

# **Pre-registration Training Manual**

**2020 – 2021**

**(for use by trainees and tutors)**

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# Welcome from the Pre-registration Lead to trainees

On behalf of the Pharmaceutical Society of Northern Ireland, I would like to welcome you to your pre-registration training year.

The Pharmaceutical Society of Northern Ireland is the regulatory body for pharmacists in Northern Ireland. Our primary purpose is to ensure that practising pharmacists are fit to practise, keep their skills and knowledge up to date and deliver high quality safe care to patients.

The pre-registration year is about learning what it means become a healthcare professional. The public expects pharmacists to be fit to practise and during your training year, you need to demonstrate that you have what it takes to become a competent, registered pharmacist and that you are able to meet the requirements for professional conduct as defined by [The Code](#).

To register, you need to demonstrate that you are competent. This means that you need to provide evidence that you have the necessary skills, knowledge required to consistently undertake the role of a pharmacist. You also need to demonstrate that you have right attitude and professional behaviours expected of healthcare professionals. Information about what exactly you need to do to provide evidence of your competency and how this will be assessed during your training year, is provided in this manual.

Pre-registration training is not about 'getting through' the training year and passing the assessment components of the programme. It is an essential opportunity for you to learn how to apply the skills and knowledge obtained during your MPharm degree under the supervision of an accredited tutor. You are not expected to be a passive participant in training but an active learner who will be exposed to real-life tasks and situations. You will need use every opportunity to gain experience and develop your competence.

You will learn much from your tutor and their experiences as a registered pharmacist. Your tutor will be your role model. The Society recognises the valuable support, mentoring and commitment provided to trainees by our pre-registration tutors.

Before embarking on a pre-registration training placement, all trainees, tutors and employers are directed to read, and to fully understand their obligations in relation to the [Standards for Pre-Registration Training](#).

It will be an exciting year and plenty of hard work will be needed but the outcome is you finally attaining your registration as a healthcare professional; this remains one of my proudest days in life.

I hope that you enjoy your training. If you have questions or feedback, please [contact us](#).

With my best wishes for a successful year.

**Daniel Young**  
**Pre-registration Lead**

# 1. Introduction

## 1.1 Welcome to the pre-registration training year

The information in this manual is designed for use by pre-registration trainees but should also be read by tutors as a reference guide. The manual will guide trainees and tutors through the pre-registration training experience and ensure that both parties are aware of their responsibilities.

It will describe what a pre-registration trainee must do to join the register at the end of the training period. If there is any doubt about any aspect of the requirements, clarification should be sought from the Pharmaceutical Society NI.

As a trainee, you have already committed four or more years of your life training to be a pharmacist. You have graduated with an MPharm degree and you have acquired the skills and knowledge in a degree programme designed to meet the specifications of the Pharmaceutical Society NI.

Now you need to put your knowledge and skills into practice and continue to learn throughout your training year to become a competent pharmacist.

## 1.2 Aims for pre-registration training

The Council of the Pharmaceutical Society NI sets the standard for entry to the register which includes, for trainees, successful completion of the pre-registration training programme. The primary aim of the pre-registration experience is to prepare the trainee for entry to the register 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 their 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 their current competence and a desire continually to improve competence through experience as well as study;
- (i) to give the trainee an understanding of the development, structure and functions of the Pharmaceutical Society NI and of other pharmaceutical bodies and organisations.

It is expected that, having completed your pre-registration training year and achieved a satisfactory standard you will have met the aims and objectives for pre-registration training.

### **1.3 The Standards for Pre-Registration Training**

The [Standards for Pre-registration Training](#) make it explicitly clear what the minimum requirements are for the training to be recognised by the Pharmaceutical Society of Northern Ireland. The standards apply to trainees, tutors and the respective employing organisations. Before embarking on a pre-registration training agreement, trainees, tutors and employers must read and understand what each of their obligations are in relation to the standards for pre-registration training. The standards can be viewed using the link above.

Tutors and employers should ensure that standards for pre-registration training are met. Should changes in training arrangements arise, then these should be managed by way of early communication with the Pharmaceutical Society NI and in advance of any proposed change.

Non-compliance with the Standards for Pre-registration training may result in components of training not being recognised by the Pharmaceutical Society. In certain circumstances, this may also lead to proceedings if there is seen to be deliberate or persistent non-compliance with the standards.

If you have concerns that training may not be in accordance with the Standards for Pre-Registration Training, then you should speak with your tutor or your employer in the first instance to resolve any issues. If the situation is not resolved, you can raise formal concerns about your training arrangements via the Pharmaceutical Society NI website or with the Pre-registration Lead directly. All concerns will be addressed and objectively investigated.

