



**PORTFOLIO ASSESSMENT**  
A Guide to CPD Assessment

---

**Version 7: June2017**

## CONTENTS

### SCHEDULED LEARNING

Guidance Notes for <b>Reflection</b> Questions 1&2.....	3
Guidance Notes for <b>Planning</b> Questions 1&2.....	5
Guidance Notes for <b>Action</b> Questions 1&2.....	6
Guidance Notes for <b>Evaluation</b> Questions 1, 2&3.....	8

### UNSCHEDULED LEARNING

Assessment of Unscheduled Cycles .....	12
--	----

### APPENDICES

Consensus guidance for assessing CPD portfolios.....	13
--	----

## Assessment of Scheduled Cycles

### Reflection

#### 1. Did the pharmacist identify specific learning needs? [ESSENTIAL\*]

Identification and specification of the learning need(s) are the two essential factors in determining whether the pharmacist has met this particular criterion.

**IDENTIFICATION** – a statement of learning intent should be present, e.g. ‘I need to learn/know/gain a knowledge of/improve/understand/find out/familiarise myself with ...’

**SPECIFICATION** – A specific statement of learning need is required which should be precise, succinct and measurable, e.g. ‘I need to know the risk factors associated with heart disease.’

General statements that identify a broad learning need are inadequate, e.g. ‘I need to know about heart disease.’ You must keep your learning needs focussed, precise and succinct - limited to two or three. This will make subsequent stages of your CPD cycle easier to record.

It may help to bullet or number your learning needs.

#### 2. Did the pharmacist describe why they wanted to learn about this?

Pharmacists may identify their learning needs through various methods:

- Learning from experience
- Receiving feedback from others
- Reading publications
- Attending workshops, study groups, locality groups etc.
- Using a personal SWOT (Strengths, Weakness, Opportunities and Threats) analysis to identify strengths and areas that need developing
- Completing a Personal Development Plan (PDP) to help identify career goals

The pharmacist should briefly describe the circumstances/context that led to them identifying the specific learning need(s). For example:

- ‘I discovered, after reading an article in the Pharmaceutical Journal on the risk factors associated with heart disease, that I need to learn more about ...’
- ‘When a patient presented with the classic warning symptoms of diabetes, I realised the need to learn about ...’
- ‘After attending the asthma workshop, ‘Take my breath away’, I wanted to improve my knowledge of ...’
- ‘The pharmacy contractor decided to run a smoking cessation campaign within the store, so I need to know ...’
- ‘I’m currently training as a pharmacist prescriber and I need to learn about ...’

### **Examples of acceptable reflection stage recording:**

#### **Beta blockers in treatment of hypertension**

1. I want to find out what drugs are recommended for first line treatment of hypertension and what to do about existing patients on beta blockers to treat hypertension.
2. I know that beta blockers are no longer recommended for first line treatment of hypertension and I need to know what current guidelines recommend.

#### **Management of Chronic Kidney Disease**

1. I want to learn about the criteria for diagnosis of Chronic Kidney Disease (CKD) and its management.
2. I need to learn this as I want to know more about how to manage patients with this condition at my hypertension prescribing clinic.

## Planning

### 1. Did the pharmacist describe the activity/activities that they planned to undertake to meet these needs? [ESSENTIAL\*]

The pharmacist should identify the methods by which they plan to meet their learning needs. For example:

- 'I plan to order and complete the NICPLD distance learning package 'Evidence-based Management of Diabetes' ...'
- 'I plan to attend the '1<sup>st</sup> International Meeting on Pulmonary Hypertension' in Belfast on xx/xx/xx ...'
- 'I will talk to ...'  
Note: Pharmacist should note that the specific names of colleagues are not required – job titles will suffice.
- 'I will read the Pharmaceutical Society NI guidelines on ...'

Simply stating 'I will attend a workshop' is not acceptable unless accompanied by more specific details, e.g. name of the workshop, who is running it.

The learning need(s) can be met through a wide range of learning activities, all of which are acceptable for inclusion in a CPD portfolio.

- Workshops	- University courses
- Distance learning	- Learning by doing
- Study groups	- Mentoring
- Private reading	- Projects
- Teaching	- Research
- Speaking to peers	- Work shadowing
- Conferences	- Writing
- Preparing for presentations	

### 2. Did the pharmacist indicate when they plan to complete these by?

All learning activities should be time-limited with the pharmacist stating when they plan to complete the learning activity/activities by.

#### Examples of acceptable planning stage recording:

##### **Beta blockers and the treatment of hypertension**

3. I plan to read the NICE guidance on hypertension and the relevant parts of BNF chapter two to familiarise myself with the drugs and doses used.

