

Pre-registration Training
Tutor Manual
2011 - 2012



Pharmaceutical
Society
of
Northern Ireland

PRE-REGISTRATION TRAINING YEAR 2011-2012 OVERVIEW

DATES	APPRAISAL & TUTOR DECLARATION	PERFORMANCE STANDARDS & PORTFOLIO	OTHER TRAINING EVENTS	EXAMINATION
July	Discuss training and assessments with tutor and prepare action plan	Discuss Performance Standards with tutor and prepare action plan	Induction Event	
August	As above	As above	Induction Event	
September			Induction Event HSC Board Events	
October	13 week* appraisal	13 week* copy of PSAS and log of evidence	Tutor Support Evening	
November				
December				
January	26 week* appraisal submitted (& declaration of first tutor)	26 week* copy of PSAS and log of evidence	Tutor Support Evening	
February				
March			Calculation training events	
April	39 week* appraisal	39 week* copy of PSAS and log of evidence	Calculation training events	
May				Exam Entry by 1 st May
June				Registration Exam & Results
June/July	DOCUMENTATION FOR REGISTRATION SUBMITTED BETWEEN START OF WEEK 49 AND END OF WEEK 50			

*Actual dates will depend on date of commencement of training
(PSAS – Performance Standards Assessment Summary)

†NICPLD will send you details of compulsory training days and the Distance Learning (DL) courses
You must APPLY to NICPLD to attend the live training via the NICPLD website

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- P5 Performance Standards Identifying Learning Needs and Forward Plan (see trainee manual)
- P6 Performance Standards Log of Evidence (see trainee manual)

Some general points

The Society refers to the Pharmaceutical Society of Northern Ireland. The postal address for sending documentation is:

**The Pharmaceutical Society of Northern Ireland
73 University Street
Belfast
BT7 1HL**

Telephone No: 028 9032 6927
Fax No: 028 9043 9919
Email: pre-registration@psni.org.uk
Website: www.psni.org.uk

Pre-registration Facilitator: joanne.crawford@psni.org.uk

Aim of this information booklet

The aim of this booklet is to provide you with information about pre-registration training.

The complete Pre-registration Manual for Trainees has additional information. The Tutor Information booklet has the same headings in each chapter, except for the first chapter, so that you can cross-reference if necessary. The page numbers will, however, be different.

We will be grateful for any feedback that we receive that will help us improve this information booklet.

Please note: For ease of reading we have opted to refer to tutors as female and pre-registration trainees as male.

TIMETABLE

Pre-registration training year 2011-2012

The following programme should be considered **provisional**. If it becomes necessary to change dates you will be informed as soon as possible

Start of pre-registration year	July/August	
Induction Training Event Note this is a compulsory Training Event	26 th July 2011 3 rd August 2011 9 th August 2011 10 th August 2011 20 th September 2011 This event is for trainees starting after August only	
Probity Training Day – Helping You Get It Right Note this is a compulsory Training Event	September 2011	
Calculation training. This is offered by the Society for a small fee	March/April 2012	
Registration Examination Application and examination fee submitted	1 st May 2012 1 st September 2012	
Registration Examination	14 th June 2012	4 th October 2012
Examination results published	25 th June 2012	19 th October 2012
NICPLD Ethics and Law Day First Aid Course Self-study courses Note these are compulsory	NICPLD will provide information to you with details of the courses, how to apply and associated deadlines. Distance learning packs will be provided at your Induction Training Event.	

DEADLINES & PENALTIES

We regret that we have to introduce penalties for submission of documentation after specified deadlines, but this has arisen due to a number of trainees ignoring deadlines repeatedly. This causes significant additional work for office staff and we have taken the step of introducing financial penalties for ALL missed deadlines. These will be applied as follows:

DEADLINE	MAXIMUM DAYS GRACE*	PENALTY	HOW THIS PENALTY WILL BE COLLECTED*
13 Week Appraisal	14 DAYS (after end of 13 th week)	£25	With Registration Fee
13 Week Performance Standards Assessment Summary (PSAS) and copy of log of evidence	14 DAYS (after end of 13 th week)	£25	With Registration Fee
26 Week Appraisal	14 DAYS (after end of 26 th week)	£25	With Registration Fee
26 Week PSAS and copy of log of evidence	14 DAYS (after end of 26 th week)	£25	With Registration Fee
39 Week Appraisal	14 DAYS (after end of 39 th week)	£25	With Registration Fee
39 Week PSAS and copy of log of evidence	14 DAYS (after end of 39 th week)	£25	With Registration Fee
Examination Application 1 st MAY	NONE	£100	With Examination fee
Application to Register (see Appendix 8 checklist) Between weeks 49 and 50	NONE (after end of week 50)	£25	With Registration fee

****Documentation must arrive in the Pharmaceutical Society Office by the deadline.***

1. Introduction

1.1 The importance of tutors

Thank you for agreeing to be a tutor and for your commitment to your trainee in the year ahead.

In this critical pre-registration training year, the trainee needs to put his knowledge and skills developed at university into practice and learn to become a competent pharmacist. Your role as tutor is vital. You are expected to be the role model and guide the trainee throughout the year. You will observe his performance, assess his competence, give him feedback and ultimately make the decision that he is fit to go on the register.

You have already been through the training process as a trainee, so you undoubtedly have your own ideas of what was good or bad about that training. You have attended the Pre-registration Tutors Course (within the last 5 years), which introduced you to the responsibilities of and the skills required to be a trainer. All tutors must have at least three years experience as a registered pharmacist in the sector of practice in which the training is taking place and many of you are much more experienced both as pharmacists and tutors.

1.2 Aims for pre-registration training

The Council of the Society considers that the primary aim of the pre-registration experience is to reinforce among trainees an awareness that they are to become members of a profession, and to develop further within them a professional attitude and a sense of responsibility.

The objectives for pre-registration training are:

- (a) to give the trainee experience of applying in practice the knowledge acquired during the undergraduate course;
- (b) to emphasise that the trainee's positive attitude towards the experience is important if the aims are to be fulfilled;
- (c) to facilitate the development of a responsible attitude by requiring the trainee to reach a satisfactory level of competence in relation to the time spent in those aspects of pharmaceutical practice in which approved experience is given;
- (d) to develop the ability of the trainee to communicate clearly with members of the public and with members of allied professions;
- (e) to give the trainee an appreciation of the pharmacist's role within the health service and the pharmaceutical industry, and within the community;

- (f) to give the trainee an appreciation of the need for continuing study throughout the professional career;
- (g) to increase the trainee's awareness of the whole spectrum of pharmaceutical activities, including a direct involvement with the patients in relation to the proper use of medicines and the promotion of good health;
- (h) to bring the trainee to the commencement of a career in pharmacy practice with a willingness to make professional decisions within his current competence and a desire continually to improve his competence through experience as well as study;
- (i) to give the trainee an understanding of the development, structure and functions of the Pharmaceutical Society of Northern Ireland and of other pharmaceutical bodies and organisations.

It is expected that, having completed his pre-registration training year and achieved a satisfactory standard in all the appraisals and assessments, the trainee will also have met the aims and objectives for pre-registration training.

Having completed the pre-registration training the trainee should:

- Have a professional attitude and sense of responsibility
- Be able to apply in practice the knowledge acquired during his undergraduate course
- Be able to communicate with members of the public and with members of allied professions
- Have an appreciation of the pharmacist's role within the health service and within the community
- Have an appreciation of the need for continuing professional development throughout his professional career
- Have a direct involvement with patients in relation to the proper use of medicines and promotion of good health.

1.3 A registered trainee of the Society

In order to register as a trainee of the Pharmaceutical Society of Northern Ireland the graduate student must have:

- Organised his pre-registration training placement in **an establishment that has been approved by Council** for this purpose and where **you have agreed to act as his tutor**
- Provided documentary evidence that he has an MPharm degree from a UK university
- Paid the trainee's registration fee
- Informed the Society of the date of starting his training, where his training will occur and the name(s) of his tutor(s) for the full 52 week training period.
- Completed declarations regarding Health, Good Character and data protection.

1.4 Fitness to Practise

Trainees should be aware that their behaviour throughout the pre-registration training year, including in their personal lives may have an impact on their fitness to practise. Their behaviour at all times must justify the trust and good opinion that the public has of the profession. Before a trainee can practise as a pharmacist in Northern Ireland, he/she must join the Society's Register and, in order to do so, will be expected to have shown a commitment to upholding professional values.

1.5 Tutor objectives

As stated above, you are a role model for the year and an important learning resource.

Your objectives are to:

- Observe and assess your trainee's performance
- Provide instruction in new skills
- Advise on progress
- Assess your trainee's progress
- Provide reports to the Society
- Give feedback to your trainee at regular intervals
- Ensure that the trainee is provided with a training experience that allows them to fulfil the requirements of the Performance Standards Programme and the Examination Syllabus

1.6 Tutor Feedback

At the end of the pre-registration year, we will ask your trainee to complete a questionnaire (Appendix 9) to evaluate your performance as tutor. We expect trainees to undertake this task with a professional approach, knowing that their opinions will be valued. Each tutor will receive personalised feedback comparing their performance (as rated by their trainee) to the average scores obtained in that training year.

1.7 Continuing Professional Development (CPD)

Inevitably as part of your tutor role, you will find yourself improving your own knowledge or expertise in many areas as you respond to the needs of your trainee. Please recognise these learning opportunities as making a significant contribution to your own Continuing Professional Development. It is hoped that the personalised feedback on performance as a tutor will assist in your assessment of learning needs and development as a tutor.

1.8 Recent Changes for pre-registration training

- The Registration Examination syllabus has been reviewed and updated (appendix 5)
- Oral examinations for borderline candidates that is those obtaining between 60 and 69% are no longer available
- The pass mark for Section B (calculations) of the Open Book paper has been increased from 70% to 80%
- A mark below 70% in Section A of the Open Book paper can no longer be compensated by a mark above 80% in Section B
- The trainee Induction Event delivered by the Society remains compulsory. The objectives for this course are:
 - ❖ To provide an overview of the role and functions of the Pharmaceutical Society of Northern Ireland
 - ❖ To provide an overview of the structure and components of the pre-registration training programme
 - ❖ To understand the Performance Standards Programme.
 - ❖ To practice documenting evidence in respect of the Performance Standards Programme
- The Cardiovascular Disease in Practice day which was delivered by Northern Ireland Centre for Pharmacy Learning and Development has been removed from the pre-registration training programme
- The training event offered by the HSC Board remains compulsory. Trainees will be sent information for the Helping you to Get it Right Event and can book a place via the PSNI website.
- Tutors will continue to receive personalised feedback on their performance as a tutor (as assessed by their trainee).
- Tutor Support Events are held in the autumn and in January. These evening events are available to all tutors. Details of the events will be sent to tutors who may book a place via the PSNI website.
- A past Registration Examination paper is available on the PSNI website.
- At each quarter a copy of the log of evidence should be submitted in addition to the Performance Standards Assessment Summary and appraisal documentation.

2. An overview of the pre-registration training year

Trainees must spend 52 weeks working in a community pharmacy, hospital pharmacy or, a combined community pharmacy and hospital placement. At the end of this training period he is required to pass the Society's Registration Examination.

You will be assessing the trainee's progress throughout the year and will be reporting to the Society at quarterly intervals. You will have the responsibility for declaring that the trainee is 'a fit and proper person' to become a registered pharmacist.

2.1 Attendance

During their pre-registration training, trainees must normally be employed in a full-time capacity and be working the normal hours of the pharmacy concerned. They are expected to work about 35 hours per week.

The training period should extend for 52 weeks and include the normal holiday entitlement for the establishment(s) concerned and public holidays. If a trainee is absent on sick leave, or for any other reason, for more than the equivalent of one week, **he must** inform the Society's Pre-Registration Facilitator. The society permits a maximum total absence of 42 days (inclusive of annual leave, sick leave, public and bank holidays) out of the 52 weeks of pre-registration training before an extension to training is required. The Council of the Society has the discretion with regard to any allowances that can be made.

2.2 Appraisal, Performance Standards and Assessment

Your will be assessing your trainee throughout the year and there are two main components to the assessment process, i.e.

- Tutor Appraisals
- Performance Standards

Tutor appraisals

You are the best-placed person to assess the day-to-day practice of your trainee and you must appraise your trainee's progress and report to the Society at quarterly intervals (see Section 5). You also have the responsibility for declaring that the trainee is 'a fit and proper person' to become a registered pharmacist.

Performance Standards

Performance Standards describe the skills and behaviour that a trainee must have developed by the end of his training year. The trainee is required to prepare a portfolio of evidence to show that his performance is satisfactory in all the Performance Standards. Further details of this are in Section 6.

2.3 Compulsory training days

An Induction Training Event will be held early in the training year (further details will be sent to your trainee). This event is compulsory. Trainees must apply directly to the Society via the website.

The following compulsory training courses will be delivered by the Northern Ireland Centre for Pharmacy Learning and Development (NICPLD) on behalf of the Pharmaceutical Society:

1. A Law and Ethics workshop (1 day)
2. Basic and Emergency First Aid (1 day)

The trainee must apply directly to NICPLD to attend.

Helping you get in Right delivered by the HSC Board will be held early in the pre-registration training year. Trainees will be sent information and must apply via the Society's website for a place

2.4 Compulsory self-study courses

Trainees must complete the following distance learning courses:

- Improving Medicines Safety
- Patient Medication Review and Records
- The Responsible Pharmacist
- Minor Ailments
- Controlled Drugs – Striking a Balance

These self-study courses are supplied by NICPLD and there are associated assignments to be completed and returned to NICPLD by **the deadlines specified** by them in the accompanying documentation.

2.5 NICPLD courses and additional learning opportunities

NICPLD posts out details of their programme to all trainees. You should discuss this programme with your trainee and help him decide which events would meet his learning needs best and encourage him to apply to attend these. A number of pharmacy journals/magazines arrive at the pharmacy and you should encourage your trainee to select out any educational articles from these publications and study them.

2.6 Code of Ethics and A Guide to Legal Requirements

An important aspect of training is to have knowledge of the professional responsibilities and ethics of being a pharmacist. The trainee will be provided with the Code of Ethics and A Guide to Legal Requirements for Northern Ireland. He is also expected to have an up-to-date knowledge of recent developments of importance to pharmacy.

2.7 The Registration Examination

The Registration Examination is held in June and October of each training year. Trainees must have completed at least 45 weeks pre-registration training to be eligible to sit this examination. Further details are provided in Section 7.

2.8 Registration

At the end of the training year the trainee must be able to demonstrate to the Registrar that he has fulfilled the Society's regulations on pre-registration training in order for him to be admitted to the register. The evidence that is required for this is detailed in Section 8.