### **1.4 Fitness to Practise**

You should be aware that your behaviour throughout the pre-registration training year, including in your personal life may have an impact on your fitness to practise. Your behaviour at all times must justify the trust and confidence of the public. Before you can practise as a pharmacist in Northern Ireland, you must join the Pharmaceutical Society NI Register and in order to do so, you will be expected to show a commitment to upholding professional values as outlined in The Code.

## 1.5 The Code

An important aspect of your training is understanding and embracing the professional responsibilities and ethics of being a pharmacist. The Code sets the standard of Professional standards of conduct, ethics and performance for pharmacists in Northern Ireland and is regarded as governing the conduct of all pharmacists both within and outside the practice of pharmacy.

[The Code](#) details five mandatory principles that explain the required standards of professional behaviour. These are:

Principle 1: Always put the patient first

Principle 2: Provide a safe and quality service

Principle 3: Act with professionalism and integrity at all times

Principle 4: Communicate effectively and work properly with colleagues

Principle 5: Maintain and develop your knowledge, skills and competence.

As a professional requirement of registration, all pharmacists in Northern Ireland are expected to abide by the Pharmaceutical Society NI Code. During your training, you need to demonstrate to your tutor that you meet the requirements for professional conduct as defined by The Code. [The Code](#) can be accessed using this link or via the Pharmaceutical Society NI website.

Your tutor will use The Code as a benchmark when assessing your progress at appraisal time and also when making the decision to make the final sign off (final declaration) about whether you are fit as fit practice at the end of training

## 1.6 Preparing for Professional Practice

Supporting professional standards and guidance documents have been developed to expand upon the principles of 'The Code' for specific areas of practice or professional activities. There are a number of standards and guidance documents that you need to be familiar with in preparation for professional practice and for registration as a pharmacist. Full details of current [standards and guidance documents](#) are available on our website:

Additionally, you should be familiar with relevant Northern Ireland (NI) public health policies from the Department of Health (DoH) and Health and Social Care Board, including NI prescribing guidelines and NI drug formularies:

- Transforming your care (TYC)
- NI Medicines Optimisation Quality Framework
- Health and Wellbeing 2026 – delivering together
- HSC NI Formulary
- NI Drug Tariff

## 1.7 Standards for entry to the register of pharmacists in Northern Ireland

The PSNI has an obligation to set the standards for entry to the register of pharmacists, a component of which is recognition of a qualification from an accredited university.

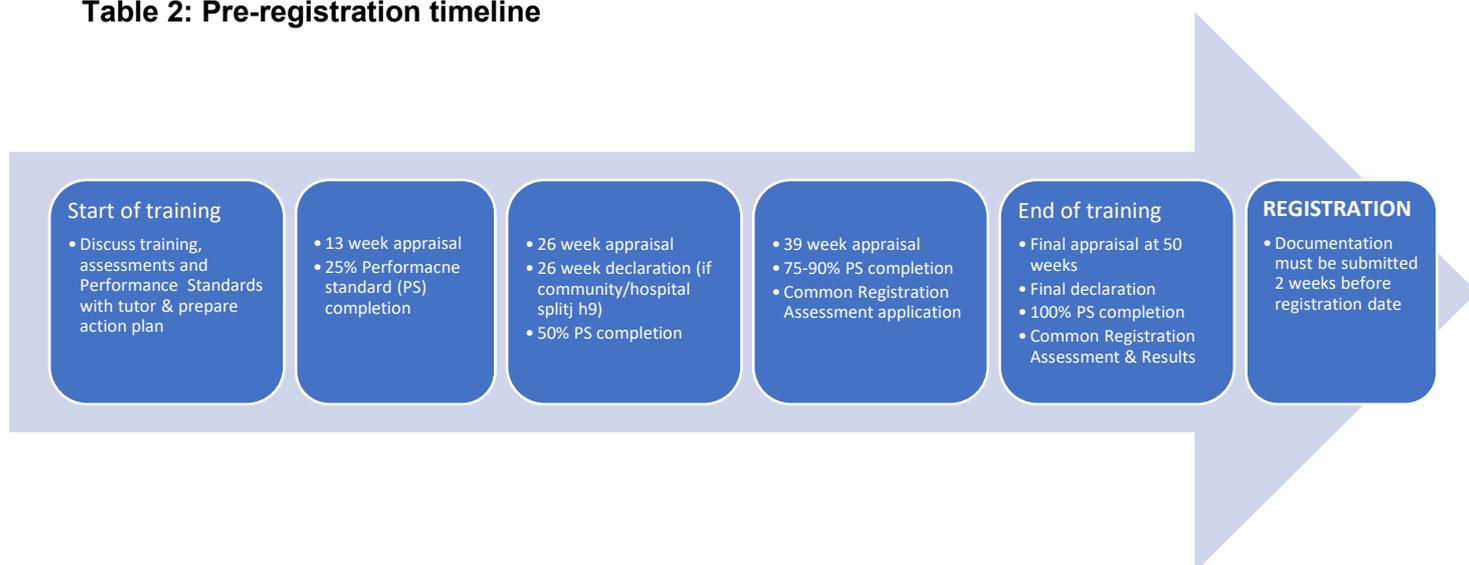
Future Pharmacists: [The standards for the initial education and training of pharmacists in Great Britain \(GPhC, 2011\)](#) sets out the initial education and training standards for pharmacists training in Great Britain. The document details ten standards, with multiple sub-set criteria, that MPharm course providers are required to meet in order to be accredited and deliver the initial education and training of pharmacists. It also describes the learning outcomes that must be met. The standards are designed to ensure that newly registered pharmacists are competent to practise safely and effectively.

