

Putting learning into practice is a good way to prove that you have actually learnt what you intended. Tell us what specific skills, attitudes and/or behaviours you have gained as a result of your learning.

Include a real example of how the people using your services have benefited from your learning. If you were able to introduce a new service successfully, the benefits will be clear. If you are more confident in your ability to respond to a particular query, or have some new knowledge that you can use in your practice, that is also a beneficial outcome.

Do include any feedback about your practice that you have had from other people.

x

Framework Mapping[*]

Consider what learning outcome(s) this record provides evidence for and map to all that apply Expand the sections to select mapped learning outcomes.

Knowledge and Capability Guide

Knowledge and Capability Guide

GP Practice Structure

Structure of a General practice, to include size, patient demographics, staff profile, administration processes and appointment systems

Repeat Prescribing Processes

Repeat prescribing process in a General Practice

Acute Medication Prescribing Process

✔ Acute prescribing process in a General Practice

GP Computer System

Ability to use the GP computer system, to check Patient Medication Records, relevant clinical information, drug monitoring, add consultations, add / update medication

✔ Ability to use GP computer system for searches and audits

Back

7.2 Unplanned CPD

To view your learners CPD select either the "**CPD Unplanned**" option from the side navigation menu, or "**CPD Unplanned**" under the "**Learning Tools and Records"** section of the dashboard.

The process for unplanned CPD records is similar to planned CPD records. The main differences are the fields the learner must complete. The forms have been aligned to the forms used by the General Pharmaceutical Council (GPhC) for revalidation.

You will see a table of all the Unplanned CPD records and can look at these by clicking 'view'.

8 Peer Discussion Form

This section allows you to view any peer discussions your learner has recorded. The forms have been aligned to the forms used by the General Pharmaceutical Council (GPhC) for revalidation. You will not be able to edit these sections but can view the information completed by your learner. Use this information to structure your conversations about learning and development.

To view your learners peer discussion, select either the "**Peer Discussion**" option from the side navigation menu, or "**Peer Discussion**" under the "**Learning Tools and Records"** section of the dashboard.

This will take you to the page below. Select 'view' to view the record.

Peer Discussion

Title	Date	Date Created	Actions
Peer discussion 1	22/07/2022	22/07/2022	View
Peer discussion 2	22/07/2022	22/07/2022	View

You will then see the below screen where you can read the details of the Peer Discussion. (You will not be able to edit these records).

Peer Discussion
‹ Back

Details

Title *	Peer discussion 1
Date *	22/07/2022

Please give the name, contact details and the role of your peer on this occasion

Name of Peer *	x
Role *	x
Organisation *	x
Telephone *	x
Email *	x

Describe how this peer discussion changed your practice for the benefit of people using your services *

Tell us why you chose this peer.

Tell us how this peer discussion has helped you to reflect on and make improvements to your practice.

Give a real example of any beneficial outcomes for the people using your services as a result of making changes to your practice.

Do include any feedback about your practice that you have had from other people.

You do not have to include information on the subject(s) discussed if you feel the contents are confidential.

x

Attachments

Linked Attachments (0)

Framework Mapping*

Consider what learning outcome(s) this record provides evidence for and map to all that apply Expand the sections to select mapped learning outcomes.

Knowledge and Capability Guide
Knowledge and Capability Guide

GP Practice Structure

Structure of a General practice, to include size, patient demographics, staff profile, administration processes and appointment systems

Repeat Prescribing Processes

Repeat prescribing process in a General Practice

Acute Medication Prescribing Process

✔ Acute prescribing process in a General Practice

GP Computer System

Ability to use the GP computer system, to check Patient Medication Records, relevant clinical information, drug monitoring, add consultations, add / update medication

✔ Ability to use GP computer system for searches and audits

Back

9   Reflective Account

This section allows you to view any reflective accounts your learner has recorded. The forms have been aligned to the forms used by the General Pharmaceutical Council (GPhC) for revalidation. You will not be able to edit these sections but can view the information completed by your learner. Use this information to structure your conversations about learning and development.

To view your learners reflective account, select either the "**Reflective Account**" option from the side navigation menu, or "**Reflective Account**" under the "**Learning Tools and Records"** section of the dashboard.

This will take you to the page below. Select 'view' to view the record.

Reflective Account

Title	Date	Date Created	Actions
Reflective account 1	22/07/2022	22/07/2022	View
Reflective account 2	22/07/2022	22/07/2022	View

You will then see the below screen where you can read the details of the Reflective Account. (You will not be able to edit these records).