2.9 Pre-registration training year 2011-2012 Timetable

The following programme should be considered **provisional**. If it becomes necessary to change dates you will be informed as soon as possible

Start of pre-registration year	July/August	
Induction Training Event Note this is a compulsory Training Event	26 th July 2011 3 rd August 2011 9 th August 2011 10 th August 2011 20 th September 2011 This event is for trainees starting after August only	
Probity Training Day – Helping You Get It Right Note this is a compulsory Training Event	September 2011	
Calculation training. This is offered by the Society for a small fee	March/April 2012	
Registration Examination Application and examination fee submitted	1 st May 2012 1 st September 2012	
Registration Examination	14 th June 2012	4 th October 2012
Examination results published	25 th June 2012	19 th October 2012
NICPLD Ethics and Law Day First Aid Course Self-study courses Note these are compulsory	NICPLD will provide information to you with details of the courses, how to apply and associated deadlines. Distance learning packs will be provided at your Induction Training Event.	

As tutor you must conduct appraisals and your signature is required on submitted documentation, the table below is provided to help you with forward planning. Your trainees has the responsibility of ensuring deadlines are met and should provide you with the dates for the last column.

FIRST DAY OF TRAINING is:.....

This must be the date agreed by the Society

	Planned date for Appraisal Interview with trainee	MUST BE WITH PSNI BY DATE (day/month/year)
13 week appraisal, 13 week PSAS and copy of log of evidence		
26 week appraisal, 26 week PSAS and copy of log of evidence		
39 week appraisal, 39 week PSAS and copy of log of evidence		
1. 52 week appraisal 2. PSAS completed & portfolio submitted 3. Declaration submitted		(Last date is end of Week 50)

3. The pre-registration tutor and other contacts

The pre-registration tutor is a key person. Further support for training is provided by the Pre-Registration Facilitator, who is based in the Pharmaceutical Society's premises.

The pre-registration tutor is based at the pharmacy where the trainee is undertaking his training and is normally expected to act as the tutor for all of the training. If training involves 6 months in hospital, the trainee will have two tutors, i.e. a community-based tutor and a hospital-based tutor. In some community pharmacy groups, the tutor may change, if the trainee is required to change the pharmacy where he is working. If this is so, the trainee must make sure the Society is aware of this and of the names of his tutors. If there is a change in tutor for any other reason, the trainee must inform the Society of this in writing as soon as possible.

3.1 The pre-registration tutor

The pre-registration tutor is expected to guide the trainee through the year. She will observe the trainee's performance, assess his competence, give him feedback and ultimately make the decision that he is fit to go on the register.

A tutor is someone who has at least three years experience as a registered pharmacist in the sector of pharmacy where the training is taking place and has attended a tutor training course. She is the role model for the year and an important learning resource.

3.2 Learning contract

To help both tutor and trainee understand the commitments and responsibilities they have to each other throughout the training year, an example of a Learning Contract has been provided (Appendix 1). At the start of any period of training with a new trainee, it is recommended that you should discuss this together. It is not a requirement that this is completed and signed. It is primarily intended to help clarify roles and expectations.

3.3 Interacting with your trainee

Your relationship with your trainee is important to his learning and development. You and your trainee will need to set aside time every week on a formal basis to discuss progress. These meetings should take about 15-20 minutes. It will be your opportunity to give him feedback. You should also use this meeting to help the trainee plan ahead and identify learning opportunities to help him develop in target areas. It is suggested that the trainee keep a brief record of these meetings. You may wish to keep your own records of these meetings.

Delegation of responsibilities

You are the person responsible for ensuring the trainee meets the standards required by the Society. You will only be able to do this if you are able to observe the trainee's day-to-day activities and assess his performance. This cannot be done at a distance!

You **MUST** be the person to sign your trainee's appraisal forms, his portfolio records and make the final declaration.

You may not, however, be able to be with the trainee all the time and may need to delegate some training to others, normally another pharmacist. In this case, you must ensure any additional person involved in training is appropriate and make him/her fully aware of the learning objectives for the aspect of training that has been delegated to him/her. You will need to clarify roles and responsibilities with all concerned. You should consult with this additional person regarding a trainee's progress and make use of this information in your assessments.

Relationship difficulties

You are a professional experienced pharmacist who has accepted the responsibility to act in the capacity of tutor. Different tutors have different styles of interacting with their trainees. Usually everyone is adaptable and after an initial adjustment period we anticipate that you and your trainee will have a good working relationship.

What should you do if you are concerned about your interaction with your trainee?

It is important to tackle at an early stage any concerns that you have about any aspect of your trainee's performance. It is also important to separate 'Appraisal' from situations where you need to address these concerns with the trainee. Your trainee has been given advice on how to deal with relationship difficulties. This advice applies equally to tutors.

The Pre-registration Facilitator

The Pre-registration Facilitator is a pharmacist who is based in the Society's premises. Her job involves the development, management and delivery of the Society's Pre-registration Programme. Specific duties and responsibilities include:

- Providing help and support to trainees and tutors
- Monitoring progress of pre-registration trainees through the year culminating in the registration examination
- Quality management of the pre-registration programme

One of her responsibilities is to review appraisal reports and the Performance Standards Assessment Summary. She will make contact with you and/or your trainee if these do not indicate satisfactory progress.

You may discuss any problems that you are having confidentially with her and arrange to meet as necessary. You may telephone her at the Society or email to joanne.crawford@psni.org.uk

Tackle difficulties early

If you are concerned about your trainee in any way, you are strongly advised to contact the Pre-registration Facilitator at an early stage. It is usually easier and less stressful to tackle issues before they have gone too far. It may help to let the Pre-

registration Facilitator know about such issues, whether you wish her to become involved or not.

Pharmacists Advice and Support Service

Pharmacists Advice and Support Service (formally known as the Benevolent Fund), is a service that is available to pre-registration trainees as well as pharmacists. This is a confidential service that is there for any difficulties a trainee may be experiencing, either in their personal life or at work. In certain circumstances (mainly if there are difficulties caused by ill health or disability), a cash grant may be available.

Further information about the services provided is available on the PSNI website. The new confidential telephone helpline has been available from 1st June 2010 and offers advice, counselling and support 24 hours a day.

The Pharmacists Advice and Support Service Manager can be contacted at the Society or by email to susan.taylor@psni.org.uk

4. Training Methods

The following methods have been suggested to the trainee as a means of maximizing training.

(1) Prescription Review

On a daily basis, take ten different prescription items which have been dispensed. For each of these items establish the medicines name, its indications, its contra-indications, side effects, any pharmaceutical precautions and its legal category. This will very quickly ensure a sound and extensive knowledge of the common medicines.

(2) Over the counter diary

Keep a daily diary of four counter medicine sales and describe what conditions they have been sold for and what drug or drugs they contain.

(3) Patient diary

Keep a record of any symptoms clients present to the pharmacist and what action was taken to manage those symptoms using the AS METHOD questions (Section 4.1).

(4) Role play simulation

Dealing with patients and doctors requires a degree of skill. The trainee should practice his approach and communication by taking certain prescriptions which have inherent problems and trying it out on you, who will act as the doctor or patient. This will allow you to point out some of the things he neglected to say, should not have said or should have said differently.

(5) Practice

Some aspects of pharmacy business require accounting, which is best learned by experience. It is more suitable therefore if you show your trainee how this accounting is done and allow him to keep various records for a number of weeks.

(6) Error log

Advising your trainee to keep a personal error log of any dispensing related medication incidents they are involved in can provide invaluable information in developing their dispensing practice. Pre-registration trainees work under the supervision of a registered pharmacist and it is expected that the accuracy and consistency of their dispensing practice will improve as the pre-registration training year progresses. Advise the trainee to take time to analyse what has gone wrong and how they could prevent a similar error happening in the future.

There may be other techniques which will help the trainee gain benefit from pre-registration training and by all means you should recommend them.

4.1 Responding to symptoms mnemonic

The AS METHOD technique is a mnemonic (devised by Boots the Chemist) which allows the pharmacist to cover all necessary questions when dealing with symptoms at the counter. Only when these questions are asked and satisfactory answers obtained from the patient can the pharmacist view the whole problem and decide on appropriate management. This might include the sale of a suitable OTC remedy, the sale of an OTC remedy with instruction to see a GP should the symptoms last more than three days, or referral to the GP without the sale of any medicine.

- A Age of the patient?** - A man of 55 years complaining of heartburn might have a heart problem whereas a man of 19 complaining of the same symptoms will probably have heartburn. In most cases the age of the patient will be obvious and you will not need to ask.
- S Self or for someone else?** - It is important to establish this early in the interview, it will save a lot of time later.
- M Medicines being taken?** - This is obviously an important question since the symptom may be drug induced or one of the patient's drugs may be incompatible with an OTC medicine you might suggest.
- E Any extra medicines?** - It is amazing how many people do not regard simple analgesics and cough remedies as medicines.
- T Time?** How long has the symptom occurred? - As a general rule symptoms which have only been present for two or three days can be treated. Symptoms of a longer duration will require investigation by the doctor. Be careful, a 55 year old man with a pain in his chest needs immediate referral.

Taken anything? - It is wise to enquire if any medicine has been taken to alleviate the symptom. This will indicate if the symptom is what the patient thinks they have. For example, if it was found to be totally ineffective in heartburn you should consider cardiovascular involvement. It will also stop the embarrassing situation of suggesting something that the patient has already tried and found ineffective.
- H History of disease?** - Establish if the client has a chronic disease which might have a bearing on the symptom or place them in a risk group which would require referral.
- O Other symptoms?** - Does the client have any other symptoms which they might think insignificant but could be vital to your diagnosis? For example, a client with frequent vomiting who is also losing a lot of weight. This client needs referral to a GP.
- D Doing anything to alleviate or worsen the symptom?** - This is a good indicator of the cause for the symptom. For example, if the patient reports that his heartburn is worse when he runs for a bus this might indicate cardiovascular involvement whereas if it is worse when he lies down it is probably heartburn.

4.2 Reference sources

The Council requires any employer who agrees to take a pre-registration trainee to provide a list of reference sources specified by Council in the pharmacy where the trainee is working. The list for 2011/12 is given in Appendix 2. Other useful references and textbooks are also suggested.

5. Tutor Appraisal and Declaration

You will be observing and guiding your trainee throughout the year and you will also be assessing his performance.

You and your trainee will need to discuss his progress regularly. You will provide feedback to help identify further training that is needed and ways of obtaining this experience. This regular interaction with your trainee is important. It will enable problems to be fully discussed as they occur. It is expected that the assessment procedure will be a positive and constructive contribution to the trainee's development throughout the year and will be used to resolve major difficulties in only a minority of instances.

5.1 Quarterly Appraisal Reports to the Pharmaceutical Society of Northern Ireland

This formal reporting procedure is a means of alerting the Society to any major difficulties that might arise. All the assessment forms to be completed are provided in Appendix 3 of the trainee's manual. Copies of these are included in this booklet for you to keep as your record.

Appraisal interviews should take place every quarter, i.e. at the end of 13, 26, 39 weeks and the final 52 week appraisal at the end of training. These will form the basis of the reports to the Society.

Appraisal forms

Appraisal forms (Appendix 3.1, 3.2, 3.3 & 3.4) are intended to show how the trainee is progressing during the year. Each appraisal report should indicate the stage the trainee is at when the appraisal is undertaken. For example, he is unlikely to be graded as excellent in many (if any!) of the criteria at his first appraisal. However, it would be expected that his standard would improve by the next appraisal and that he would be graded as good or excellent in the 39 week appraisal. These standards of excellent and good have been given a grade of 1 and 2 respectively. Grades of 3 (demonstrating progress, but not at the standard for registration), 4 (some progress but requires further training/development) or 5 (has failed to develop to the minimum standard acceptable) will not be acceptable for registration. Your trainee may not have had the opportunity to develop in all categories by the *week 13 appraisal*, so we have added a category of NT (not tested) that can be used if this is deemed more appropriate than awarding a 5. If you consider your trainee merits a 3, 4 or 5 in any component of the 39 week appraisal, this will be taken to indicate that further training is required before the trainee is eligible for registration. If this happens, the trainee will be expected to rectify any deficiencies in the final quarter of the training year, so that you are able to complete the 52 week appraisal and sign the declaration form.

When completing each appraisal you and your trainee must both sign the form. In the event of there being disagreement between you and your trainee on whether an acceptable standard has been achieved in a particular aspect of experience, both of you must record your respective observations in a separate note, to be submitted with

the appraisal form.

What grade is appropriate?

As indicated above, each appraisal report should indicate the stage the trainee is at when the appraisal is undertaken. Trainees who have spent a lot of time in pharmacies during their undergraduate years are likely to be more advanced than those who have done the minimum. To help you decide what grade is appropriate, a list of suggested descriptors for the appraisal criteria are provided in Appendix 11.

5.2 Tutor Declaration

It is important to be aware that the Registrar can only accept a total training period of 12 months if, at the end of that time, you are prepared to sign the appropriate declaration confirming that the experience has been satisfactorily completed.

By the end of the training year you must be satisfied that your trainee:

- Has demonstrated competence appropriate to a registered pharmacist in all of the Performance Standards required by the Pharmaceutical Society of Northern Ireland
- Has a professional attitude and sense of responsibility sufficient for a registered pharmacist
- Will have completed a period totaling 52 calendar weeks of pre-registration training
- Is able to apply in practice knowledge of the law relating to the practice of pharmacy and is a fit and proper person to be registered as a pharmaceutical chemist

You must sign a declaration form to this effect (Appendix 4.1).

Two placements declarations

If training is split between two placements, e.g. 6 months in hospital and 6 months in community, the first placement tutor must complete a 6 months Declaration form to indicate that this first period of training has been completed satisfactorily (Appendix 4.2) and that she **anticipates** the trainee will have satisfied all the requirements of pre-registration training by 52 weeks.

If tutoring for the second six month please ensure you have been given a copy of the 13 and 26 week appraisal by your trainee.

Unsatisfactory progress

If, at the end of six months, you do not consider the trainee's progress is sufficient to permit you to sign the 6 month declaration:

- The reasons for your concern must be discussed with the trainee
- The 6 month declaration must be returned unsigned to the Society with a brief report identifying the problems

- The pre-registration facilitator must be informed and will contact you to discuss the situation and will arrange to meet the trainee
- The second tutor will be informed of the situation by the pre-registration facilitator and will be sent a copy of the 26 week appraisal.

It is still possible for a trainee to complete his training within the 52 weeks, notwithstanding the unfavourable 6 month report. However, he will need to tackle the identified weaknesses in his performance and ensure that he reaches a satisfactory standard by 52 weeks so that the second tutor is able to sign the final declaration. The second tutor will be informed of the situation by the pre-registration facilitator and will be sent copies of the 26 week appraisal. This will help the second tutor to plan training so that problem areas can be addressed.

Tutor unable to sign final declaration

If you consider that your trainee does not meet the criteria specified in the final declaration or have other serious concerns about the trainee's progress, you must inform the trainee and in the first instance the pre-registration facilitator that you are unable to sign the final declaration.

The Society will then make recommendations for any further training requirements that may be necessary. A further 3 months training is the expected minimum additional training period. The tutor and employer are under no obligation to accept the trainee for an extended training period.