The Council of the Pharmaceutical Society NI adopts these standards (through an MOU with the GPhC) to facilitate a UK wide approach to the initial education and training of pharmacists at undergraduate level. Our partner regulator, (GPhC) leads on this process thereby allowing joint accreditation of Schools of Pharmacy Northern Ireland universities MPharm degree and acceptance of GB MPharm degrees.

## 2. Overview of the pre-registration training year

You are required to spend 12 months working in a community pharmacy, a hospital pharmacy or, a combined community pharmacy / hospital placement (or other approved alternative training site). Towards the end of your training period you are required to pass the Common Registration Assessment. The timeline below gives you an overview of the pre-registration year. The exact dates will depend on the date you start training.

**Table 2: Pre-registration timeline**



### 2.1 How is a trainee assessed during training?

You will be assessed in several ways throughout your pre-registration training year as follows:

- Completion of performance standards via a reflective e-portfolio
- Quarterly appraisals with your tutor
- Completion of compulsory distance learning modules
- Attendance at compulsory training events
- Common Final Registration Assessment
- Final declaration from your tutor

The assessment process provides evidence that you are competent to join the register of pharmacists.

Further information about the assessment components is provided in subsequent sections.

### 2.2 Compulsory training days

You are required to attend 5 compulsory training events. The Pharmaceutical Society NI delivers the Induction and Business Management training events. The remaining compulsory training days

are delivered on behalf of the Pharmaceutical Society NI by the Northern Ireland Centre for Pharmacy Learning and Development (NICPLD). The compulsory courses are as follows:

- 1. Induction Training Day** will provide an overview of the structure and components of the pre-registration training programme and an overview of the role and functions of the Pharmaceutical Society NI. You will also have an opportunity to meet your fellow trainees
- 2. Business Management Training** provides an insight into principles of business management relevant to professional pharmacists.
- 3. Law and Ethics** training day looks at the link between law and ethics and how it applies to the practice of pharmacy in Northern Ireland.
- 4. Basic and Emergency First Aid** aims to enable you to deal with minor and deteriorating conditions in any casualty and to use emergency life support techniques.
- 5. Supporting Professional Practice** describes the obligations and responsibilities of pharmacy professionals in relation to the practice of pharmacy within Northern Ireland.

Further details about the compulsory training days and how to apply will be provided in due course. Once dates for events are confirmed, it is advisable to check with your tutor that the dates are suitable.

## **2.3 Compulsory distance-learning modules**

You are also required to complete compulsory distance-learning modules supplied by NICPLD and you will be required to answer multiple choice questions to complete each module.

The distance learning modules are as follows:

- 1. The Responsible Pharmacist**
- 2. Controlled drugs – striking a balance**
- 3. The EU General Data Protection Regulation**
- 4. Patient medication review and record**
- 5. Patient safety - high risk medicines: Insulin**
- 6. Patient safety – high risk medicines: Opioids**
- 7. Patient safety – high risk medicines: Oral anticoagulants**
- 8. Patient safety - Medical calculations**
- 9. Patient safety - Medication incidents**

You will receive further information at the induction training day about what you need to do to access the compulsory distance-learning modules and the associated deadlines for completion. You will be expected to demonstrate a professional sense of responsibility during your training year.

One way you can demonstrate this is by ensuring that you have completed all compulsory distance learning courses by the deadlines specified. If you do not meet the deadlines you and your tutor will be contacted to establish if there is a valid reason why you have missed that deadline.

At the end of your training year, you need to generate a certificate online from the NICPLD website as evidence of your completion of the assignments associated with the compulsory training days and distance learning modules. This must be included with your application to register as a pharmacist at the end of the training year.

## **2.4 Additional learning**

Several pharmacy journals and newsletters will arrive at your pharmacy or be available online. It is important that you select relevant articles from these publications and study them to keep up to date with current developments.