Reflective Account
‹ Back

Details

Title *	Reflective account 1
Date *	22/07/2022

Provide a reflective account of how you met one (or more) of the GPhC's standards for pharmacy professionals. The GPhC will tell you which standard(s) to choose from each year. *

Tell us briefly about your area of work (the setting of your practice and your main roles).

Tell us briefly who the typical users of your service(s) are.

Tell us how you meet the standards for pharmacy professionals we have selected.

Give a real example(s) taken from your practice to illustrate how you meet the standards we have selected.

x

Attachments

Linked Attachments (0)

Framework Mapping*

Consider what learning outcome(s) this record provides evidence for and map to all that apply Expand the sections to select mapped learning outcomes.

Knowledge and Capability Guide

Knowledge and Capability Guide

GP Practice Structure

Structure of a General practice, to include size, patient demographics, staff profile, administration processes and appointment systems

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10 Useful Resources

This section contains a list of useful documents and templates to support your learners with their development. Completed forms and templates can be uploaded into the **"Evidence of Learning"** section.

To view these, select "Useful Resources" from the side navigation menu.

11 Reviewing Progress

You can review your learner's progress at any point by using the learner dashboard and framework summary.

11.1 Learner's dashboard

The learner's dashboard provides an overview of their progress. It provides a snapshot of the number of tools and records completed.

Clicking on any of the counts or status notes will take you to a list of all records for the relevant section. You will then be able to click on the title of each record to view further detail.

11.2 Framework Summary

We have aligned the tools within our E-portfolio to the HEIW General Practice Transition Programme knowledge and capability guide. For each tool learners will be asked to map their learning and development to the learning outcomes in the curriculum. This provides structure for their on-going development.

The framework summary provides you with an overview of each tool and/or record mapped to the General Practice Transition Programme knowledge & capability guide.

Select "**Framework Summary**" from the navigation menu to view the details.

As you scroll down the page you will see the types of tools and records that have been mapped to each learning outcome. Darker shaded circles are counts of records associated with the outcome. If the tool or record has not been mapped to the outcome the circle will be displayed in a lighter shade of grey. The first number displayed is the number of completed records and the second number is the total records created.

Topic	Knowledge Item	Sign Off Date ▲	CES	TCS	Evidence of Learning	CPD Planned	CPD Unplanned	Peer Discussion	Reflective Account	Complete
GP Practice Structure	Structure of a General practice, to include size, patient demographics, staff profile, administration processes and appointment systems	3m	0	0	0	0	0	0	0	
Repeat Prescribing Processes	Repeat prescribing process in a General Practice	3m	0	0	0	0	0	0	0	
Acute Medication Prescribing Process	Acute prescribing process in a General Practice	3m	0	0	0 / 1	1 / 2	0	0 / 1	0	
GP Computer System	Ability to use the GP computer system, to check Patient Medication Records, relevant clinical information, drug monitoring, add	3m	0	0	0	0	0	0	1 / 1	

You can view a list of record associated with each outcome by clinking on the count next to each outcome.

Topic	Knowledge Item	Sign Off Date ▲	CES	TCS	Evidence of Learning	CPD Planned	CPD Unplanned	Peer Discussion
GP Practice Structure	Structure of a General practice, to include size, patient demographics, staff profile, administration processes and appointment systems	3m	0	0	0	0	0	0
Repeat Prescribing Processes	Repeat prescribing process in a General Practice	3m	0	0	0	0	0	0
Acute Medication Prescribing Process	Acute prescribing process in a General Practice	3m	0	0	0 / 1	1 / 2	0	0 / 1

A pop-up box will appear with a list of the records. Click on the view icon 👁 to view the full record.

Evidence of Learning Linked Records

Evidence of learning 1 (Created on 22/07/2022)   👁

Close

The record will be displayed in read-only format. If files have been attached to the record you will also be able to click on the link and view the file.

The Framework Summary displays the competencies in order of sign off date.

3 months –   3m

6 months –   6m

12 months -   12m

You can rearrange the order by clicking on the headings of each column.

11.2.1 Signing off Knowledge Items

To sign off a learner as competent for each knowledge item, you can click on the pen icon ✎ in the 'complete' column. (You may need to scroll the page right to see this column).

The below box will pop up to add any comments and to confirm you wish to sign it off.

The 'Complete' column will then show a green tick ✔ and the date this knowledge item was signed off. The learning outcome will then appear in a lighter shade of grey.