5.3 Deadlines for submission of Appraisal Reports and Tutor Declaration(s)

The information on the assessment documentation to send to the Society and when it must be sent is summarised in Section 2.11. The final tutor declaration is part of the documentation for registration (Appendix 8 checklist) and must also be submitted by the deadlines indicated in Section 2.11.

6. Performance Standards & Portfolio of Evidence

6.1 Performance standards and competence

Competence means being able to consistently perform to a recognised standard. In this case the standard is set by the Society, which must ensure that, upon joining the Pharmaceutical Register, the trainee would be reliably able to undertake all the duties of a pharmacist. This involves having the necessary skills, knowledge and attitudes associated with being a pharmacist.

Competence is having the necessary skills, knowledge and attitudes to undertake consistently the role of pharmacist

During the pre-registration training year the trainee will have to develop and demonstrate his competence. The **Performance Standards** make explicit what the trainee is expected to be able to do and how he should behave in order to join the register. These Standards were developed by a team of pharmacists for the Royal Pharmaceutical Society of Great Britain (RPSGB) and have been adopted by the Pharmaceutical Society of Northern Ireland for pre-registration training in 2005-06. The Performance Standards focus on the 'skills and attitudes' aspect of competence by requiring the trainee to provide evidence of appropriate performance and behaviour throughout his training. He will be required to demonstrate the knowledge aspect of competence throughout the year, as this underpins his ability to perform and behave appropriately. In addition, his knowledge will be assessed in the Registration Examination.

Details of the Performance Standards and other documentation relating to the portfolio are given in the trainee's Portfolio folder. They are included for your information as Appendix 1 - 6.

The portfolio

The trainee will need to gather evidence in the **portfolio folder**, which has been provided. The **portfolio folder** contains:

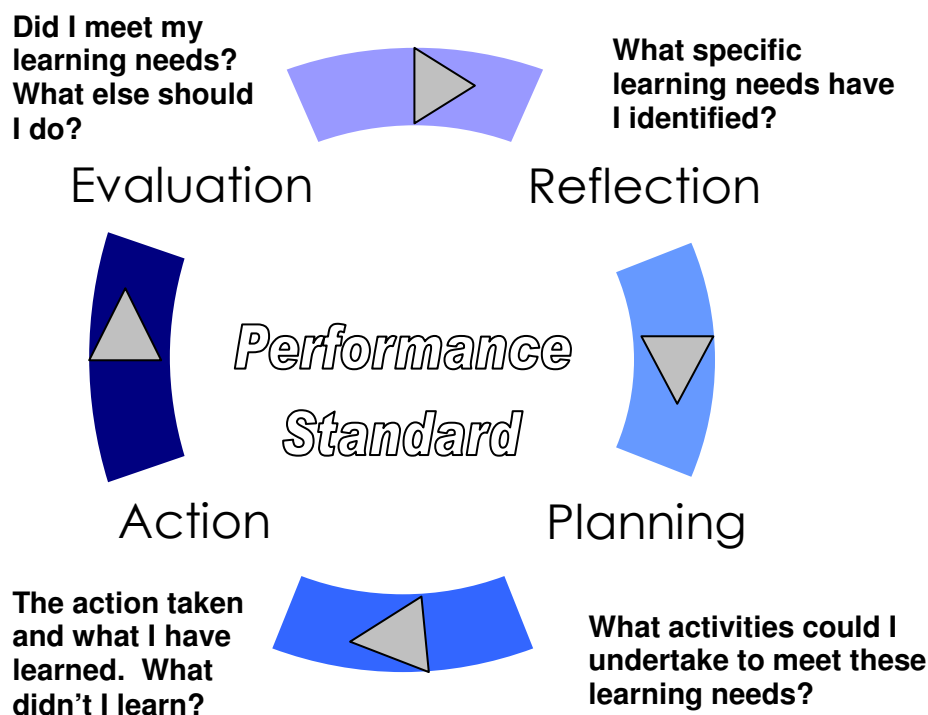
- Performance Standards (Appendix P1)
- Record Sheets (Appendix P2)
- Performance Standards Assessment Summary (Appendix P3) and
- Additional forms (Appendices P4, P5 & P6) to help the trainee plan and keep track of his progress.

Assessment of the portfolio

You have the overall responsibility of confirming that the trainee has completed all the Performance Standards and achieved a satisfactory standard. It must be emphasised that it is the trainee's responsibility to provide the evidence to you to enable you to make this decision.

6.2 Achieving a Performance Standard

The recommended cycle for developing competence as defined by a Performance Standard is the one that will be used for CPD (Continuing Professional Development). This is broken down into four stages as shown in the diagram below.



The trainee has been given advice on how to proceed with this cycle as follows:

1. Reflection/identifying on learning & training needs

The first stage in developing competence is for the trainee to assess his current position. A SWOT analysis (Appendix P4) form has been provided to help him identify the areas that he needs to develop.

The trainee should arrange to meet with you within the first few weeks of starting his training. This initial interview is very important and should take some time. It should be used to:

- *Discuss the Performance Standards*
 - Clarify understanding of each performance standard to be achieved
 - Discuss the assessment process
 - Discuss the evidence to be provided for the portfolio
- *Consider current level of competence*
 - What standard does the trainee claim?
 - Do you agree with the standard the trainee is claiming (This will initially be based on trainee self-assessment but as training progresses your trainee's

claims must be supported by written evidence)

- *Identify training/learning needs*
 - What training would benefit the trainee most at this stage in his pre-registration year?
- *Discuss how to achieve the Performance Standards*
 - What opportunities are available for the trainee to develop a specific performance standard?
 - What evidence does the trainee need to collect for his portfolio?
 - You can help the trainee plan his activities and manage his time so that he is able to meet his first objectives

2. Planning

After this initial session, the trainee should prepare a concise summary of the main points covered and the action to be taken using the form (Identifying Learning Needs and Forward Planning, Appendix P5.1) provided in the portfolio. This should include a plan for the year ahead and target dates for achieving objectives. The trainee should provide you with a copy of this form, which can then be the starting point for your next meeting together.

If you consider that the trainee needs more practice in a specific performance standard, then help him identify opportunities to develop this.

3. Action

Once the trainee has prepared a plan he needs to implement this by taking action that will help him achieve the Performance Standards by demonstrating competence and provide evidence for his portfolio.

4. Evaluation

Having set targets to complete a Performance Standard and collected evidence that he has done so, the trainee needs to consider if he has achieved the required standard. This will come by self-evaluation where **he** needs to review and reflect on his performance. The trainee should be encouraged to analyse what he did and see how he could have done better. He should not feel that by being self-critical he is exposing his weaknesses to you. It shows he does understand the skills associated with the competence and has insight into his own performance. It will also help him identify areas for further development.

You should give your trainee feedback, either as a result of observing his performance or having reviewed the information in his portfolio. You must make the final decision that you have observed the trainee and examined his portfolio and are able to declare that he has achieved the Performance Standard.

5. Progression

The trainee has been provided with three additional forms in his portfolio to help him identifying learning needs and plan his learning (Appendices 5.2, 5.3 & 5.4). These must be completed after the first three quarterly review sessions with you.

Plans will probably need revision from time-to-time as unplanned learning opportunities arise, planned activities are missed or the expected standard was not achieved. Having a plan and reviewing progress at regular intervals will help the trainee stay focused and ensure he meets all the training needs by the end of his pre-registration year.

6.3 Preparing a portfolio

The trainee needs to keep records of what he has done and how this had helped him achieve the Performance Standards. He must use the portfolio folder to collate this information. While every pre-registration trainee must cover all the Performance Standards, each trainee will have done so in their own individual way and thus each portfolio is unique.

What should go into the portfolio?

There is no definitive list of what should be included in a portfolio. Remember its purpose is to help the trainee plan and control his own learning and to **provide evidence** to enable you to assess his competence.

Performance Standards Record Sheet

The trainee must use the given Record Sheet (Appendix P2) to record the reflection, planning, action and evaluation relating to each Performance Standard.

NOTE: The Record Sheet is NOT the evidence. It is a record of the reflection, planning, action and evaluation associated with the evidence. The Record Sheet will help the trainee keep track of what he has done and what performance standards have been developed as a result of a specific activity.

NOTE: The activity recorded in the sheet may cover more than one performance standard

Evidence of performance

Evidence of performance is based on:

- Formal tutor observation
- Formal observation by another appropriate person
- Portfolio (written) evidence

(a) Formal tutor observation or observation by another appropriate person

When a trainee has had sufficient training and experience in one or more areas, he should organise a time when you can observe him undertaking a particular activity.

If you are satisfied that he has performed to the required standard he can claim this on the relevant record sheet. You may make additional feedback comments that would help in the next assessment.

The formal observation should normally be by you. However, particularly if the trainee is undertaking training in hospital, he will be supervised by others who may be more appropriate to assess his performance and they must sign the Record Sheet as indicated. You must also sign the Record Sheet to indicate your acknowledgement that the assessment has taken place with your support and agreement.

How much and how often?

To ensure consistent performance a trainee will need to be observed on at least three occasions. For some activities, e.g. giving advice to customers over the counter, you may require the trainee to be observed over a period of time, e.g. a week and give advice on numerous occasions. For his portfolio, the trainee must complete a record sheet describing three occasions when he was formally observed.

(b) Portfolio evidence when tutor has not observed performance

For some Performance Standards it will not be possible for your trainee to show his achievement sufficiently through formal observation. He will need to produce other types of evidence too.

The following list gives some examples of type of evidence that may be included in the portfolio. If the trainee uses any of these methods, he must keep details for his portfolio.

Examples of types of evidence:

Project / Audit work

NICPLD courses. If he attends/completes any of these, the trainee must include details of the course completed, the NICPLD record of attending/completing the course and his 'score' in any assessment.

Study days

Health Promotion Campaigns. It may be possible for a trainee to become involved in a local or pharmacy-organised Health Promotion Campaign.

Keeping a log or diary. There are many types of activity in a pharmacy where a trainee can keep a log or diary over a period of time for inclusion in his portfolio, e.g. medication errors and action taken, consultations with members of the healthcare team, drug tariff problems, records of activities associated with responding to symptoms or giving advice on OTC products.

How much evidence?

For each performance standard the trainee must provide at least **three** pieces of evidence. You may require the trainee to complete more than three, if you consider that he is not competent on the basis of the evidence presented.

Variety and quality is important in the evidence presented. Often a 'good' piece of evidence will provide evidence of competence in more than one area. You will be able to give feedback to the trainee to help ensure he is achieving a quality portfolio.

The trainee must keep a record sheet that records performance standard activities, irrespective of whether he has been assessed by observation of his performance or by his portfolio evidence.

6.4 Submitting the Performance Standards Assessment Summary (PSAS)

You will be assessing whether the trainee has achieved the Performance Standard as and when the trainee has completed the associated planned activities to an appropriate standard. When you are satisfied that this standard has been reached you must initial the relevant performance standard in the Performance Standards Assessment Summary (PSAS).

When to submit the PSAS

- A **copy** of the PSAS and a copy of the log of evidence must be sent to the Society **each quarter, i.e. 13 weeks, 26 weeks and 39 weeks.**
- A **copy** of the PSAS and a copy of the log of evidence must be sent to the Society at week 13 **even if no performance standards have been completed**
- A **copy** of the PSAS and log of evidence should be posted to the Society's office with the Appraisal form by the deadlines specified in section 2.11
- Over the year this will be a **cumulative record** of Performance Standards achieved.
- When all the Performance Standards (which may be before the end of the training year) are completed you must sign off the completed PSAS

If training is with two tutors, the trainee should try to ensure that some Performance Standards are complete and signed off by one tutor. If this is not possible, the second tutor should continue the assessment until she is satisfied that the trainee has achieved the Performance Standard.

The Performance Standards Log of Evidence (Appendix P6) is to help you and your trainee keep track of progress. A copy should be sent to the Society with the appraisal documentation and PSAS each quarter.

The trainee should aim to have completed some Performance Standards by week 13. However, it is appreciated that while he may have started to collect evidence and build up his portfolio, he may not have achieved three pieces of evidence by this stage and therefore he will have a blank PSAS.

6.5 Submitting a portfolio

Trainees have been given a **portfolio folder** to keep all Performance Standards documentation and evidence in. This portfolio folder must be submitted no later than week 50 of training, but may be sooner if all Performance Standards have been completed and the PSAS has signed off by you for submission with the portfolio.

6.6 Deadlines for submission of Performance Standards Assessment Summary and Portfolio

The information on submitting copies of the PSAS at weeks 13, 26 and 39 and the final submission of a portfolio and completed PSAS to the Society is summarized in Section 2.9. The external examiner may request to see the portfolio, but your trainee will be contacted about this if the situation arises.

7. Registration Examination

The Pharmaceutical Society of Northern Ireland Registration Examination is held in June and October of each year (provisional dates are 14th June 2012 and 4th October 2012). A pass in this examination is a pre-requisite for registration.

7.1 The syllabus

The registration examination is an assessment of knowledge and understanding of topics that form the core of knowledge required for effective professional practice. The Society has produced a detailed syllabus for the Registration Examination. This is provided in Appendix 5.

7.2 Entry and re-entry to examinations

The regulations relating to the registration examination have been provided to trainees.

7.3 Examination Format

Background and philosophy

It is our aim to make the Registration Examination a fair assessment of the knowledge expected of a competent pharmacist. The examination papers have been assessed by the Examination Committee and the external examiner.

Open Book Examination

The aim of the open book examination is to test the ability of a pharmacist to use his/her knowledge and skills in conjunction with the main references sources that are readily accessible to be able to interpret data and answer questions that are within the broad remit of the professional responsibilities of a pharmacist. These will include:

- Drug and therapeutic issues – such as doses, pharmacokinetics, clinical data
- Disease pathology and management – such as duration of treatment, side-effects, drug interactions and contra-indications
- Professional and Ethical issues – such as interpretation of the drug tariff
- Legislation for pharmacists
- Numerical exercises – including calculations and interpretation of numerical data

The open book examination lasts for three hours. It is divided into two sections, i.e. open book questions (Section A) and calculation questions (Section B). The pass marks for each section are 70% and 80% respectively.

The following Reference Sources are permitted for the Open Book Examination.

- Drug Tariff (Northern Ireland) April 2012 edition
- British National Formulary 62nd edition (September 2011 edition)
- BNF for children (2011 edition)
- A Guide to Legal Requirements Northern Ireland
- Code of Ethics
- Standards and Guidance Documents PSNI
- Medicines, Ethics and Practice July 2011

N.B The trainee will receive further guidance on reference sources during the year.

- It is the candidate's responsibility to have the relevant edition of the reference sources for the Open Book Examination. They will not be provided.
- There must be no additional notes or annotations (hand-written or typed) on any reference source a candidate brings into the Open Book Examination.
- Calculators may be used in this examination provided they are not mobile phone calculators and only have simple calculation facilities.

Closed Book Examination

The aim of the closed book examination is to test day-to-day knowledge that a pharmacist should have without consulting additional sources of information on:

- Practice issues, including responding to symptoms
- Knowledge of disease pathology and management
- Knowledge of drugs including therapeutic issues, side-effects, drug interactions and contra-indications
- Professional and Ethical issues
- Legislation for pharmacists

The closed book examination lasts for 2 hours.