4. I plan to complete this by the end of April 2017.

##### **Management of Chronic Kidney Disease**

3. I plan to read the BMA QOF guidance on CKD indicators and SIGN and NICE guidance.

4. I plan to complete this activity by 5 May 2017.

## Action

### 1. Did the pharmacist provide a brief description of the learning activity/activities they completed to meet the learning need(s)?

Details of the learning activity/activities undertaken should be documented in the 'Activity Table' and should include:

1. full details of each learning activity completed sufficient to allow another individual to source that learning material
2. the date of completion of each activity
3. the time taken to complete each activity
4. details of the evidence associated with the completion of each activity.

### 2. Did the pharmacist include a brief summary of what they learnt? [ESSENTIAL\*]

The pharmacist is required to provide a brief summary of what they personally learnt. This summary should:

- demonstrate a depth of learning
- relate to the identified learning need(s)
- contain specific detailed examples of what the individual learnt.

#### Examples of acceptable action stage recording:

##### **Beta blockers and the treatment of hypertension**

6. I have learnt that Beta blockers are no longer recommended as first line treatment for hypertension as they have been shown to be less effective than other treatments at reducing cardiovascular events, particularly stroke.

If a patient's blood pressure is well controlled with a beta blocker then the beta blocker does not need to be withdrawn, although their long term treatment should be reviewed.

First line drugs are now ACE inhibitors for patients <55yrs and calcium channel blockers or diuretics for patients >55yrs or black patients of any age.

Activity	Date	Time Taken	Evidence
Read NICE CG 34 Management of Hypertension in adults in primary care	19/04/2017	2hrs	Copy of Quick Reference Guide
Read BNF chapter 2	20/04/2017	1hr	Photocopy of Chapter
Read DHSSPS PCEP on ACE Inhibitors and Angiotension II Antagonists	20/04/2017	1hr	Copy of policy

Total Time Taken	4hrs
------------------	------

### Management of Chronic Kidney Disease

I have learnt that CKD is diagnosed when eGFR is persistently less than 60% and that the label still applies even if kidney function improves with treatment.

Albumin: creatinine ratio is used to determine whether proteinuria is present and the classification for CKD stages 1-5 is further subdivided depending on whether proteinuria is present. Once a diagnosis of CKD has been made the patient should be given lifestyle advice (smoking, healthy weight, exercise) and have their blood pressure monitored regularly.

Blood pressure should be maintained at < 130/80 where possible to slow deterioration of kidney function. ACE Inhibitors are the treatment of choice. Cardiovascular risk should be assessed and treatment with statins and/or aspirin initiated where necessary.

Activity	Date	Time Taken	Evidence
Read BMA guidance on QOF indicators for CKD	03/05/2017	1hr	Copy of BMA guidance
NICE CG 73, Chronic Kidney Disease. September 2008	03/05/2017	2hrs	Copy of Quick Reference Guide
SIGN Guideline 103. Diagnosis and Management of Chronic Kidney Disease	04/05/2017	2hrs	Copy of Quick Reference Guide
BMJ eLearning 'Chronic Kidney Disease'	11/05/2017	1hr	Completion certificate

Total Time Taken	6hrs
------------------	------

## Evaluation

### 1. Did the pharmacist indicate whether or not they had met their learning need(s)?

The pharmacist should be explicit and indicate yes/no or that they have/have not met their learning needs. For example:

- 'I have successfully met my original learning needs ...'

### 2. Has the pharmacist indicated how their practice has changed or will change as a result of their learning or how they have applied or will apply their learning? [ESSENTIAL\*]

The pharmacist should provide clear examples of how they have implemented their learning or changed practice as a result of their learning or knowledge gained.

If you are providing evidence of having applied the learning in the past or present it is sufficient to record:

- 'I have advised a patient...'
- 'I have advised the practice...'

If you are providing evidence of how you intend to apply your learning to your practice, it is sufficient to record:

- 'I plan to...'

BUT you must provide a specific example of how the learning will be applied to future practice.

### 3. Is it evident from the cycle that the original learning need(s) have been addressed? [ESSENTIAL\*]

The assessor examines all stages of the CPD cycle and will judge whether or not the pharmacist has addressed the original learning need(s) through the cycle.

Each specific learning need should be mapped through each of the reflection, planning, action and evaluation stages of the cycle.