11.2.2 Marking the Framework as complete

When your learner has submitted all the required evidence and you are ready to sign the framework off as complete, there is a button to click on the "Framework Summary" page – as shown below.
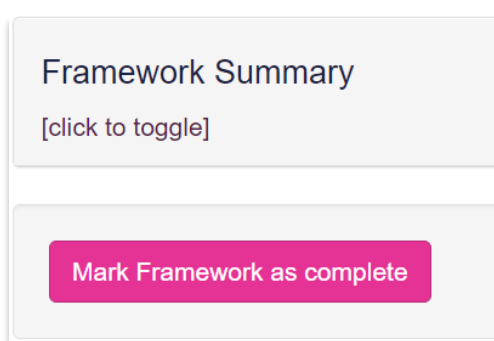
A message will pop up to confirm that you want to mark the framework as complete and this will also remind you how many knowledge items have been signed off.
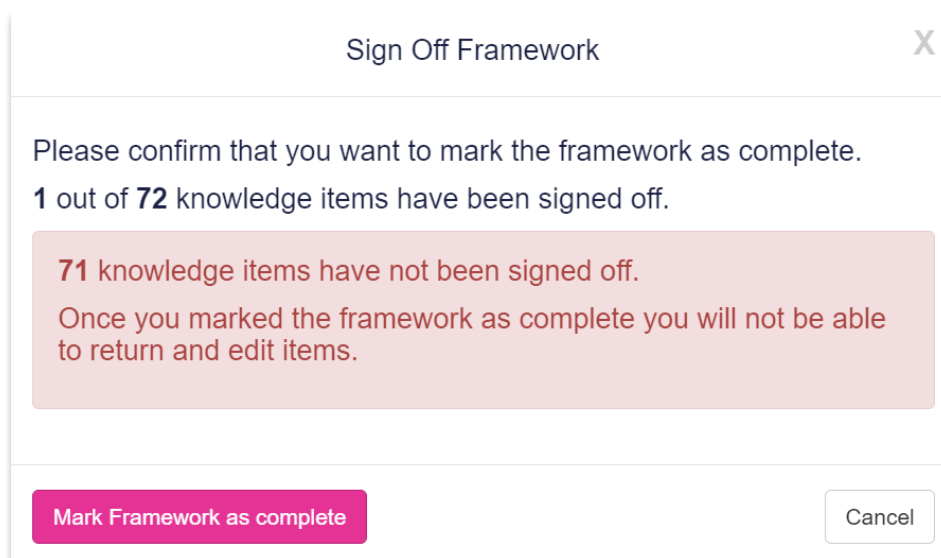

11.2.3 End of Programme Review

When the framework has been signed off, you will then be able to access the "**End of Programme Review".** This must be done in the correct order, starting with the learner. Learner > Tutor > Programme Lead.

This is a declaration to confirm that the learner has completed all the necessary records and requirements for the GP transition programme.

When the learner has confirmed this, as the tutor you will also need to confirm this.

Start by selecting either the "**End of Programme Review**" option from the side navigation menu, or "**End of Programme Review**" under the "**End of Programme**" section of the dashboard.
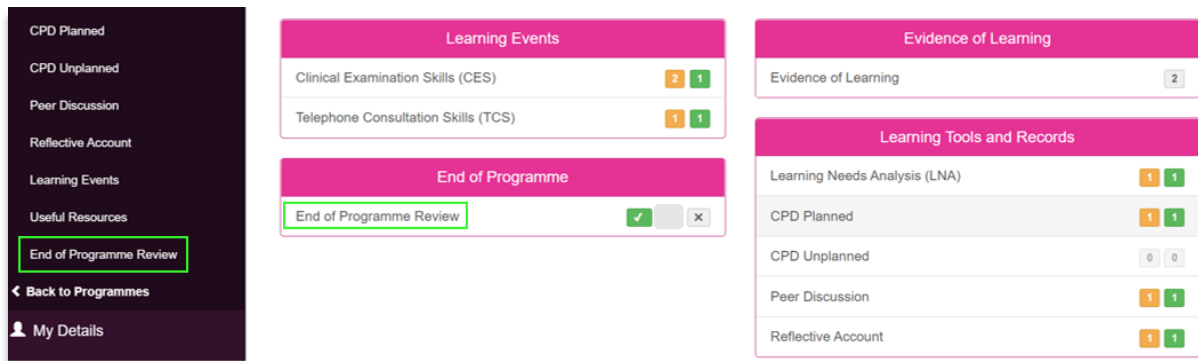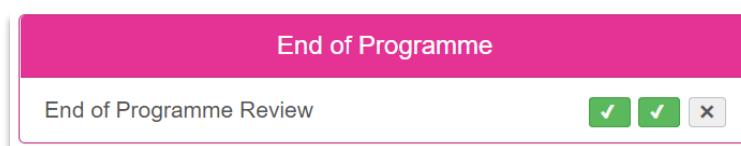

You will see the screen below where you can tick the box under 'Tutor Declaration'. Then select the 'Submit to Educational Programme Lead' button.