MCQ style

The style of MCQs is explained in the Trainee manual.

Marking of the examination

Papers are marked electronically. There is no negative marking. All questions are tested by item analysis. When an item analysis of each MCQ stem has been undertaken, those stems achieving a correct score of <20% are deleted.

A 70% pass mark must be obtained in the Closed Book Paper and Section A of the Open Book Paper and each candidate must obtain at least 80% in the Calculation Section of the Open Book examination (Section B).

7.4 Registration examination results

Results of the Registration Examination will be made available via the website of the Pharmaceutical Society of Northern Ireland (www.psni.org.uk). Trainees will need to have their examination number to access their result.

7.5 Mock Examination Papers

In order to help with preparation for the registration examination, a past paper consisting of an Open Book and Closed Book will be available from the Society website from January 2012.

8. Registering as a Pharmacist

Registration will only take place when the trainee can prove to the Registrar that he has fulfilled the Society's regulations for Pre-registration Training.

The trainee must ensure that the following paperwork is submitted by the specified deadlines to the Society's office:

- A New Registrant form (this will be posted out to you)
- Registration fee (as specified by Council)
- Signed Declaration form (two Declarations if you had two tutors)
- FOUR completed appraisal forms indicating an acceptable level of performance at 13, 26 and 39 weeks and a 52 week appraisal indicating that you have attained the required standard*
- THREE copies of your Performance Standards Assessment Summary indicating progress with Performance Standards at 13, 26 and 39 weeks*
- Your portfolio folder including the original PSAS indicating you have completed all Performance Standards*
- Proof of attendance at the Law & Ethics day and First Aid Training all delivered by NICPLD (an attendance record will be provided by NICPLD, you must ensure that your attendance is recorded)
- Proof of passing the assignments associated with the compulsory self-study courses specified in Section 2.5 by the deadline date†
- Additional forms that may be required by Council. If required, these forms will be posted to your trainee before registration.

* It is the trainee's responsibility to ensure that the forms relating to Appraisals and Performance Standard Assessment Summaries are received by the Society by the specified deadlines (see Section 2.11).

The Registrar will already be aware of the result of the Registration Examination which the trainee must have passed.

8.1 Registration Process

The aim is to have a seamless process for newly eligible pharmacists to join the register, i.e. there will be no delay between completing the compulsory 52 weeks of pre-registration training and becoming a registered pharmacist. In order to ensure that this occurs, the Registrar and the Council of the Society have agreed that the process for registration will be as described below.

1. All essential documentation for registration, including the specified registration fee, must be submitted by the trainee to the Society no earlier than the start of the 49th week and no later than the end of the 50th week of pre-registration training. This will include the final appraisal and declaration, which will indicate when the trainee will have completed 52 weeks. Documentation submitted after the 50th week will result in a delay in registration.
2. Notwithstanding the early submission of documentation, a trainee **must complete a full 52 weeks** of training as specified in the regulations. Any illness or absence of a trainee after submission of registration documentation must be notified to the Society immediately by the trainee, tutor or employer and there will be an associated delay in joining the register.
3. All documentation must be completed appropriately, signed and dated as required. **A completed and signed checklist (Appendix 8)** of essential documentation to be submitted for registration must accompany the final submission of documents. Any errors or omissions in submitted documentation may result in a delay in registration.
4. If a tutor is not satisfied with a trainee's progress he/she should contact the Pre-registration facilitator in the first instance. This may incur a delay in registration.
5. The Registrar will approve the addition of a trainee's name to the register without meeting the trainee, unless he/she has a reason for meeting the trainee face-to-face. The Registrar reserves the right to meet with a trainee, in which case registration may be delayed.
6. Trainees will be registered pharmacists the day after completing the full 52 week training period, i.e. a trainee who has the approval of the Registrar to join the register and who started pre-registration training on 4th July 2011 will be a registered pharmacist on 4th July 2012, i.e. the anniversary of the start date.
7. Confirmation of registration and registration number will be posted to trainees. If written confirmation has not been received by the official registration date, a trainee and/or prospective employer may telephone the office for verbal confirmation. It is intended that a list of pharmacists joining the register will be placed on the Pharmaceutical Society of Northern Ireland website.

9. Pharmaceutical Bodies in Northern Ireland

In this section trainees are provided with information on groups/bodies associated with the provision of pharmaceutical services in Northern Ireland. Information on membership of the Council of the Pharmaceutical Society of Northern Ireland is also provided.

Pre-registration Training

Tutor Manual

2011 - 2012



APPENDICES

**Pharmaceutical
Society**
of
Northern Ireland

EXAMPLE

Pre-registration learning contract

This is an example of a Pre-registration learning contract to help clarify what is expected of trainee and tutor. At the start of training it is recommended that tutor and trainee discuss this together.

Part One – Tutor’s Undertaking

I, _____ (insert your name) make the following commitments to you, _____ (insert trainee’s name) for the duration of your preregistration training with me.

I will

- Provide and arrange training that will enable you to develop all the skills, attitudes and knowledge defined by the Performance Standards
- Work with you to identify your individual learning needs
- Ensure that we both keep up-to-date with the Society’s requirements and endeavour at all times to meet them
- Treat you in a manner that is conducive to your learning. This will include:
 - Giving you the opportunity to contribute and put forward your views
 - Being approachable and providing help when asked or referring you to a more appropriate source of help
 - Setting targets for you through a process of negotiation with you
 - Explaining and repeating explanations as necessary
 - Challenging and questioning you to check your understanding
 - Encouraging and supporting you when you find situations challenging
 - Adapting plans as appropriate
- Enable you to have access to off-job study days and training events, as appropriate
- Inform, support and confer with others involved in your training
- Set aside time to review your progress regularly, both informally and formally
- Provide you with constructive and honest feedback to aid your development
- Provide feedback on your progress to the Society at the set times and in the required manner
- Assess you objectively – or arrange for others to do so – in all the Performance Standards specified by the Society based on a range of evidence which you provide to me and taking account of feedback from other people involved in your training
- Identify and address my own learning needs in relation to being a tutor
- Welcome feedback from you to help me develop my tutoring skills
- Endeavour to ensure that, in my absence or when you are working elsewhere, a suitable person is available to support and guide you.

Signature of tutor: _____ **Date:** _____

Signature of trainee: _____ **Date:** _____

Part Two – Trainee’s Undertaking

I, _____ (insert your name) make the following commitments for the duration of my preregistration training while being tutored by _____

(insert tutor’s name).

I will

- Adhere to the rules and regulations of the Society and the organisation I am working for
- Acquaint myself with the learning outcomes required by the Society to register i.e. the Performance Standards and the registration Examination Syllabus
- Take responsibility for my own learning and development by:
 - Participating fully in the development of my learning plans
 - Being pro-active in seeking learning opportunities, in work activities or whilst at training events or study days
 - Seeking solutions to problems without necessarily asking you, if the answer might be found elsewhere
 - Developing a portfolio of evidence for all the Performance Standards
 - Reflecting on my learning and experience
 - Identifying my further learning needs and developing targets for myself
 - Using the time you or other trainers spend with me to best advantage
 - Keeping to agreed deadlines
- Respect and be prepared to learn from colleagues at all levels
- Be a reliable and trustworthy member of your pharmacy team
- Endeavour to contribute to the overall goals and work targets of the pharmacy team
- Admit to not knowing, understanding or being comfortable if that is the case
- Be honest in my interactions with you and other colleagues
- Receive feedback and use it to help me to develop further
- Provide constructive feedback to you, where this may help you to develop your skills as a tutor

Signature of trainee: _____ **Date:** _____

Signature of tutor: _____ **Date:** _____

REFERENCE SOURCES

Essential Reference Sources

There are two categories of reference source for pre-registration training sites:

A Specific (required) titles

B Required topics

Providers are free to choose their own preferred text for these topics

These reference sources must be paper-based unless the electronic version can be accessed at the same time as labelling or use of patient medication records.

Category A

*British National Formulary**

*A Guide to Legal Requirements in Northern Ireland**

*Medicines, Ethics and Practice**

*Drug Tariff**

*BNF for Children**

Stockley's Drug interactions

*These are required for the open book paper of the registration examination.

For the editions needed see examination information.

*Current editions must be available at the training site

Category B

Topics to be covered by the availability of a non-specified up-to-date[†] reference source:

Adverse Drug reactions

Responding to Symptoms

Nutrition

Health Promotion

Evidence-based medicine

e.g. *Evidence-based medicine* David Sackett et al: Churchill Livingstone

or *Clinical evidence* Godlee F et al: BMJ publishing

Pharmacy Law and Ethics

Pharmacy Calculations

[†] *DL pack or another text (the most up-to-date should be used)*

Additional Reference Sources

Some additional useful reference sources are suggested below.

The Pharmaceutical Press (www.pharmpress.com) has an extensive range of textbooks, e.g.

e.g. Minor Illness or Major Disease – The clinical pharmacist in the community by C Edwards and P Stillman, available from the Pharmaceutical Press,

Community Pharmacy. P. Rutter (Churchill Livingstone)

Symptoms Diagnosis and Treatment. A Guide for Pharmacists and Nurses.
P. Rutter (Elsevier Churchill Livingstone)

Useful websites

National Institute for Health and Clinical Excellence (NICE) – see www.nice.org.uk

ABPI – electronic Medicines Compendium - see emc.medicines.org.uk

NICPLD – Distance Learning packages – see www.nicpld.org

GAIN – Guidelines and Audit Implementation Network – www.gain-ni.org

Interface Pharmacist Network Specialist Medicines – see www.ipnsm.n-i.nhs

Medicines Governance – see www.medicinesgovernanceteam.hscni.net

NHS Evidence – see www.evidence.nhs.uk

Clinical Knowledge Summaries – see www.cks.library.nhs.uk

HSC Business Services Organisation Compass Notes– see
www.hscbusiness.hscni.net

SIGN Scottish Implementation and Guidelines Network – see www.sign.ac.uk

National Electronic Library Medicine – www.nelm.org.uk

PRE-REGISTRATION TRAINING

APPRAISAL FORM – 13 WEEKS

This appraisal form is to be completed and signed by the **appointed pre-registration tutor** at the end of the first 13 weeks of training and sent to the Pharmaceutical Society of Northern Ireland. A copy or duplicate should be retained by the tutor and trainee.

Please print

Trainee Name:

Tutor Name:

Name and Address of Training Premises:

.....

.....

Three month pre-registration experience to which this form relates:

Commenced on:..... Completed on:.....

Each appraisal report should indicate the stage the trainee is at when the appraisal is undertaken compared with the standard they are expected to achieve at the end of the training year.

A grade of 3, 4 or 5 will not be acceptable in the final appraisal and will be taken to indicate that further training is required before the trainee is eligible for registration.

The appraisal can only relate to the experience gained so far. For example, if there has been little or no opportunity to communicate with patients before this appraisal, an appropriate comment should be made.

THE GRADES TO BE GIVEN ARE AS FOLLOWS

1	Excellent	Has achieved the highest standard expected of a competent pharmacist and demonstrates this standard consistently
2	Good	Has achieved the required standard expected of a competent pharmacist and demonstrates this standard consistently
3	Demonstrating progress, but not at standard for registration	Has made progress but needs further practice/training in order to demonstrate the standard consistently
4	Some progress	Has made some progress but requires further training/development
5	No progress	Has failed to develop to the minimum standard acceptable
NT	Not Tested (must not be used in more than TWO categories)	Has not had the opportunity to develop at this stage

Please complete each of the following sections

	Grade	Comments
Development of sense of professional responsibility		
Application of pharmaceutical knowledge in practice		
Attitude towards: (a) Staff		
(b) Patients/general public		
Ability to communicate: (a) With patients		
(b) With colleagues		
(c) With members of other professions		
Ability to accept and take authority		

TUTOR Please comment below on the trainee's overall progress so far:

TUTOR please tick to confirm:

I have discussed this report with my trainee

In our discussions, the main areas needing further attention have been identified

Signature of tutor:..... **Date:**.....

TRAINEE Please add any additional comments:

TRAINEE please tick to confirm:

I am aware of the main areas that need further attention

I will prepare/have prepared an action plan to tackle these areas

Signature of trainee:..... **Date:**.....

PRE-REGISTRATION TRAINING
APPRAISAL FORM – 26 WEEKS

This appraisal form is to be completed and signed by the **appointed pre-registration tutor** at the end of 26 weeks of training and sent to the Pharmaceutical Society of Northern Ireland. A copy or duplicate should be retained by the tutor and trainee.

Please print

Trainee Name:

Tutor Name:

Name and Address of Training Premises:
.....
.....

Three month pre-registration experience to which this form relates:

Commenced on:..... Completed on:.....

Each appraisal report should indicate the stage the trainee is at when the appraisal is undertaken compared with the standard they are expected to achieve at the end of the training year.

A grade of 3, 4 or 5 will not be acceptable in the final appraisal and will be taken to indicate that further training is required before the trainee is eligible for registration.

The appraisal can only relate to the experience gained so far. For example, if there has been little or no opportunity to communicate with patients before this appraisal, an appropriate comment should be made.

THE GRADES TO BE GIVEN ARE AS FOLLOWS

1	Excellent	Has achieved the highest standard expected of a competent pharmacist and demonstrates this standard consistently
2	Good	Has achieved the required standard expected of a competent pharmacist and demonstrates this standard consistently
3	Demonstrating progress, but not at standard for registration	Has made progress but needs further practice/training in order to demonstrate the standard consistently
4	Some progress	Has made some progress but requires further training/development
5	No progress	Has failed to develop to the minimum standard acceptable

Please complete each of the following sections

	Grade	Comments
Development of sense of professional responsibility		
Application of pharmaceutical knowledge in practice		
Attitude towards: (a) Staff		
(b) Patients/general public		
Ability to communicate: (a) With patients		
(b) With colleagues		
(c) With members of other professions		
Ability to accept and take authority		

TUTOR Please comment below on the trainee's overall progress so far:

TUTOR please tick to confirm:

I have discussed this report with my trainee

In our discussions, the main areas needing further attention have been identified

Signature of tutor:..... **Date:**.....

TRAINEE Please add any additional comments:

TRAINEE please tick to confirm:

I am aware of the main areas that need further attention

I will prepare/have prepared an action plan to tackle these areas

Signature of trainee:..... **Date:**.....

PRE-REGISTRATION TRAINING
APPRAISAL FORM – 39 WEEKS

This appraisal form is to be completed and signed by the **appointed pre-registration tutor** at the end of 39 weeks of training and sent to the Pharmaceutical Society of Northern Ireland. A copy or duplicate should be retained by the tutor and trainee.

Please print

Trainee Name:

Tutor Name:

Name and Address of Training Premises:
.....
.....

Three month pre-registration experience to which this form relates:

Commenced on:..... Completed on:.....

Each appraisal report should indicate the stage the trainee is at when the appraisal is undertaken compared with the standard they are expected to achieve at the end of the training year.