### Examples of acceptable evaluation stage recording:

#### **Beta-blockers and treatment of hypertension**

7. I have met my learning needs and am now familiar with the drugs used to treat hypertension.

8. I have advised the nurse who currently runs the hypertension clinic to review patients on beta blockers but that if the patient's blood pressure is well controlled there is no absolute need to change their medication.

On reading the NICE guidance I have identified a further learning need to gain more experience in measuring blood pressures in the correct way and to find out more about the treatment of patients with target organ damage such as CKD. I will commence a new CPD cycle on measuring blood pressure.

9. It is evident that my original learning needs have been addressed within this cycle.

Revisit the 'reflection' stage and decide if you have fully met your learning needs.

Yes  Tick the box

#### **Management of CKD**

7. My learning needs have been met and that I am now more knowledgeable about this condition.

8. I have been able to advise the practice about the follow up requirements of patients with CKD and to review the practice CKD register and add new patients. I feel confident that I will be able to manage patients with co-existing hypertension and CKD in the prescribing clinic and will continue to update my knowledge as necessary.

9. It is evident that my original learning needs have been addressed within this cycle.

Revisit the 'reflection' stage and decide if you have fully met your learning needs.

Yes  Tick the box

## Example of an acceptable scheduled cycle

### Title: Osteoporosis

#### Reflection

1. I specifically want to know:
  - What are the risk factors for the development of osteoporosis?
  - What lifestyle advice can be given to patients at risk of developing/with osteoporosis?
2. Recently a patient approached the pharmacy counter and asked for some advice in relation to a treatment for osteoporosis which she had been prescribed, alendronic acid 70 mg tablets.

After appropriately counselling the patient on how to take this medication, she asked if there were any lifestyle changes that she could make which might help to improve her condition. I briefly spoke to the patient about the importance of adequate calcium intake but struggled to confidently provide any other advice.

#### Planning

3. I plan to complete the 'menopause/osteoporosis' section of the NICPLD 'Women's Health'.
4. I plan to complete this pack by the end of April 2013.

#### Action

5. From my planned activities (see activity table) I have learned:
  6. Osteoporosis risk factors: age, sex (women at increased risk especially after menopause) smoking, alcohol, low BMI, race (Asian or Caucasian lower bone density) genetic link, previous fragility fracture.
- Key to effective management of osteoporosis is prevention.
- Lifestyle advice
- Exercise: bone mass enhanced by weight-bearing exercise 3 times a week (40min session). Exercise needs to be at a level appropriate for patient's age and physical condition. Regular exercise e.g. walking helps maintain bone and general health.
- Diet: promote balanced diet inclusive of fresh fruit and vegetables. If appropriate, calcium and vitamin D supplementation may be advised.
- Smoking: Smoking reduces bone mass and weakens the bone leading to an increase in risk of hip and vertebral fractures. Promote smoking cessation.
- Alcohol: consumption should be moderate to prevent osteoporosis.

Activity	Date	Time Taken	Evidence
I completed the menopause/ osteoporosis section of the NICPLD ' Womens Health' package	20/04/2017	2hrs	Certificate of completion of NICPLD Women's Health DL pack is filed in CPD Portfolio

Total Time Taken	2hrs
------------------	------

### Evaluation

7. I have met my learning needs.

8. In the last month I have advised one customer on lifestyle interventions to help prevent osteoporosis.

The customer was a lady in her early 40s who presented at the pharmacy counter requesting a calcium supplement. It transpired that the lady's mother had recently been diagnosed with osteoporosis and this had prompted her to ask for a calcium supplement.

I advised the lady of the importance of a balanced healthy diet, moderate alcohol consumption and regular exercise. It became apparent that her calcium intake was average so I recommended that she begin by trying to increase her calcium intake via her diet and we discussed how she would do this.

I also established that the lady smoked. We discussed at length the benefits of smoking cessation and possible treatment options. The lady agreed to set a quit date and to return to the pharmacy when ready to try NRT.

9. It is evident that my original learning needs have been addressed within this cycle.

Revisit the 'reflection' stage and decide if you have fully met your learning needs.

Yes  Tick the box

## UNSCHEDULED LEARNING

### Assessment of Unscheduled Cycles

Criteria 6 and 8 for Scheduled learning cycles will apply to the assessment of unscheduled learning cycles and are deemed **essential** criteria.

#### Example of acceptable unscheduled cycle

##### Action

I read an article on Sangers website on Improving Management Skills.

This short article outlined ways in which to better communicate with your staff, including a '5-a-day' programme asking questions on how to get the best from your staff:

1. how do you support your employees
2. do you help your employees understand what they need to do?
3. when was the last time you asked your employees for their views?
4. how do you manage difficult situations?
5. are you a good role model?