Examples of newsletters include the HSC Medicine Safety Matters updates, NI Medicines Management updates, Compass note, newsletters from the Pharmacy Inspector and drug safety updates from the MHRA. Relevant journals include the Chemist & Druggist, the Pharmaceutical Journal, Ulster Chemist Review and Pharmacy in Focus

## **2.5 The Common Registration Assessment**

It is anticipated that the Common Registration Assessment will be held in June and September of each training year. It is a legal requirement, in terms of eligibility to sit the Registration Assessment, that there is evidence of satisfactory completion of 39 weeks of training confirmed by an approved tutor as their sole pupil, after 39 weeks of supervised training, and that a trainee has completed a minimum of 45 weeks in training to be eligible to sit the assessment. Refer to chapter 10 for further information.

In addition to the compulsory live events and distance learning courses required for registration, NICPLD will provide supporting material to help prepare trainees for the new format Common Registration Assessment being introduced for 2021. Trainees will receive further details about this in due course.

## **2.6 Registration**

At the end of your 12 month training year, you must be able to demonstrate to the Registrar that you have fulfilled the Pharmaceutical Society NI's standards on pre-registration training for you to be admitted to the register of pharmaceutical chemists. Further details about [Registration](#) can be accessed via this link to the Pharmaceutical Society website.

## 3. Training requirements

Further information about training requirements for pre-registration training is provided in the [Standards for Pre-registration Training](#).

Most trainees will undertake their training in a 12 month programme, under the supervision of a single tutor. However, other training arrangements exist. Some trainees undertake their training with a 26-week split during the year. This means that the trainee will have two tutors during the year, e.g. a community-based tutor for 26-weeks and a hospital-based tutor for the remainder. Alternatively, if you work for a community pharmacy multiple, you may have a 26-week split in a different branch.

### 3.1 Co-tutoring arrangements

A co-tutoring training arrangement may also be considered. It is different from a 6-month split. When a co-tutoring arrangement exists, the trainee will be supervised by two separate tutors each week. In these circumstances, both tutors must work with and provide supervision to the trainee for no less than 30 hours over 4 days and liaise with each other in assessments.

In a co-tutoring arrangement, one of the tutors will be nominated to verify performance standards and conduct quarterly appraisals with you. Both tutors are required to sign the final declaration at the end of training. To apply for a co-tutoring training arrangement, a Co-tutoring Form must be completed. [Co-tutor Forms](#) are available via this link to the Pharmaceutical Society NI website.

### 3.2 Change of tutor

Occasionally, you may find that your employer needs to change your tutor. In this instance, the change is notified through a [Change of Tutor/Training Details Form](#). If you are also required to change your training site during your training, an [Approval of Pharmacy Premises Form](#) must also be submitted.

Please note: As outlined in the [Standards for Pre-Registration Training](#), the Pharmaceutical Society NI reserves the right not to recognise training, if notification of any proposed changes to tutor or training site is not received in advance.

### 3.3 Notifying the Society if training arrangements change

The Society recognises that life events or sudden unforeseen circumstances can arise where the training arrangements between tutors and trainees, made at the start of the year must change. An example of this might be where your tutor is suddenly off work on prolonged absence. (e.g. due to sickness).

The Standards for Pre-registration Training define the obligation of tutors and employers in relation to notifying the Society of any changes in training arrangements. If changes to your training arrangements are unavoidable, make early contact with the Pharmaceutical Society NI to ensure that change is managed and recognised by your regulator.

Please note - if you do not notify us of changes to your training arrangements, all training subsequent to the un-notified change, will not be recognised. If in doubt, contact the Pre-registration Department.

### **3.4 Attendance**

During your pre-registration training, you must normally be employed in a full-time capacity and be working the normal hours of the pharmacy concerned. You are expected to work about 35 - 45 hours per week and in accordance with employment law.

Your training period should extend for one full continuous year (12 months) and include the normal holiday entitlement for the establishment(s) concerned and public holidays.

### **3.5 Absence**

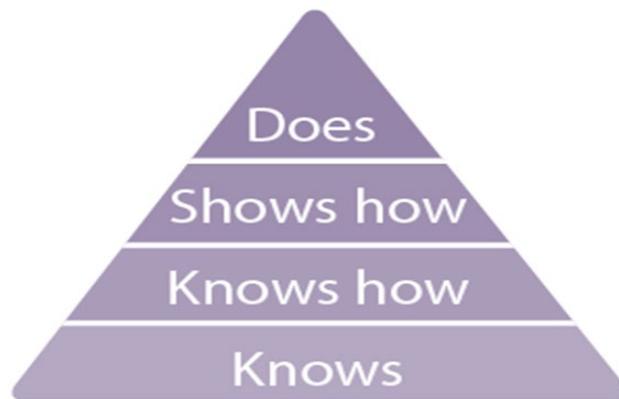
If you are absent on sick leave, or for any other reason, for more than the equivalent of one working week, you must inform the Pharmaceutical Society NI and provide a valid and documented reason.