A grade of 3, 4 or 5 will not be acceptable in the final appraisal and will be taken to indicate that further training is required before the trainee is eligible for registration.

THE GRADES TO BE GIVEN ARE AS FOLLOWS

1	Excellent	Has achieved the highest standard expected of a competent pharmacist and demonstrates this standard consistently
2	Good	Has achieved the required standard expected of a competent pharmacist and demonstrates this standard consistently
3	Demonstrating progress, but not at standard for registration	Has made progress but needs further practice/training in order to demonstrate the standard consistently
4	Some progress	Has made some progress but requires further training/development
5	No progress	Has failed to develop to the minimum standard acceptable

Please complete each of the following sections

	Grade	Comments
Development of sense of professional responsibility		
Application of pharmaceutical knowledge in practice		
Attitude towards: (a) Staff		
(b) Patients/general public		
Ability to communicate: (a) With patients		
(b) With colleagues		
(c) With members of other professions		
Ability to accept and take authority		

TUTOR Please comment below on the trainee's overall progress so far:

TUTOR please tick to confirm:

I have discussed this report with my trainee

In our discussions, the main areas needing further attention have been identified

Signature of tutor:..... **Date:**.....

TRAINEE Please add any additional comments:

TRAINEE please tick to confirm:

I am aware of the main areas that need further attention

I will prepare/have prepared an action plan to tackle these areas

Signature of trainee:..... **Date:**.....

PRE-REGISTRATION TRAINING
APPRAISAL FORM – 52 WEEKS

This appraisal form is to be completed and signed by the **appointed pre-registration tutor** at the end of 52 weeks of training and sent to the Pharmaceutical Society of Northern Ireland. A copy or duplicate should be retained by the tutor and trainee.

Please print

Trainee Name:

Tutor Name:

Name and Address of Training Premises:
.....
.....

Three month pre-registration experience to which this form relates:

Commenced on:..... Completed on:.....

Each appraisal report should indicate the stage the trainee is at when the appraisal is undertaken compared with the standard they are expected to achieve at the end of the training year.

A grade of 3, 4 or 5 will not be acceptable in this final appraisal and will be taken to indicate that further training is required before the trainee is eligible for registration.

THE GRADES TO BE GIVEN ARE AS FOLLOWS

1	Excellent	Has achieved the highest standard expected of a competent pharmacist and demonstrates this standard consistently
2	Good	Has achieved the required standard expected of a competent pharmacist and demonstrates this standard consistently
3	Demonstrating progress, but not at standard for registration	Has made progress but needs further practice/training in order to demonstrate the standard consistently
4	Some progress	Has made some progress but requires further training/development
5	No progress	Has failed to develop to the minimum standard acceptable

Please complete each of the following sections

	Grade	Comments
Development of sense of professional responsibility		
Application of pharmaceutical knowledge in practice		
Attitude towards: (a) Staff		
(b) Patients/general public		
Ability to communicate: (a) With patients		
(b) With colleagues		
(c) With members of other professions		
Ability to accept and take authority		

TUTOR Please comment below on the trainee's overall progress so far:

TUTOR please tick to confirm:

I have discussed this report with my trainee

In our discussions, the main areas needing further attention have been identified

Signature of tutor:..... **Date:**.....

TRAINEE Please add any additional comments:

TRAINEE please tick to confirm:

I am aware of the main areas that need further attention

I will prepare/have prepared an action plan to tackle these areas

Signature of trainee:..... **Date:**.....

Registration Examination Syllabus for the 2012 Registration Examinations of the Pharmaceutical Society of Northern Ireland

This syllabus has been produced by the Pharmaceutical Society of Northern Ireland to provide pre-registration students and their tutors with information about which aspects of pharmacy practice will be examined.

Section 1	Professional and Legal Practice
1 Pharmaceutical Society of Northern Ireland and other pharmaceutical bodies	You must be able to demonstrate an understanding of:
1.1 Pharmaceutical Society of Northern Ireland	<ul style="list-style-type: none"> It's structure, functions and responsibilities
1.2 Structure and function of other pharmaceutical organisations	<ul style="list-style-type: none"> For example, Pharmaceutical Contractors Committee (PCC.), Ulster Chemists Association (UCA.), National Pharmaceutical Association (NPA), Northern Ireland Centre for Pharmacy Learning and Development (NICPLD) and Guild of Healthcare Pharmacists
1.3 Structure and function of other healthcare regulatory organisations	<ul style="list-style-type: none"> For example, Council for Healthcare Products Regulatory Excellence (CHRE), Medicines and Healthcare Regulatory Agency (MHRA), General Pharmaceutical Council (GPhC) and Regulation and Quality Improvement Authority (RQIA)

2 Professional ethics	You should be knowledgeable of all aspects of ethics relating to professional practice covered in the Code of Ethics, Professional Standards and Guidance Documents, A Guide to Legal Requirements and the Medicines, Ethics and Practice guide
2.1 Code of Ethics	<ul style="list-style-type: none"> The concepts of ethical decision making, liability, accountability and professional responsibility The standards of professional performance Principles and obligations The standards of good professional practice
2.2 Clinical governance	<ul style="list-style-type: none"> The purpose and principles of clinical governance The application of clinical governance in pharmacy practice
2.3 Continuing Professional Development (CPD) in pharmacy	<ul style="list-style-type: none"> The meaning of lifelong learning The meaning and principles of CPD The Northern Ireland system for undertaking and recording professional development
2.4 Principles of audit	<ul style="list-style-type: none"> The purpose and process of audit and its application in improving practice Guidelines and Audit Implementation Network (GAIN)
2.5 Roles and training requirements for pharmacy support staff	<ul style="list-style-type: none"> The roles commonly undertaken by healthcare staff in support of pharmacy services The training and/or qualifications required for such roles

3 Legal aspects of providing a pharmaceutical service	The application of legislation included in the Medicines Act 1968, Misuse of Drugs Act and Regulations, Poisons Order 1976, and other relevant legislation. You must be able to demonstrate an understanding of:
3.1 Sale and supply of medicines and poisons	<ul style="list-style-type: none"> The legal requirements for the sale and supply of medicines and controlled drugs from pharmacies including the conditions applied to emergency supplies of prescription only medicines
	<ul style="list-style-type: none"> The legal requirements for the sale and supply of poisons, chemical reagents and spirits from pharmacies
	<ul style="list-style-type: none"> The requirements for the labelling and packaging of all the above substances
	<ul style="list-style-type: none"> The requirements for the supply of supplementary information for all the above substances
	<ul style="list-style-type: none"> The requirements for dealing with medicines returned to a pharmacy
	<ul style="list-style-type: none"> Patient Group Directions Non-medical prescribing Handling of EEA prescriptions
3.2 Health and safety at work	<ul style="list-style-type: none"> The responsibilities of employers and staff to ensure the safety of everyone on the premises and the legislation affecting this duty
	<ul style="list-style-type: none"> Health & Safety at Work Act
	<ul style="list-style-type: none"> Control of Substances Hazardous to Health (COSHH) regulations
	<ul style="list-style-type: none"> The principles of risk assessment and management
3.3 Safe systems of work	<ul style="list-style-type: none"> Safe systems of work, recognising potential hazards and areas for error, in relation to: dispensing, sale and supply of poisons and chemicals, counter sales of medicines and diagnostic testing
3.4 Consumer protection	<ul style="list-style-type: none"> How relevant legislation protects the consumer of pharmaceutical services and how the pharmacist can practise within these controls
	<ul style="list-style-type: none"> Trade Description Act
	<ul style="list-style-type: none"> Data Protection Act
	<ul style="list-style-type: none"> Medicines and Healthcare products Regulatory Agency (MHRA)
3.5 Data protection and health records	<ul style="list-style-type: none"> Aspects of legislation that pertain to the keeping and disclosure of data on computer and other recording systems
3.6 Environmental protection	<ul style="list-style-type: none"> Aspects of legislation that pertain to the safe disposal of special and controlled waste from the pharmacy
3.7 Disability Discrimination Act	<ul style="list-style-type: none"> Access to premises and pharmacy services
3.8 The Health & Personal Social Services Northern Ireland	<ul style="list-style-type: none"> HPSS Authorities/Board The role of the various authorities: Department of Health, Social Services and Public Safety, Health and Social Care Board, Public Health Agency, Business Services Organisation (BSO)
	<ul style="list-style-type: none"> Pharmaceutical officers within the HPSS
	<ul style="list-style-type: none"> The HPSS, the Department of Health & the Government
	<ul style="list-style-type: none"> The evaluation of recent government policy, its impact on health care, and the implications for the profession
3.9 Conditions for operating a registered pharmacy	<ul style="list-style-type: none"> The requirements to register a pharmacy
	<ul style="list-style-type: none"> The role of the superintendent pharmacist
	<ul style="list-style-type: none"> The role of the responsible pharmacist
	<ul style="list-style-type: none"> The role of the accountable officer and designated bodies
	<ul style="list-style-type: none"> Community Pharmacy Premises Standards

Section 2	Clinical and Pharmaceutical Practice
1 The basis of responding to symptoms including the major categories of symptoms and the appropriate responses for a pharmacist	
1.1 Questioning	<ul style="list-style-type: none"> • How to construct an appropriate interview with a person seeking advice
1.2 Differentiation of symptoms, advice and referral	<p>Knowledge of major and minor diseases which will allow them to know from the symptoms presented and/or elicited when they can treat or when they must refer to a doctor.</p> <p>The knowledge base for this objective includes:</p>
	<ul style="list-style-type: none"> • Symptoms of minor and major diseases
	<ul style="list-style-type: none"> • Relationship between symptoms and diseases
	<ul style="list-style-type: none"> • Epidemiology
	<ul style="list-style-type: none"> • Aetiology
	<ul style="list-style-type: none"> • Prognosis, severity and when to refer
	<ul style="list-style-type: none"> • When a pharmacist can treat
	<ul style="list-style-type: none"> • Therapeutics and pharmaceuticals of OTC medicines including: indications, doses, dosage forms, contraindications, adverse effects, interactions with prescribed medicines, OTC and home remedies

2 Pharmacological and therapeutic aspects of the provision of a pharmaceutical service	
2.1 Reading and interpreting prescriptions	<ul style="list-style-type: none"> • The analysis of prescriptions to ensure that treatment is appropriate and consistent with the knowledge that the pharmacist has or is available to them of the patient's condition. The ability to identify appropriate dosage levels when interpreting prescriptions, including those for at risk-groups.
2.2 Therapeutic knowledge base	<ul style="list-style-type: none"> • The therapeutic usage of drugs and preparations used in the treatment of diseases
2.3 Drug action, absorption, distribution, metabolism and elimination	<ul style="list-style-type: none"> • The interpretation and evaluation of data on the mechanism of drug action, absorption, distribution, metabolism and elimination
2.4 Drug interactions	<ul style="list-style-type: none"> • The interpretation of potential drug-drug and drug-food interactions to assess the likelihood of interactions, their risk and management
2.5 Adverse drug reactions and side effects	<ul style="list-style-type: none"> • Adverse drug reactions and side-effects; the mechanisms and predisposing factors, the recognition of reactions, the acceptable level of risk, the reduction of risk and the reporting systems
2.6 Contra-indications	<ul style="list-style-type: none"> • The circumstances in which commonly prescribed and purchased medicines are contra-indicated

3 The use of reference books and other information sources in the practice of pharmacy	The pre-registration student must have a working knowledge of the specified editions of the texts permitted in the Open Book Examination
3.1 Reference sources	<ul style="list-style-type: none"> • British National Formulary • British National Formulary for Children • Medicines Ethics and Practice • The Drug Tariff (N Ireland) • A guide to the Legal aspects of medicines <p>In addition the student should be familiar with</p> <ul style="list-style-type: none"> • Martindale – the Extra Pharmacopoeia • The Code of Ethics • General Legal Requirements – A guide for Pharmacists in Northern Ireland • Professional Standards and Guidance • Summary of Product Characteristics (SPCs) for drugs Medicines Compendium • Diluent Directories • Patient Care in Community Practice (RJ Harman) • Pharmaceutical Journal • Pharmacy Law and Ethics (Dale & Appelbe) • Handbook of Pharmacy Healthcare (RJ Harman and P Mason) • Community Pharmacy (P Rutter)
3.2 Regional Medicines Information centres	<ul style="list-style-type: none"> • The functions and specialist applications of Regional Medicines Information Centres

4 Aspects of a pharmaceutical care	
4.1 Advice to patients, carers and the public	<ul style="list-style-type: none"> • Queries that arise when a prescription is presented • Labelling of each prescription appropriately with normal cautionary and advisory labels • Warning cards • The use of an appropriate style of communication for advising clients (including those for whom English is not their first language) about medicines and educating them about health
4.2 Advice to doctors and other healthcare professionals	<ul style="list-style-type: none"> • The use of an appropriate style of communication for advising doctors and other health care professionals about medicines • When it is appropriate to contact a prescriber and the best manner in which to make contact
4.3 Health promotion	<ul style="list-style-type: none"> • Health promotion in the context of pharmacy practice • Recommendations for key health parameters • The basis of health improvement programmes • Environmental, social, lifestyle and dietary factors that influence health • Influence of behavioural change on health promotion activities • Concepts of health and disease based on public health model • Health screening as a basis for health promotion
4.4 Emergency measures	<ul style="list-style-type: none"> • The provision of advice and/or first aid in response to a request for or need for help in emergency • Referral to hospital, GP or poisons centres
4.5 Counselling requirements	<ul style="list-style-type: none"> • Circumstances or situations in which patients or other clients require information • The nature of that information and the most appropriate way to provide it to the individual
4.6 Optimising use of medicines	<ul style="list-style-type: none"> • The purpose and principles of medicines management and pharmaceutical care

4.7 Interpretation of test results	<ul style="list-style-type: none"> The normal ranges for blood pressure and key blood components
	<ul style="list-style-type: none"> The normal ranges for therapeutic blood levels of drugs with a narrow therapeutic index
	<ul style="list-style-type: none"> The normal ranges for key parameters of bodily function
	<ul style="list-style-type: none"> The implications of figures outside these ranges

5 Systems and Procedures	
5.1 HPSS funding for pharmacy services	<ul style="list-style-type: none"> The Drug Tariff, why it is used and how Core services and additional services Pharmaceutical Clinical Effectiveness programme
5.2 Prescribing guidelines, data and formularies	<ul style="list-style-type: none"> The purpose of prescribing guidelines and of data from pricing authorities
	<ul style="list-style-type: none"> The purpose of local formularies
	<ul style="list-style-type: none"> The sources of evidence used in the development of prescribing guidelines, data and formularies eg National Institute for Health and Clinical Excellence (NICE), Guidelines and Audit Implementation Network (GAIN) and Scottish Intercollegiate Guidelines Network (SIGN)
5.3 Operating procedures in primary and secondary care	<ul style="list-style-type: none"> The reasons for standardising operating procedures in hospital and community pharmacies Standard Operating Procedures (SOPs) required under the Responsible Pharmacist Regulations Northern Ireland Medicines Governance Team policy/recommendations
	<ul style="list-style-type: none"> The main areas covered by such procedures / protocols
5.4 Responding to adverse drug reactions	<ul style="list-style-type: none"> The correct actions to take in response to a client reporting an adverse drug reaction, including the national reporting scheme
5.5 HPSS complaint procedure	<ul style="list-style-type: none"> The principles of the HPSS complaint procedure with reference to complaints about pharmaceutical service
	<ul style="list-style-type: none"> Individual pharmacy complaints procedure