Another declaration for the Programme Lead will appear and when this has been confirmed, a certificate will appear on your learners e-portfolio.
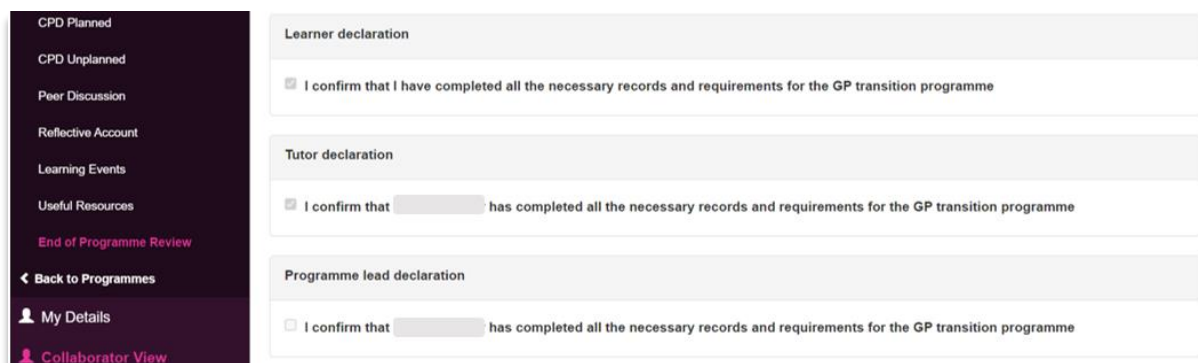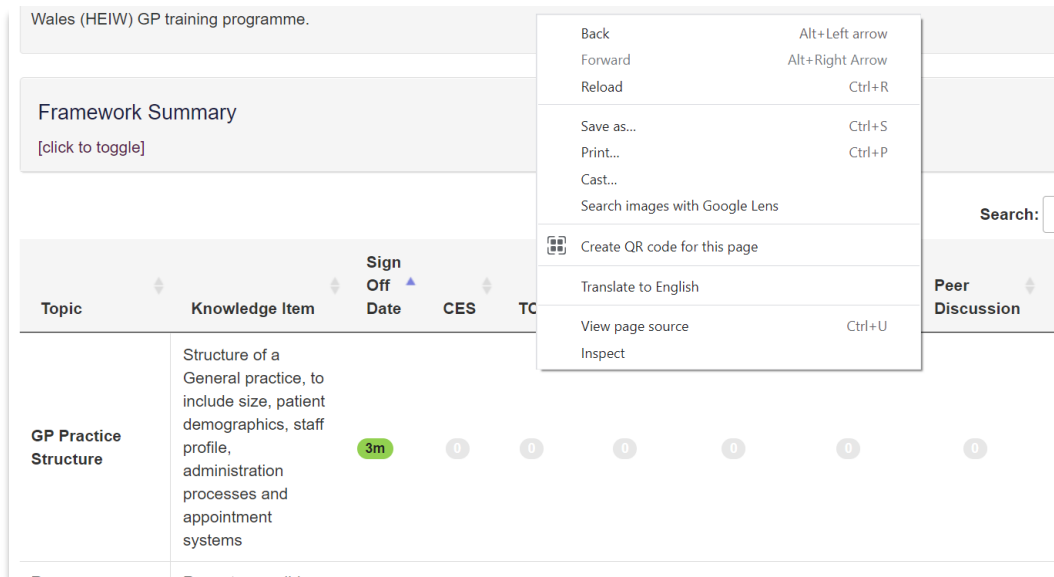

You can keep track of this by viewing your learner's dashboard.

12 Printing Records

If you need to print any records you can print the page by right clicking on your mouse to bring up the options dialogue window, then select "**Print**".

This will generate a print friendly pdf document.

13 Contact Details

Visit **www.rpharms.com/** for further information about the e-portfolio.

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

If you have any queries about the General Practice Transition Programme, please contact HEIW.

Acknowledgements

RPS E-Portfolio designed by AXIA
AXIA Digital, Suite 58, Batley Business Park, Batley, West Yorkshire, WF17 6ER

13 Glossary

Term	Description
Learner	An individual who is using the E-portfolio for their learning and development.
Tutor	An individual who supports a pharmacist with their learning and development, who may or may not be based in the same workplace.
Employer	Individual or organisation employing a pharmacist.
Administrator/Programme Lead	HEIW – approving requests, final sign off when complete to generate certificate
Registered user	A user registered on RPS website who does not have an RPS membership account.
Learning Event (LE)	A learning and development tool that supports the development of specific knowledge, skills, or attributes.