The Pharmaceutical Society NI permits a maximum total absence of 42 days (inclusive of annual leave, sick leave, public and bank holidays) out of pre-registration training before an extension to training is required.

The Council of the Pharmaceutical Society NI has discretion with regards to any allowances that can be made. Further information on attendance and absence is provided in the [Standards for Pre-registration Training](#). I.

## 4. Demonstrating your competency

The theory behind assessment in the pre-registration year is broadly based on Miller's triangle, which is used to describe levels of competence. It progresses upwards where every underlying step is the building block to the next level.



**Level 1:** The first level is 'knows' or demonstrating that you know something.

**Level 2:** The next level is applying your knowledge, to show that you know what it is for. So 'knows how' is tested in written examinations such as tests in MPharm or OSPAP courses.

**Level 3:** By this level, you should then be able to 'show how' something is done. This is often in a simulated environment i.e. during your pre-registration training year.

**Level 4:** The last level in the process is when you have moved beyond 'showing how' to 'doing'. You can routinely carry out a task in a reliable and safe manner in a real environment such as a pharmacy.

To illustrate this, you could apply the following example in relation to the dispensing process. At the beginning of your pre-registration training you will be at level 3. You are able to 'show how' to dispense a prescription, but this may have been on a limited number of occasions in pharmacy practice classes or during an OSCE assessment.

Your pre-registration year really focuses on the last step in the process, progressing from 'shows how' to 'does' – from the classroom to the real world. Under supervision as a trainee, you will be expected to repeatedly, accurately and safely dispense in a pharmacy.

While the earlier steps are often based on logic and are easy to plan, this last step demands thorough analysis of how you can incorporate a skill into an everyday situation and remain able to reflect on it as a learning experience. The 'does' situations are real, time pressured and can be complex.

## **5. Starting your training**

### **5.1 Develop rapport with your tutor**

Your pre-registration tutor is the main person responsible for supporting you through training. Your tutor will be based at the pharmacy where you are undertaking your training and will normally be expected to act as your tutor for the period of training.

They will guide you through the year and act as your role model. Your tutor will observe you, provide you with developmental feedback and assess your performance.

Your relationship with your tutor is important to your learning and development and it is vital that you establish good rapport early on in your training. It will undoubtedly evolve over the year. When you start your training, it will probably be necessary for your tutor to give you maximal support and supervision. However, as you gain experience and develop competence over the year, it is expected that you will be given and should willingly take more responsibility.

You and your tutor need to discuss your progress regularly and you will both need to set aside time on a regular basis to discuss your progress. It will be your opportunity to demonstrate your progress in training and to receive feedback from your tutor. You should also use this meeting to plan ahead and identify key areas for development. It is suggested that you keep a brief record of these meetings. Your tutor may wish to keep their own records of these meetings.

### **5.2 Sign a learning contract**

To help you understand the commitments that you and your tutor have to each other, you are both required to discuss and sign a learning contract as part of your application to join the training programme.

The learning contract clarifies what is expected during training. It is not a contract of employment, but an agreement by both parties to commit to the providing and receiving of training.

It is considered good practice to revisit the learning contract at the start of training and at each appraisal to re-affirm the training commitments made by both parties. You should print off and keep a copy for your records.

If your training involves a 26-week split, (i.e. 26 weeks in hospital plus 26 weeks in a community pharmacy) both tutors are required to sign a learning contract and this needs to be included in your application to join the training programme.

One learning contract is included in the application form. Additional copies of the [Learning Contract](#) can be printed using this link to the Pharmaceutical Society NI website.

### 5.3 Develop an outline training plan with your tutor

The training site will have a structured programme of experience (training plan) for pre-registration training. This requirement is stipulated in the Standards for Pre-registration Training. You and your tutor should have an initial meeting to review this training plan together and produce a tailored outline for your own training year.

At the beginning of training you should also discuss your present level of competence with your tutor. This will help identify your learning and development needs.

The plan should identify which areas of practice will be covered and when you will need to factor in dates for your quarterly appraisal reviews, annual leave, compulsory training days and deadlines for completion of distance learning modules. This will ensure that everything can be covered in the time available.

### 5.4 Role of the tutor during training

One of a tutor's key responsibilities is to observe your performance, assess your competence, give you feedback and ultimately make the final declaration that you are fit to go on the register.

Your tutor is someone who has at least three years' experience as a registered pharmacist in the aspect of pharmacy where training is being undertaken. They have also attended a compulsory tutor's training course to act as an accredited tutor.