6 Pharmaceutical aspects of practice	
6.1 Calculation	<ul style="list-style-type: none"> Perform accurately all types of calculations relating to pharmacy practice
6.2 Dilution	<ul style="list-style-type: none"> The correct procedures for the dilution of solid, semi-solid and liquid dosage forms, including selection of the correct diluent
6.3 Formulation and preparation	<ul style="list-style-type: none"> How to develop a suitable formula for preparing extemporaneous products in community and hospital practice
	<ul style="list-style-type: none"> How to apply suitable methods and procedures for the preparation of sterile and non-sterile products in community and hospital practice
6.4 Good dispensing practice	<ul style="list-style-type: none"> The principles and practices involved in ensuring an accurate and efficient dispensing process
6.5 Special handling requirements	<ul style="list-style-type: none"> The additional precautions necessary when preparing and dispensing cytotoxic and other products requiring health and safety precautions
6.6 Stability of dispensed preparations	<ul style="list-style-type: none"> The factors affecting the stability of medicinal products (including those dispensed extemporaneously) and the impact of these factors on storage and labelling

7 The Principles of Procurement, Storage and Stock Control of Medicines	
7.1 Procurement	<ul style="list-style-type: none"> The principles for procurement of pharmacy stock
7.2 Wholesaling	<ul style="list-style-type: none"> The role of wholesalers and purchasing agreements with wholesalers
7.3 Storage	<ul style="list-style-type: none"> Appropriate storage conditions for all stock
7.4 Stock control	<ul style="list-style-type: none"> A working knowledge of the principles of stock control
	<ul style="list-style-type: none"> The assessment of stock levels and replenishment of stock from various sources
	<ul style="list-style-type: none"> The principles and methods for assuring the quality of pharmacy products and materials supplied to and from the pharmacy

Trainee name (print):

Examination Entry Form

**PRE-REGISTRATION TRAINING
REGISTRATION EXAMINATION ENTRY FORM**

I confirm that I(Full Name, BLOCK CAPITALS)
wish to enter the examination to register as a pharmaceutical chemist to be held
on:.....(date of examination)

I enclose with this form

- Two passport-size photographs (stapled to this form at its top left corner), each bearing on the reverse side the following hand-written declaration of the pre-registration tutor, "I certify that this is a true likeness of (trainee's name)" and signed and dated by the pre-registration tutor.
- Examination fee (check website for amount due) cheque payable to "Pharmaceutical Society of Northern Ireland" (PSNI) *Please note a late submission incurs a penalty fee (check website for amount) which should be included with the application.*

N.B. Your 39th week appraisal must be with the Society before you sit the examination.

Please write in the space provided the following words **in your normal handwriting**

"I have read, fully understand and agree to be bound by the regulations for the Society's registration examination"

.....
.....

Signed:.....

DECLARATION BY TUTOR

I witness the above declaration by my trainee and confirm that:

(Trainee's FULL name, block capitals).....

will have completed **45 weeks** from the commencement date of his/her pre-registration training in accordance with the Regulations for pre-registration experience by (insert date)

Signed:.....

FULL NAME:..... (BLOCK CAPITALS)

Send this form and enclosures to the Pharmaceutical Society of Northern Ireland, 73 University Street, Belfast BT7 1HL (we advise that you send these by recorded delivery and keep safe your official record of posting for use, if necessary, as proof of dispatch). In the space below please print the postal address where your ratified entry form and your examination number should be sent:

.....
.....
.....

Pharmaceutical Society of Northern Ireland

Pre-registration Training

Registration Examination - candidates with disabilities

Candidates, who, due to disability, wish to request adjustments to the registration examination, should make their request in writing to the Society before 31st March for the June examination and 31st July for the October examination.

They should provide:

- A description of the disability and how it affects them
- Specific details of the adjustments requested

The Society reserves the right to request corroborating (medical) evidence for any adjustment requested. Please note, it is required in all cases when the requested adjustment is for additional time.

Corroborating (medical) evidence required for additional time for the examination must:

- Normally be from an appropriate registered medical practitioner, chartered educational psychologist or specifically trained specialist teacher
- In the case of disabilities such as dyslexia, be dated after the applicant's 16th birthday provided the evidence is still relevant
- In the case of disabilities such as dyslexia justify the need for additional time and recommend the amount of additional time up to a maximum of 25% the expert believes should be applied. This amount of time is designed to put the candidate on an equitable footing with other candidates taking into account the nature of the registration examination.

It is the trainee's responsibility to submit corroborating evidence

Candidates who develop a disability shortly before the examination which may necessitate special arrangements should inform the Pre-registration Facilitator as soon as possible.

The Education Committee of the Council of the Society will have the final decision on the adjustments requested by any trainee with regard to the registration examination.

CHECKLIST OF ITEMS TO BE SUBMITTED BY PRE-REGISTRATION TRAINEE IN SUPPORT OF AN APPLICATION TO REGISTER IN 2012

PRINT IN BLOCK CAPITALS: Surname of Trainee:

First Names of Trainee:..... Title of Trainee:.....

1. The following documentation must be RECEIVED by the Society no earlier than the start of week 49 and no later than the end of week 50 of pre-registration training to ensure registration on the anticipated date.

For office use only

(TICK THE BOX TO INDICATE ITEM ENCLOSED)

New Registrant Form (all parts completed and signed)	
Fee (check on website; penalties accumulated during year must be included)	
Appraisal 52 wk AND all grades MUST be 1 or 2	
52 Week Declaration	
Certificate generated from NICPLD website as evidence of course attendance/completion	

2. The following documents must have been submitted as required during the training year

(TICK THE BOX TO INDICATE ITEM ALREADY SUBMITTED)

Appraisal 13 wk & copy of 13 week PSAS and log of evidence	
Appraisal 26 wk & copy of 26 week PSAS and log of evidence	
Appraisal 39 wk & copy of 39 week PSAS and log of evidence	
26 Week Declaration (if 6 months training in hospital)	
Portfolio (submitted as soon as it is completed and no later than end of week 50)	
Performance Standards Assessment Summary, all standards MUST be dated and initialled by tutor (placed <u>at front of portfolio</u> and submitted by deadline specified for portfolio)	
Degree certificate presented to office for authentication (& was submitted within two months of commencing training)	

3. NICPLD online certificate with evidence of having completed the following:

(TICK THE BOX TO INDICATE COMPLETED/ATTENDED & ENCLOSE CERTIFICATE)

Completed First Aid training	
Attended Law & Ethics (1 day)	
Completed Controlled Drugs – Striking a balance	
Completed Patient Medication Review and Records	
Completed Improving Medicines Safety	
Completed The Responsible Pharmacist	
Completed Minor Ailments	

4. Questionnaires on pre-registration training and tutor performance

(TICK THE BOX TO INDICATE ITEM ENCLOSED)

Review of Pre-registration Training	
Tutor Performance	

Signature of trainee:..... Date:.....

The portfolio can be collected from the office after the date of registration and will be destroyed if not collected one month after registration.

Pre-registration Tutor Performance Survey 2011

The Pharmaceutical Society of Northern Ireland must ensure that pre-registration tutors have the ability to undertake effectively the important role of tutor. Please complete this questionnaire in relation to the performance of your tutor. Each tutor will receive an individualised report from the Society providing feedback on their performance as a tutor.

If you had more than one tutor please complete a questionnaire for each tutor.

On the left hand side is a sentence describing the behaviour of a highly skilled tutor and on the right hand side a sentence describing the behaviour of a less effective tutor. Please circle 1,2,3,4 or 5 which best reflects your opinion of your tutor's skill or behaviour in the range of **1 (less effective tutor) to 5 (highly skilled tutor)**

Name of tutor:	PSNI Registration Number:
Duration of tutoring: ---/---/2010 to ---/---/2011	

	HIGHLY SKILLED TUTOR	YOUR GRADE	LESS EFFECTIVE TUTOR	Please comment if scoring less than 3
1	A competent pharmacist, working to high professional and ethical standards, and providing an excellent role model for future pharmacists	5 4 3 2 1	A pharmacist whose behaviour is not consistent with membership of the profession as defined in the Code of Ethics	
2	A pharmacist who maintains a clear patient focus at all times and makes all decisions with patients' needs paramount	5 4 3 2 1	A pharmacist who sometimes allows other issues to take her/his focus away from the needs of patients	
3	A pharmacist who keeps abreast of issues in pharmacy outside her/his own sphere of interest	5 4 3 2 1	A pharmacist who has a narrow perspective on pharmacy and related health issues: concerned only with topics of immediate relevance to her/him	
4	A person who is continuing to develop: who reflects on work processes and outcomes, evaluates her/his own performance and takes action to develop her/his expertise and knowledge	5 4 3 2 1	A person who is not developing: who relies on her/his existing knowledge and current competence, and does not seek to continually improve her/his own practice	
5	A person who communicates clearly, confidently and assertively and who makes no assumptions about the knowledge or understanding of others	5 4 3 2 1	A person who is sometimes aggressive or passive in communication or whose meaning tends to be unclear	
6	A person who treats all others consistently and with respect; who has realistic expectations of others, and is viewed by others as approachable and open-minded.	5 4 3 2 1	A person whose behaviour towards others is sometimes affected by stress or outside pressures and is unpredictable, making her/him difficult to approach	
7	A person who openly acknowledges the contribution of each member of the work team: engenders an attitude of goal-sharing and common purpose amongst staff	5 4 3 2 1	A person whose behaviour can be divisive and who engenders a culture of blame and criticism	
8	A person who respects the roles and abilities of others in the team: uses their knowledge and skills by effective delegation and inclusion	5 4 3 2 1	A person who exerts power and does not delegate work to others when she could or seek their input, thereby increasing her/his own pressure and engendering frustration or lack of confidence in others	

9	A person who manages time well, prioritising effectively, honouring commitments to others and making her/his time available to staff	5 4 3 2 1	A person who has difficulty prioritising work and sometimes fails to meet commitments to others	
10	A person who treats the development of team members as a priority, giving support and advice to assist them in their development	5 4 3 2 1	A person who treats staff development as a low priority or whose behaviour acts as a disincentive to development	
11	A person who empowers team members to take responsibility for their own learning, and who engages in discussion with the learner	5 4 3 2 1	A person who directs or imposes training and development: does not involve the learner	
12	A person who sets aside time to plan training and who sets clear objectives with the learner's input	5 4 3 2 1	A person who does not plan training and who does not set objectives with the learner, or who sets unclear objectives	
13	A person who uses a wide range of events as coaching opportunities and takes account of the needs and style of the learner	5 4 3 2 1	A person who often fails to use work events to focus the learning of the trainee and takes no account of the individual's learning needs or style	
14	A person who encourages self appraisal and who regularly provides constructive and honest feedback	5 4 3 2 1	A person who provides feedback infrequently or reluctantly; whose feedback is negative, unclear or evasive, and/or who 'delivers' feedback with little or no input from the learner	
15	A person who allows the trainee plenty of opportunity to demonstrate competence	5 4 3 2 1	A person who controls others or who allows them to 'drift along'; who is reluctant to allow the trainee to be involved in activities that could provide opportunity for developing and proving competence	
16	A person who is skilful at assessing evidence of competence from diverse sources	5 4 3 2 1	A person who often makes assumptions about the competence of others without appropriate or sufficient evidence	
17	A person who reviews progress regularly and positively	5 4 3 2 1	A person who reviews progress infrequently, reluctantly or negatively	

Any other relevant comments

Thank you for completing this survey

Change of Tutor during pre-registration training

The importance of the tutor in pre-registration training is recognised by the Council and the Guidance Notes specify the requirements and commitments that this involves. Tutors must have a minimum of three years practice as a registered pharmacist in the aspect of pharmacy with which the particular establishment is concerned. Tutors must also have attended a one-day training course or, having attended this course, must attend an up-date course within the next five years.

Tutors and employers must complete the appropriate forms indicating that they agree to observe the Society's requirements and conditions for pre-registration tutors.

When a tutor's employment terminates or when the conditions of employment change, it is necessary to find an alternative tutor. The guidance notes for pre-registration training specify that:

A pharmacist whose employment terminates or whose conditions of employment change while she is responsible for acting as tutor must discuss alternative arrangements with her employer so as to ensure the trainee receives satisfactory supervised training for the remainder of the training period for the trainee. The Society must be informed of the proposed alternative arrangements as soon as possible and reserves the right to refuse to recognise the training proposed. In these circumstances a trainee may be required to find an alternative training position with another employer and tutor.

The following additional guidance is given to tutors and employers to help clarify the alternative arrangement options that will be recognised by the Society. The importance of keeping the trainee informed of proposed changes is emphasised, as is the need to inform and get approval of the proposed alternative arrangements from the Society as early as possible.

Principles involved

Where it becomes necessary to find a replacement tutor for a current pre-registration trainee, there are some basic principles that must be fulfilled:

1. A replacement tutor must have attended a recognised training course and be sufficiently experienced to be able to manage her workload and oversee training.
2. The trainee is content that any recommendations for change will afford him the same learning, training and development opportunity that he would have received from the original tutor. The change of tutor and the associated arrangements should be discussed with him and he must indicate in writing that he is satisfied with any proposed change of tutor.
3. The replacement tutor must indicate in writing that she is confident that her own practice would not be compromised and that she is willing to undertake this additional responsibility.
4. Public safety must not be compromised in any way.

5. There must be a 'hand-over' session between new and replacement tutors to discuss pre-registration training and trainee progress and draw up a plan for the remainder of the training year.

Options

- A. **A replacement tutor who will be working full-time in the same premises as the trainee is proposed.**

This will depend on the experience and prior tutor training of the proposed replacement tutor.

1. *The replacement tutor meets the criteria for experience and attendance at the tutors course.*
 - a) This is the preferred option and employers seeking a replacement pharmacist should endeavour to meet this option.
 - b) The replacement tutor must up-date herself by attending a tutor support evening (if available) and by reading the Tutor Information Booklet.
 - c) The replacement tutor must spend a minimum of one day with the appointed tutor to discuss pre-registration training and trainee progress and draw up a plan for the remainder of the training year.
2. *The replacement tutor has at least three years experience in the required aspect of pharmacy and has attended a tutors course within the last 10 years, but is not current.*
 - a) In this situation, it is sufficient for the replacement tutor to up-date herself by attending a tutor support evening (if available) and by reading the Tutor Information Booklet.
 - b) If a tutor support evening is not available, she should spend a minimum of two days with the appointed tutor to familiarize herself with any changes in the training programme and to discuss pre-registration training and trainee progress and draw up a plan for the remainder of the training year
 - c) If the replacement tutor has attended the tutor support evening, she should spend a minimum of one day with the appointed tutor to discuss pre-registration training and trainee progress and draw up a plan for the remainder of the training year.
 - d) Attendance at 'special' tutor training course is recommended if a course is available but would not be compulsory. Attendance at this course would re-validate the tutor.
 - e) If the date when the replacement tutor is needed immediately prior to (within 4 weeks) the date for the annual tutor course, it will be acceptable for the replacement tutor to attend the half-day course.
3. *The replacement tutor has at least three years experience in the required aspect of pharmacy but has not previously attended a tutors course*
 - a) In this situation attendance at a 'special' half-day tutor training course is compulsory. There are cost implications for this.