##### What activity/activities did I undertake to meet this learning need?

Activity	Date	Time Taken	Evidence
Sangers website/ ACAS website	24/01/2017	30mins	Printed information from website

##### Evaluation

Keeping these 5 main questions in mind daily, this article has helped me communicate more effectively with our staff, improving staff relations, workplace atmosphere, and work efficiency.

I also keep in mind as pharmacy manager that I should be a good role model – this has been of major importance for me, particularly when it comes to acting calmly under pressure!

I have also confidently and competently managed a difficult situation with a staff member who was having issues with punctuality.

I asked her privately the reason for the issue, she reported that her child care arrangements were unpredictable and sometimes kept her late.

We resolved the situation by allowing her to reduce her hours and start later each day.

	<i>Best practice</i>	<i>Not acceptable practice</i>
<i>Criteria 1: Did the pharmacist identify specific learning needs?</i>	<p>Clear statement of learning intent followed by bulleted specific learning needs.</p> <p>Specific, precise, succinct, measurable.</p> <p>No ambiguity.</p>	<p>Review/update/revisit without any specific learning need identified.</p> <p>Feedback provided regarding best practice.</p> <p>Ambiguous statements such as ‘...the main issue...’ ‘...the latest development...’ ‘...the key issue...’ followed by a non-specific statement.</p>
<i>Criteria 2: Did the pharmacist describe why they wanted to learn about this?</i>	<p>Contextualise learning with a clear trigger/prompt for the learning need.</p>	<p>‘I feel I need to know more about...’ without further explanation.</p> <p>Feedback provided regarding best practice.</p>
<i>Criteria 3: Did the pharmacist describe the activities that they planned to undertake to meet these needs?</i>	<p>Full details* relating to the learning activity that would allow an assessor to source that specific learning activity.</p> <p>*Please note that specific names of colleagues are not required – job titles are sufficient to demonstrate the expertise of the tutor.</p>	<p>Less detailed information e.g. ‘A workshop’, ‘article’, ‘courses’, ‘internet search’ but no further detail is present in the cycle.</p> <p>Feedback provided regarding best practice.</p>
<i>Criteria 4: Did the pharmacist indicate when they plan to complete the activity(ies) by?</i>	<p>Specific completion date.</p>	<p>Learning activity not time-limited.</p> <p>Feedback provided regarding best practice.</p>
<i>Criteria 5: Did the pharmacist provide a description of the learning activity they completed to meet the learning need?</i>	<p>Full details* relating to each learning activity that would allow an assessor to source the learning activity <b>plus</b> completion of date, time and evidence.</p> <p>*Please note that specific names of colleagues are not required – job titles are sufficient to demonstrate the expertise of the tutor.</p>	<p>No learning activity identified.</p> <p>Only recorded application to practice.</p> <p>Not applicable (NA) recorded in evidence section of activity table.</p> <p>Date/time/evidence sections of activity table not completed.</p> <p>Very generic phrases – ‘the internet’, ‘a workshop’ etc.</p> <p>Feedback provided regarding best practice.</p>
<i>Criteria 6: Did the pharmacist include a brief summary of what they learnt?</i>	<p>Brief summary with examples of personal learning in relation to each learning need.</p> <p>Summary relates to learning need(s).</p>	<p>No personal learning demonstrated.</p> <p>Summary of contents of learning activity.</p> <p>Feedback provided regarding best</p>

	Summary contains specific detailed examples (multiple) of personal learning.	practice.
<i>Criteria 7: Did the pharmacist indicate whether or not they had met their learning need(s)?</i>		Implied response, not stated e.g. 'I have a better understanding...'  Feedback provided regarding best practice.
<i>Criteria 8: Has the pharmacist indicated how their practice has changed/will change as a result of their learning or how they have applied/will apply their learning to their practice?</i>	Clear example of implementing learning/changing practice.  Demonstration of transition as a result of learning activity (now I can .....).  Specific example of how the learning has been applied or will be applied to future practice.	'I feel that I can now...' with no justification as to why the individual feels that way.  Generic statement relating to use in practice/future practice e.g. "I use/will use this in my practice/future practice".  Feedback provided regarding best practice.
<i>Criteria 9: Is it evident from the cycle that the original learning needs have been addressed?</i>	<b>Each</b> learning need is clearly mapped through reflection, planning, action and evaluation stages of the cycle.  Ticked 'Yes' to prompt question.	No mapping of learning needs through mapped through all stages of the cycle. Feedback provided regarding best practice.