#### **Tutor's objectives are to:**

- identify training needs and help trainees plan training
- encourage trainees to reflect on their own performance
- work with their trainee to set objectives and to provide training to enable the trainee to meet the performance standards programme
- observe and assess trainee performance against Performance Standards via the online reflective e-portfolio
- instruct on new skills
- provide progress reports to the Pharmaceutical Society NI
- give you feedback
- provide timely and constructive feedback on performance and progress
- conduct assessments objectively
- welcome feedback from their trainee to help and identify their own learning needs in relation to being a tutor
- listen and respect the views of their trainee
- act as a role model
- provide support

It is important to realise that your tutor has a lot to do to achieve all these objectives. They will also be busy fulfilling other responsibilities as a pharmacist in addition to acting as your tutor for the year.

On many occasions, your tutor will be observing you without specifically saying that they are doing so. You will receive motivational and developmental feedback from your tutor throughout the training year. The feedback that you receive will at times be constructive, but the goal of this feedback is to ensure that you will be able to demonstrate that you are fit to join the register of pharmacists at the end of your training. Your tutor will also provide you with feedback to help you identify areas for further training and suggest ways of obtaining this experience.

One of the commitments that you make when you sign the learning contract, is that you will continually use feedback from your tutor to help you to develop further.

Similarly, your tutor also makes a commitment to receive feedback from you in order to help them develop their tutoring skills.

**It is important to understand that, although your tutor is there to support and guide you during training, you are ultimately responsible for your own learning**

Your tutor is the person responsible for ensuring that your training meets the standards required by the Pharmaceutical Society NI. They also have responsibility to observe your day-to-day activities and assess your performance. This cannot be done at a distance.

Other personnel may be involved in providing training, but your tutor remains responsible for providing assessments and submission of those assessments to the Pharmaceutical Society NI and, must therefore, be sufficiently involved in the planning, delivery and outcomes of any training provided,

<p><b>Your nominated tutor MUST be the person to complete your appraisals, review your e-portfolio records and complete the final declaration and consequently must have the appropriate knowledge of your performance to do so.</b></p>
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## **5.5 Interacting with your tutor**

Your tutor is an experienced professional 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 tutor will develop a good working relationship.

### **What should you do if you are concerned about your interaction with your tutor?**

Personal effectiveness is one of the key performance standards, so in the first instance you should try to manage the situation yourself using an effective problem-solving approach.

If you experience a problem, try to define as accurately as possible, where the problem areas are. It might help to write them down and reflect on them. Try to change your perspective and see things from another point of view. It may help to talk it over with a trusted friend who can be objective. Once you have identified the specific problem areas you need to consider possible solutions that might help resolve the problem.

The next step is to arrange a private meeting with your tutor to discuss your concerns. This will often help resolve any difficulties. A neutral venue in a place where you can talk together, without interruption is best for this. You should also be prepared to be flexible in arriving at a solution with

your tutor. If you have tried this approach and are still unhappy, there may be other people for you to approach e.g. your employer or HR department. You may also know an independent experienced pharmacist with whom you are able to talk to.

The Pharmaceutical Society does not arrange placements nor does it employ trainees or tutors. If you are experiencing employment related problems other agencies exist to provide you with specific employment advice.

If you have concerns that your training may not be in line with the standards for pre-registration training, then it should be formally reported to the Pharmaceutical Society NI. Contact details are provided in chapter 6 and on our website.

## 6. Getting support

If you are concerned about your training in any way or if you are experiencing personal difficulties, you are strongly advised to seek help at an early stage. It is usually easier and less stressful to tackle issues before they have gone too far. If you are experiencing high levels of stress in the work environment you should discuss the matter with your tutor / employer in the first instance. You should also seek medical advice from your doctor if you are experiencing health issues.

### 6.1 Contacting the Pre-reg Lead

The Pre-registration Lead is a pharmacist who is based in the Pharmaceutical Society NI premises. Their primary role is to ensure that standards are maintained and to oversee the management of the programme. The job involves the development, management and delivery of the Pre-registration Programme. Specific duties and responsibilities include:

- Providing induction for trainees, accreditation for tutors and overseeing the programme
- Monitoring progress of pre-registration trainees through the year culminating in the registration examination
- Quality management of the pre-registration training programme

#### Contact details:

Name: Daniel Young

Post: Pharmaceutical Society NI, 73 University Street, Belfast, BT7 1HL

Phone: 028 90326927

Web: [www.psni.org.uk](http://www.psni.org.uk)

Email: [pre-registration@psni.org.uk](mailto:pre-registration@psni.org.uk)

### 6.2 Pharmacists' advice and support service

The Pharmacists' Advice and Support Service (PASS) is a charitable trust with a legal mandate to help pharmacists and pre-registration trainees in times of need. This is a confidential service for any difficulties that a trainee might be experiencing, either in their personal life or at work. PASS also provide a free, independent and confidential counselling service.

In certain circumstances (mainly if there are difficulties caused by ill health or disability), a cash grant may be available.