- b) Having attended a special half-day tutor course, the replacement tutor must attend the full tutor training course in order to remain a recognised tutor.
 - c) If the date when the replacement tutor is needed is immediately prior to (within 4 weeks) the date for the annual tutor course, it will be acceptable for the replacement tutor to attend the full day tutor training course and she would then be recognised as a tutor.
 - d) Having attended or arranged to attend a special half-day tutor course, the replacement tutor must spend a minimum of one day with the appointed tutor to discuss pre-registration training and trainee progress and draw up a plan for the remainder of the training year.
4. *The replacement tutor does not have three years experience in the required aspect of pharmacy and has not attended a tutors course*
- a) This is a situation which causes the most concern and is only considered under exceptional circumstances where an employer and/or tutor is unable to secure a more suitable replacement tutor. Only pharmacists who have a minimum of two years experience in the relevant aspect of pharmacy can be considered.
 - b) In this situation attendance at a 'special' half-day tutor training course is compulsory. There are cost implications for this.
 - c) In addition to the above, a mentor who is an experienced tutor (at least 5 years) must be identified. The mentor would be required to be available for support, consultation and guidance on a regular basis to the replacement tutor. The Society would require in writing an agreed 'shadowing' programme, which would demonstrate appropriate support for the replacement tutor.
 - d) Having attended or arranged to attend a special half-day tutor course, the replacement tutor must spend a minimum of two days with the appointed tutor to discuss pre-registration training and trainee progress and draw up a plan for the remainder of the training year.
 - e) When the Society has accepted a replacement tutor under these circumstances, it is only as a temporary arrangement and the tutor will only be recognised as such for the replacement period. It will not be acceptable for her to act as a tutor again until she fulfils all the Society's criteria for being a tutor.

B. A qualified tutor is available on the premises but is already tutoring a trainee

This conflicts with the requirement that the pre-registration tutor must normally personally supervise one trainee at a time. However, it will be considered for pharmacists who have a minimum of 5 years experience as a tutor. The tutor must be working full-time in the relevant premises.

Action required

1. The Society must be informed in writing as early as possible that there will be a change of tutor and all relevant documentation (a Change of Tutor form can be downloaded from the website) must be complete at least four weeks before the date of the change.
2. The Society must confirm in writing that the proposed replacement tutor and arrangements are acceptable before the date of the change.
3. Where a special half-day tutor training course is required, this will be offered on two occasions at most, i.e November/December and/or January/February.

Appraisal Criteria

The following descriptors were developed as part of an exercise in the Tutor's course to improve understanding of the appropriate grade to give to a trainee according to his/her standard of performance. It is hoped they will be a helpful guide to tutors in their preparation for the appraisal interview. The descriptors are not meant to be all inclusive and aspects you consider important may be missing. You can use the space in the comments section to indicate your reason for allocating a grade.

Development of sense of professional responsibility

1	Excellent	Consistently demonstrates highest commitment to patients Always does his/her best at any task Works to the highest standards at all times and always follows through on any task Looks for opportunities and is keen to learn from others
2	Good	Demonstrates commitment to patients on all occasions Conscientious approach to any task Works to a high standard at all times Willing to learn from others
3	Satisfactory	Demonstrates commitment to patients on most occasions Takes responsibility for own performance on most occasions Works to a satisfactory standard Is aware of and accepts responsibility for occasional mistakes
4	Some progress	Demonstrates commitment to patients on some occasions Starting to take responsibility for own performance Aims to work to a satisfactory standard but some improvement needed Learns from own mistakes and from the good practice of others but is not consistent
5	No progress	Poor commitment to patients Not prepared to take responsibility for own performance Little evidence of learning from own mistakes or from the good practice of others Has to be corrected on too many occasions and is showing little improvement

Application of pharmaceutical knowledge in practice

1	Excellent	Excellent ability to assess prescriptions for safety and clinical appropriateness Excellent knowledge and actively seeks to develop clinical knowledge Able to answer queries to the highest standards and give the most up-to-date information Actively seeks opportunities to use their pharmaceutical knowledge to develop their role or to resolve any identified problems appropriately Confidently and accurately assesses clinical needs of patient in relation to drugs
2	Good	Consistently demonstrates ability to assess prescriptions for safety and clinical appropriateness Good knowledge and keen to learn Able to answer queries with accurate and appropriate information Competent in use of information. Applies knowledge to clinical situations

3	Satisfactory	Able to assess prescriptions for safety and clinical appropriateness on most occasions Reasonable knowledge but requires occasional prompting Occasional inconsistency in advice given Some improvement needed in ability to apply knowledge to clinical practice Takes steps to learn from past mistakes and amend practice
4	Some progress	Some ability to assess prescriptions for safety and clinical appropriateness but needs more consistency Shows gaps in pharmaceutical knowledge and does not address them on every occasion. Sometimes defers queries to pharmacist without attempting to answer him/herself or provides some inaccurate information
5	No progress	Poor pharmaceutical knowledge demonstrated Consistently repeats errors despite instruction/advice being given by tutor Mostly defers queries to pharmacist without attempting to answer him/herself or provides some inaccurate information Does not show motivation to improve practice

Attitude towards

(a) Staff

1	Excellent	Always very courteous and polite to all staff Excellent interaction with staff Brings out the best in the team Goes out of his/her way to be helpful to all staff members
2	Good	Courteous and polite to staff Good interaction with staff A good team member Will help any staff member if required
3	Satisfactory	Mostly courteous and polite to staff Appropriate interaction with staff Works reasonably well in the team Has helped staff on occasions
4	Some progress	Occasionally off-hand in dealing with staff Interacts reasonably well with staff Prefers to work on his/her own but needs to make greater contribution to team tries to contribute to team effort Lacks confidence in helping staff
5	No progress	Off-hand with staff Unpopular with staff Inappropriate attitude to staff Not a team player Does not consider that he/she has any responsibility to be helpful to other staff members

(b) Patients/general public

1	Excellent	Impressively courteous, polite and helpful to patients Shows good empathy and consideration of patient's personal situation Excellent ability to instil patient confidence Ensures patient confidentiality at all times Highly effective in his/her interaction with patients
2	Good	Always courteous and polite to patients Instils patient confidence

		Ensures patient confidentiality at all times Very effective in his/her interaction with patients
3	Satisfactory	Mostly courteous and polite to patients Aware of patient's needs & tries to be helpful Aware of need to instil patient confidence but needs to be more assured Aware of the need for patient confidentiality but needs more practice at managing confidential information and situations Mostly effective in his/her interaction with patients
4	Some progress	Occasionally off-hand in dealing with patients Lacks confidence which affects ability to instil confidence in patients But lacks ability to apply to practice Greater awareness of the need for patient confidentiality needed Makes an effort to interact with patients but improvement needed
5	No progress	Poor attitude to patients Fails to instil patient confidence Poor awareness of confidentiality issues Uncaring attitude to patients

Ability to communicate

(a) with patients

1	Excellent	Excellent listening skills & always checks patient understanding Consistently and efficiently elicits all information Responds appropriately, professionally and confidently Customer expectations exceeded. Shows good empathy & personal touch. Adopts appropriate body language Very approachable
2	Good	Good listening skills. Consistently and efficiently elicits all information Responds appropriately Customer expectations met Relates to patient in a way they understand Adopts appropriate body language.
3	Satisfactory	Elicits most information but occasionally misses important information Responds appropriately on most occasions Customer expectations met on most occasions Occasionally uses inappropriate language, e.g. too technical, or too much Not always aware of body language Approachable on most occasions
4	Some progress	Elicits some information but frequently misses key points Customer expectations met on frequent occasions Uses inappropriate language, e.g. too technical, or too much Needs to be more patient friendly
5	No progress	Does not elicit appropriate information on many occasions Displays some of the following in patient interactions: nervous, disinterested or over confident Usually refers any queries to another pharmacist Gives incorrect advice or information or does not give any advice Poor body language Not willing or able to deal with patients

(b & c) with colleagues and other professionals

1	Excellent	Excellent ability to deal effectively and efficiently with all colleagues Appropriate manner consistently adopted according to nature of interaction Displays empathy and understanding when needed Interacts very well and confidently with colleagues and other professionals Excellent response to feedback
2	Good	Able to deal effectively and efficiently with all colleagues Appropriate manner adopted according to nature of interaction Displays empathy and understanding when needed Interacts well with colleagues and other professionals Responds well to feedback
3	Satisfactory	Mostly able to deal effectively and efficiently with all colleagues Appropriate manner adopted according to nature of interaction on most occasions Needs to show better empathy and understanding Mostly interacts well with colleagues and other professionals but is occasionally inappropriate in his/her response Responsive to feedback
4	Some progress	Is able to deal effectively and efficiently with most colleagues on some occasions Occasionally manner adopted is not appropriate Needs to show better empathy and understanding Mostly interacts well with colleagues and other professionals but is occasionally inappropriate in his/her response Occasionally unresponsive to feedback
5	No progress	Unable to deal effectively and efficiently with colleagues or other professionals Manner adopted is not appropriate Lacks empathy and understanding Avoids interactions with colleagues or other professionals Unresponsive to feedback

Ability to accept and take authority

1	Excellent	Always takes constructive criticism in a professional manner & learns from it. Consistently willing to perform all tasks requested of them to the highest standard Demonstrates consistently ability to use own initiative Commands respects from others appropriately Excellent ability to delegate, motivate & support other staff Always accepts accountability for own actions with excellent follow through
2	Good	Responds well to constructive criticism & learns from it. Performs all tasks requested of them to a good standard Regularly demonstrates initiative Is given respects from others appropriately Is able to delegate & support other staff Accepts accountability for own actions
3	Satisfactory	Accepts constructive criticism but needs to apply this more consistently Performs tasks asked of him/her to a minimum required level Frequently uses own initiative

		<p>Is generally given respect from others but needs to be more assertive on occasion</p> <p>Makes an effort to delegate and support other staff</p>
4	Some progress	<p>Finds it difficult to accept constructive criticism</p> <p>Needs some reassurance when performing requested tasks and required standard not met consistently</p> <p>Occasionally uses own initiative</p> <p>Some difficulty delegating and supporting other staff</p>
5	No progress	<p>Unwilling to accept constructive criticism</p> <p>Consistently poor performance at requested tasks</p> <p>Never uses own initiative – needs to be led</p> <p>No effort made to delegate and support other staff</p> <p>Not prepared to accept/recognise authority</p>

PERFORMANCE STANDARDS

The standards describe what a pre-registration trainee is expected to be able to do and how he should behave in order to join the register. They are grouped into three key areas with the major components as indicated below:

Unit A Personal Effectiveness

- A1 Manage self
- A2 Manage work
- A3 Manage problems
- A4 Demonstrate a commitment to quality
- A5 Demonstrate ongoing learning and development

Unit B Interpersonal Skills

- B1 Communicate effectively
- B2 Work effectively with others

Unit C Medicines & Health

- C1 Manage the dispensing process
- C2 Provide additional clinical and pharmaceutical services

The performance or behavioural indicators are statements of precisely what it is that a trainee must be able to do and how he should behave. The trainee must meet these indicators consistently in order to be assessed as competent.

Unit A Personal effectiveness

These standards encompass aspects of performance and behaviour that underpin effective professional activity. They can be applied to any situation.

You must demonstrate that your personal and professional conduct is consistent with the Code of Ethics, in that you:

- have due regard for accepted standards of behaviour both within and beyond professional practice
- promote and safeguard the interests of the public
- justify public trust in the pharmacist's knowledge, ability and judgement
- promote the good standing of the profession
- avoid any act or omission which would impair confidence in the profession.

A1 Manage self

You must at all times demonstrate a level of self-awareness, responsibility and self-management that will enable you to be an effective practitioner both

independently and within teams or groups.

You must show that you:

- A1.1 Behave in a manner consistent with membership of the profession
- A1.2 Manage your time effectively
 - This will include time at work and using time outside work for personal and professional development. It will include prioritising tasks, planning, timekeeping and management of interruptions
- A1.3 Recognise your personal and professional limitations and refer appropriately
 - In this context, appropriately means referral when necessary, to the correct person, in a suitable manner
- A1.4 Respond with willingness and flexibility to new situations and to change
- A1.5 Remain composed and personally effective in all situations
 - This may, in extreme circumstances, include removing self from situation in order to maintain self-control and to minimise risk to patients
 - Situations will include challenging behaviour from colleagues or clients, periods of heavy workload and times of stress
- A1.6 Make decisions which demonstrate clear and logical thought
- A1.7 Take responsibility for, and accept outcomes of, your own decisions
- A1.8 Amend your behaviour, when necessary, based on evaluation of your performance by yourself or others

A2 Manage work

You must at all times work efficiently and effectively, and within legal and ethical constraints.

You must show that you:

- A2.1 Carry out tasks effectively
 - Effectively in this context means correctly, in an organised manner, with sufficient attention to detail and at a pace appropriate to the level of business. It includes prioritisation and completion of tasks within agreed deadlines
- A2.2 Approach tasks and situations in accordance with the law and with the Code of Ethics
- A2.3 Follow work systems correctly
 - Work systems include your own working practices, standard operating procedures, Sale of Medicines protocol, your organisation's systems and security procedures
- A2.4 Use resources effectively
 - Resources include colleagues, other healthcare workers, workspace, equipment / material and both text-based and electronic references

A3 Manage problems

You must demonstrate that you can handle a wide variety of problems, whether by resolving them yourself or by contributing to their resolution.

You must show that you:

- A3.1 Recognise and define actual or potential problems
 - Problems include difficulties minor and serious needing resolution
- A3.2 Identify workable options to resolve the problem
- A3.3 Select the best solution, based on sound analysis and appropriate evidence.
 - Sound analysis will include:
 - Exploring the strengths and weaknesses of options
 - Considering barriers to resolving the problem
 - Discussion with others
- A3.4 Suggest and, if appropriate, implement solutions to problems
- A3.5 Evaluate the outcome of the solution after implementation, and if necessary redefine the problem (see A3.1)

A4 Demonstrate a commitment to quality

You must deliver products and services of the highest standard by ensuring quality. Your prime concern must be the welfare of the patient and other members of the public

You must show that you:

- A4.1 Work to an acceptable standard when preparing products and delivering services
 - As defined by the Code of Ethics, with patients' needs paramount
- A4.2 Check your own work effectively
- A4.3 Minimise error by others through effective supervision
- A4.4 Identify and rectify your own and others mistakes promptly and effectively
- A4.5 Minimise health and safety risks to yourself and others
- A4.6 Base your actions, advice and decisions on evidence
 - Rather than assumption, anecdote or hearsay
- A4.7 Obtain and process the evidence you need to satisfy A4.6
 - By the effective gathering, review, evaluation and application of research evidence
- A4.8 Have successfully carried out a small, planned audit assignment

A5 Demonstrate ongoing learning & development

You must provide evidence that you are continually developing your professional competence by applying what you have learned from daily activities and incidents and from formal learning opportunities.

You must show that you:

- A5.1 Identify and prioritise your own learning and development needs
 - Based on self reflection / evaluation and on feedback from others
- A5.2 Develop your own plans to meet identified needs, using SMART learning objectives
 - Plans should include a variety of learning activities, such as:
 - Using reference sources

- Undertaking distance or IT learning packages
- Work shadowing [observation of others at work]
- Discussion with tutor or colleagues in and outside the pharmacy
- Giving talks / presentations
- Attending events e.g. courses, seminars, conferences, branch meetings

A5.3 Make full use of learning and development opportunities

- Opportunities will arise from the activities

A5.4 Evaluate whether your learning objectives have been met

A5.5 Identify your further learning needs

A5.6 Record your own learning and development process and outcomes

A5.7 Apply learning to practice

Unit B Interpersonal skills

These standards encompass aspects of performance and behaviour that involve any interaction with others. You must demonstrate your ability to communicate at all levels and to work with others in the pharmacy and healthcare team. In so doing, you will demonstrate possession of the core characteristics of an empathic healthcare professional:

- seeing and understanding things from the perspective of others, especially patients
- communicating effectively
- working with people from other disciplines

B1 Communicate effectively

You must demonstrate communication skills that promote the provision of a quality service.

You must show that you:

B1.1 Communicate effectively in English

- Effectively here means that you are sufficiently competent in English to understand and be understood in writing, on the telephone and in person

B1.2 Behave in a polite and helpful manner

B1.3 Sensitively approach people who need or who may need assistance

B1.4 Elicit all relevant information by the use of appropriate questions

B1.5 Listen effectively to the whole message

- This includes spoken word, body language and tone of voice

B1.6 Respect and observe confidentiality

B1.7 Act appropriately in response to spoken and unspoken needs of others

- Others will include people with special needs and those from different backgrounds and with different lifestyles

B1.8 Behave in a manner which instills confidence

B1.9 Behave assertively

B1.10 Use appropriate body language

B1.11 Provide information and advice appropriate to the needs of the recipients(s)

- Recipients must include individuals, groups and those with particular needs, e.g. people with diabetes, asthma etc
- B1.12 Handle conflict appropriately
- This will include taking action to prevent conflict wherever possible
 - Evidence must cover conflict arising from complaints, aggressive behaviour and from disagreements with or amongst colleagues

B2 Work effectively with others

You must contribute positively to any team or group with which you are associated, so that targets and goals are achieved. You must develop and demonstrate skills involved in the management and/or supervision of others. This recognises the inclusion of these responsibilities in the roles of the majority of pharmacists.

You must show that you:

- B2.1 Acknowledge the ideas and opinions of others and act on them when appropriate
- Others must include junior and senior colleagues and external contacts
- B2.2 Present your own ideas and opinions appropriately when speaking and in writing
- B2.3 Meet commitments made to others within agreed deadlines
- This will include giving clear explanations if commitments cannot be met
- B2.4 Give constructive feedback to others based on accurate evaluation of their performance
- This must include both positive and negative feedback
- B2.5 Secure help from others when necessary in an appropriate manner
- B2.6 Assist others when necessary
- B2.7 Delegate tasks appropriately
- When necessary and in a manner conducive to team-working
- B2.8 Supervise others in an appropriate manner to ensure that agreed outcomes are achieved
- B2.9 Use your knowledge and skills effectively when helping others learn

Unit C Medicines and health

These standards encompass aspects of performance and behaviour that are specific to pharmacy practice.

You must demonstrate your ability to provide an effective pharmaceutical service.

Development of the following characteristics will underpin your future role as a provider of pharmaceutical care:

- identifying health needs and understanding the opportunities for health promotion as well as treatment and care
- working with patients and carers, to manage their medicines and ensure that they can play an active part in the decisions and choices affecting their treatment or care
- understanding and making the most of the whole health and social care

system for the benefit of patients

For this unit to be achieved, you must have experience or awareness of all the following:

- the pharmacists role in both community and hospital
- the way the healthcare system operates for patients in community and hospital
- supply of medicines from both community and hospital
- provision of advice about medicines and health
- use of patient medication records and histories
- working with local formularies and prescribing guidelines
- use of the full range of reference sources as specified by the Pharmaceutical Society of Northern Ireland
- use of a full range of dispensary equipment

C1 Manage the dispensing process

You must be able to provide an effective service for the supply of prescribed medicines, dressings and appliances. You should demonstrate the ability to deliver such a service by undertaking dispensing yourself and by the effective management of dispensing undertaken by others.

You must show that you:

- C1.1 Correctly receive prescriptions into the pharmacy
- Correctly will include following protocols and providing necessary information
- C1.2 Check the prescription is valid
- Valid means legible, accurate, complete and complying with legal requirements, not fraudulent
- C1.3 Assess the prescription for safety and clinical appropriateness
This will include:
- Appropriateness according to patient's condition, if known
 - Meeting the patient's need with view to minimising waste
 - Dosage within therapeutic range
 - Appropriate dosage form
 - Appropriate route of administration
 - Appropriateness according to patient's parameters (age, weight, etc) and previous medication
 - Compatibility with other medication, if known
 - Consistency with formularies, clinical guidelines and protocols, if known
 - Risk of adverse drug reactions
 - Potential for non-compliance, inappropriate use or misuse by patient
 - Any other contra-indications
- C1.4 Resolve any identified problems appropriately
- This will include any problem arising from C1.2, C1.3 or stock availability
- C1.5 Perform calculations correctly
- C1.6 Assemble the prescription correctly
- This includes packaging and producing computer-generated labels

- C1.7 Supply extemporaneously prepared products according to the correct formula
 - Both by preparing and by ordering from a specialist manufacturing unit
- C1.8 Correctly issue dispensed item(s) to patient or representative, with appropriate information and advice
- C1.9 Ensure stock is managed correctly
 - This will include ordering, checking on delivery and dealing with discrepancies, stock rotation, dealing with recalls and returned items, storage and disposal
- C1.10 Respond appropriately to requests to dispense prescription-only items without a prescription
 - Requests from patients or their representatives and from prescribers
 - It is a legal requirement that a pharmacist has interviewed the patient and makes the decision to supply. In order to meet this criterion, you should, with the patient's consent, listen to the interview, dispense the product and make the entry in the register (with checking by the pharmacist)
- C1.11 Correctly process necessary documentation
 - This includes endorsing in both hospital and community, filing, stock control and completion of PMRs, CD records and prescription register
- C1.12 Effectively check prescriptions dispensed by others

C2 Provide additional clinical and pharmaceutical services

You must demonstrate the application of your clinical and pharmaceutical knowledge. You must show that this knowledge is up-to-date. It must be used effectively in the following areas:

- The management of prescribed medicines, long term conditions and common ailments
- The promotion and support of healthy lifestyles
- The provision of advice and support to patients and other healthcare professionals

Competence in this element will underpin your ability to manage medicines and provide pharmaceutical care in the future.

You must show that you:

- C2.1 Provide considered and correct answers to queries, founded on research-based evidence
 - Evidence sources will include clinical textbooks, journals and pharmaceutical company information (whether paper-based or electronic)
- C2.2 Pro-actively assist patients to obtain maximum benefit from their treatment
 - This will include identifying opportunities to assist, providing information, positive reinforcement, reassurance, testing understanding and encouraging recipient to ask questions
 - Directly or via their representatives
- C2.3 Identify and take action to minimise risk to patients from their treatment
- C2.4 Actively provide information and advice to healthcare professionals
- C2.5 Construct medication histories using a range of sources

- These must include basic and comprehensive histories
- C2.6 Use medication histories correctly
 - Access existing information, record new information and apply the information
- C2.7 Recognise possible adverse drug reactions, evaluate risks and take action accordingly
 - This may include advising and providing information to patients or their representatives, discussion with colleagues and reporting via a Yellowcard to the MHRA
- C2.8 Provide appropriate information and advice on the management of minor and common ailments
 - Information and advice must incorporate both appropriate self-medication and appropriate non-drug actions
- C2.9 Effectively use opportunities to promote and support healthy lifestyles and prevent disease
 - With individual patients and at formal events such as presentations to patient or public groups
- C2.10 Demonstrate awareness of emergency first aid
- C2.11 Refer, or direct the person, to a more suitable source of help or information, when necessary
 - For example: support groups, GP, hospital A&E dept

PERFORMANCE STANDARD RECORD SHEET

Trainee Name..... Date.....

Record Sheet Number:.....

Performance Standards Claimed (You should specify the MAIN performance standards highlighted by this activity which reflects the QUALITY of the evidence presented)

Evidence (tick as appropriate):

- Additional evidence in portfolio to supplement tutor/designated other observation
- Evidence provided in portfolio - performance standard not observed
- Observation of performance by tutor - no additional evidence
- Observation of performance by designated other person - no additional evidence

REFLECTION (Identification of training needs)

PLANNING

ACTION (Description of event/situation)

EVALUATION (self-evaluation of learning)
I assessed the trainee in the performance standards claimed and declare that an appropriate standard was achieved: Signed:..... Designation if not pre-reg tutor..... Date:.....
Comments of tutor/designated other:

List Additional Evidence documents relating to this record sheet below:

PERFORMANCE STANDARDS ASSESSMENT SUMMARY

Trainee name.....

Tutor name.....

ONLY MAKE ENTRIES ONCE THE PERFORMANCE STANDARD HAS BEEN COMPLETED.

A COPY of this should be sent to the Pharmaceutical Society each quarter with the Appraisal form. Over the year this will be a cumulative record of Performance Standards achieved.

When you have finished your training this form must be completed, signed off and submitted with your Portfolio.

Performance Standard	Date Completed	Initials of tutor
A1.1		
A1.2		
A1.3		
A1.4		
A1.5		
A1.6		
A1.7		
A1.8		
A2.1		
A2.2		
A2.3		
A2.4		
A3.1		
A3.2		
A3.3		
A3.4		
A3.5		

Performance Standard	Date Completed	Initials of tutor
A4.1		
A4.2		
A4.3		
A4.4		
A4.5		
A4.6		
A4.7		
A4.8		
A5.1		
A5.2		
A5.3		
A5.4		
A5.5		
A5.6		
A5.7		

Performance Standard	Date Completed	Initials of tutor
B1.1		
B1.2		
B1.3		
B1.4		
B1.5		
B1.6		
B1.7		
B1.8		
B1.9		
B1.10		
B1.11		
B1.12		
B2.1		
B2.2		
B2.3		
B2.4		
B2.5		
B2.6		
B2.7		
B2.8		
B2.9		

Performance Standard	Date Completed	Initials of tutor
C1.1		
C1.2		
C1.3		
C1.4		
C1.5		
C1.6		
C1.7		
C1.8		
C1.9		
C1.10		
C1.11		
C1.12		
C2.1		
C2.2		
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C2.4		
C2.5		
C2.6		
C2.7		
C2.8		
C2.9		
C2.10		
C2.11		

Please complete the following at the end of the pre-registration year:

TRAINEE: I confirm that my portfolio is my own record and is a true account of my activities during my pre-registration training

Signature of trainee:..... Date.....

TUTOR: I confirm that the portfolio contains sufficient documentary evidence to support the claim that all performance standards have been achieved to a satisfactory level.

Signature of tutor:..... Date:.....

SWOT ANALYSIS

<p>Strengths What are the positive aspects of myself and my present position?</p>	<p>Weaknesses What are the negative aspects of myself and my present position?</p>
<p>Opportunities What aspects of the present or foreseeable future situation could I use to my advantage?</p>	<p>Threats What aspects of the present or foreseeable future may operate to my disadvantage?</p>

PERFORMANCE STANDARDS IDENTIFYING LEARNING NEEDS AND FORWARD PLANNING

START OF TRAINING

Trainee name.....

Tutor name.....

Summary of my initial discussions with my tutor:

Learning needs identified:

Plan for the year ahead:
(continue on additional sheets if required)

PERFORMANCE STANDARDS IDENTIFYING LEARNING NEEDS AND FORWARD PLANNING

13 WEEKS

Trainee name.....

Tutor name.....

Summary of my discussions with my tutor at my 13 week review:

Learning needs identified:

Plan for the year ahead:
(continue on additional sheets if required)

PERFORMANCE STANDARDS IDENTIFYING LEARNING NEEDS AND FORWARD PLANNING

26 WEEKS

Trainee name.....

Tutor name.....

Summary of my discussions with my tutor at my 26 week review:

(If you are changing tutors, complete this page of the form and show it to the second tutor at your initial interview with her)

Learning needs identified:

Plan for the next 6 months:

If you have changed tutors at 6 months, use this form to plan the next 6 months with the second tutor)

(continue on additional sheets if required)

PERFORMANCE STANDARDS IDENTIFYING LEARNING NEEDS AND FORWARD PLANNING

39 WEEKS

Trainee name.....

Tutor name.....

Summary of my discussions with my tutor at my 39 week review:

Learning needs identified:

Plan for the last 13 weeks of training:
(continue on additional sheets if required)

PERFORMANCE STANDARDS LOG OF EVIDENCE

Trainee name:.....

This log is intended to help you and your tutor keep track of your progress. Keep it with your portfolio.

A COPY of this should be sent to the Pharmaceutical Society each quarter with the copy of the Performance Standards Assessment Summary

Enter the **Record Sheet Number** relating to the evidence for completing a performance standard. Three records may be sufficient or your tutor may request additional evidence.

Performance Standard	Insert the appropriate Record Sheet Number					Tick to indicate tutor assessed as complete
	Evidence 1	Evidence 2	Evidence 3	Evidence 4	Evidence 5	
A1.1						
A1.2						
A1.3						
A1.4						
A1.5						
A1.6						
A1.7						
A1.8						
A2.1						
A2.2						
A2.3						
A2.4						
A3.1						
A3.2						
A3.3						
A3.4						
A3.5						
A4.1						
A4.2						

A4.3						
A4.4						
A4.5						
A4.6						
A4.7						
A4.8		Only one	piece of	evidence	needed	for this
A5.1						
A5.2						
A5.3						
A5.4						
A5.5						
A5.6						
A5.7						
B1.1						
B1.2						
B1.3						
B1.4						
B1.5						
B1.6						
B1.7						
B1.8						
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B1.10						
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B1.12						
B2.1						
B2.2						
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B2.6						
B2.7						
B2.8						
B2.9						
C1.1						
C1.2						
C1.3						
C1.4						
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