Here are just some of the services on offer through PASS:

- Information and signposting to key service providers
- Face to face, telephone, and specialist counselling service offered through our partner, Inspire Wellbeing
- Short term financial assistance
- Funding for specialist treatment

**Contact details:**

Post            Pharmaceutical Society NI, 73 University Street, Belfast, BT7 1HL

Free phone    02890329553

Web            <http://forum.psni.org.uk/pass/>

Email          [pass@psni.org.uk](mailto:pass@psni.org.uk)

The service is free, impartial and completely confidential.

## 7. Training Methods

Training during the pre-registration year will differ in many respects to training received at University. The pre-registration training programme is work-based learning and you must take advantage of all the learning opportunities that present during the year. To maximise the benefit from your training experience there are a number of methods you might choose to use.

### (1) Prescription Review

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

### (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 symptoms that patients present to the pharmacist. Record what action the pharmacist took to manage those symptoms. You should consider using the AS METHOD mnemonic (See page 21) to record the actions taken and how this influenced the overall management of the conditions.

### (4) Role-play simulation

Dealing with patients and doctors requires a degree of skill. It is advisable that you practise your approach and communication skills by taking certain prescriptions which have inherent problems and role play it with your tutor who will act as the doctor or patient. This will allow your tutor to point out some of the things you 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 therefore appropriate if your tutor shows you how this accounting is done and allows you to process various records over a number of weeks.

### (6) Error log

Keeping a personal error log of any dispensing related medication incidents that you are involved with, provides you with valuable insight in how to develop your dispensing practice. Pre-registration trainees work under the supervision of a registered pharmacist and it is expected that the accuracy and consistency of your dispensing practice will improve as the pre-registration training year progresses. Take time to analyse what has gone wrong and what actions you could take to prevent a similar error happening in the future.

## 7.1 Responding to symptoms mnemonic

The AS METHOD technique is a mnemonic 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 are 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 55-year-old man complaining of heartburn might have a heart problem whereas 19-year-old man 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?** – Some patients do not regard simple analgesics and cough remedies as medicines.
- T Time?** How long has the symptom occurred? - As a 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 of 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.

## **7.2 Reference sources**

Your employer has undertaken to provide a list of reference sources specified by Council in the pharmacy where you are working.

The list is provided on . Other useful references and textbooks are also suggested.

## 8. Quarterly appraisals

### 8.1 Quarterly Appraisal Reports to the Pharmaceutical Society NI

Your tutor is the best person to assess your day-to-day practice and they will be undertaking a formal appraisal of your progress at quarterly intervals.

At each appraisal, your tutor will assess your performance and it is intended to show how you are progressing through your training. It is also a means of alerting the Pharmaceutical Society NI to any major difficulties that might arise. Appraisal interviews occur at the end of week 13, week 26, week 39 and at week 50 of training.

It is expected that the appraisal process will be a positive and constructive contribution to your development throughout the year and will be used to resolve major difficulties in a small number of instances.

Your tutor will assess your performance in the following areas:

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

### 8.2 Scoring of appraisals

It is important to understand that each appraisal report should indicate the stage you are at compared the level expected from a practising pharmacist at the end of the year.

The score does not relate to your progress during that quarter.

Your tutor will assess your performance in the areas mentioned above, using the following scoring system:

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

It is perfectly normal for trainees **not** to attain scores of 1 (excellent) or 2 (good) at the first 13-week appraisal. You may even be scored as NT (not tested) if you have not had significant experience in the area being assessed. However, it is expected that your appraisal score would improve by the next appraisal and that you would be graded as good or excellent in the 39-week appraisal.

It is also expected that if you receive a score of NT (not tested) at 13 weeks then you and your tutor will work together and put a plan in place to ensure that you get the right experience. A trainee receiving a score of NT at 26 weeks would be cause for concern. The Pre-registration Lead will contact you and your tutor to explore the reasons for this.

If you are assessed as Grade 3, 4 or 5 in any component in your 39-week appraisal, this may indicate that further training is required before you are eligible for registration. If this happens, you will be expected to rectify any deficiencies in the final quarter of the training year, so that your tutor is able to complete the final appraisal and complete the declaration form.

In the event of there being disagreement between you and your tutor on whether an acceptable level of performance has been achieved, both of you must record your respective observations on the appraisal record in the e-portfolio.

For registration, you must attain a score of 1 (excellent) or 2 (good) for all areas of the appraisal at 50 weeks.

It is important that you are prepared for your quarterly appraisal and consider what evidence you have in relation to your performance. Your tutor will also review your % completion of performance standards at appraisal time. Further information about appraisals will be provided at your induction training day.

### **8.3 Submission of appraisals**

Your tutor will complete each appraisal using the online e-portfolio system and then send it to you. You will have the opportunity to add any comments. Once you have added your comments, you are responsible for submitting the appraisal to the Pharmaceutical Society NI in a timely basis.

### **8.4 Deadlines for submission of Appraisal Reports**

Appraisal deadlines will be displayed on the home screen of your Pre-registration E-portfolio.

In exceptional circumstances, a maximum grace period for submission of appraisals of 2 weeks is allowed after the end of the appraisal deadline.

## 8.5 Final declaration by tutor

Your tutor has the responsibility of declaring that you are 'a fit and proper person' to become a registered pharmacist. At the end of your training year you must have satisfied your tutor that you:

- Have demonstrated competence appropriate to a registered pharmacist in all of the performance standards required by the Pharmaceutical Society NI
- Have a professional attitude and sense of responsibility sufficient for a registered pharmacist
- Will have completed a period totalling 52 weeks of pre-registration training
- Are able to apply in practice knowledge of the law relating to the practice of pharmacy and are a fit and proper person to be registered as a pharmaceutical chemist

Your tutor must complete a [Final Declaration Form](#). It needs to be submitted to the Pharmaceutical Society NI along with your registration documents at the end of the year.

### Two placements declarations

If your training is split between two placements, e.g. 26 weeks in hospital and 26 weeks in community, your first placement tutor must complete a 26-week declaration form to indicate that your first period of training has been completed satisfactorily and that they anticipate you will have satisfied all the requirements of pre-registration training by the end of the training year. This 26-week declaration form can be accessed using this [link](#) or via the Pharmaceutical Society NI website.

If, at the end of 26 weeks, your first tutor does not consider your progress is sufficient to permit them to complete the declaration, then:

- The reasons for concern must be discussed with you.
- The 26-week declaration must not be completed by the tutor
- The tutor must submit a report identifying the problems to the Pre-registration Lead. The report should include details about what you are doing well, what you are doing less well and what you need to do better.
- Your second tutor will be informed of your situation by the Pre-Registration Lead and will review your 26-week appraisal.

It is still possible for you to complete your training within the year, notwithstanding the unfavourable 26-week appraisal. However, you will need to tackle the identified weaknesses in your performance and ensure that you reach a satisfactory standard by the end of the year so that your second tutor is able to sign the final declaration. Your second tutor will be informed of your situation by the Pre-registration Lead and will review copies of your 13 and 26-week appraisals. This will help you and your second tutor to plan your training so that problem areas can be addressed.

### What happens if my tutor does not complete the final declaration?

If your tutor considers that you do not meet the criteria specified in the final declaration or has other serious concerns about your progress, they must inform you and the Pre-registration Lead that they are unable to complete the final declaration.

The Pre-registration Lead in consultation with the tutor will then make recommendations for any further training requirements. 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.

It is important to be aware that the Registrar can only accept a total training period of one continuous year if, at the end of that time, the pre-registration tutor(s) is (are) prepared to complete the appropriate declaration confirming that the experience has been satisfactorily completed.

## **8.6 Deadlines for submission of final declaration**

The final tutor declaration is part of the documentation for registration and must be submitted 2 weeks before registration.

## 9. Demonstrating your competency through performance standards

Competence means being able to consistently perform to a recognised standard. In this case, the standard is set by the Pharmaceutical Society NI, which must ensure that, upon joining the Pharmaceutical Register, you are able to undertake all the duties of a pharmacist. During your pre-registration training year, you will need to develop your competence and demonstrate that you have 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 a pharmacist**

The performance standards make explicitly clear what you are expected to be able to do and how you should behave to join the register (see page 49).

The performance standards focus on the 'skills and attitudes' aspect of competence by requiring you to provide evidence of appropriate performance and behaviour during your training. You will be required to demonstrate the knowledge aspect of competence throughout the year, as this underpins your ability to perform and behave appropriately. In addition, your knowledge will be assessed in the Common Registration Assessment. The performance standards are mapped to the learning outcomes in Future Pharmacists: [The standards for the initial education and training of pharmacists in Great Britain \(GPhC, 2011\)](#).

### 9.1 What is the online reflective e-portfolio?

You will record the evidence of your developing competency via an online reflective e-portfolio. Before starting your training, you will receive information by email which explains how you register for the site.

Once registered for the e-portfolio, you will be able to create cycles of learning and claim the performance standards that apply to that cycle of learning.

You must also keep a separate folder containing hard copies of the evidence used in each cycle. Examples of the evidence you can record is provided on page 35.

Your tutor has the overall responsibility of confirming that you have completed all the performance standards and achieved a satisfactory level of performance but it must be emphasised that it is your responsibility to provide the evidence to your tutor to enable them to make this decision.

Further information about how you claim performance standards and how the e-portfolio operates will be provided to you at your induction training day.

### 9.2 Starting your online reflective e-portfolio

You should arrange to meet with your tutor within the first few days of starting your training to establish a plan for the year ahead to complete your performance standards online reflective e-portfolio. The plan should include dates for achieving the targets for % completion expected at each appraisal (see page 34)

The first stage in developing your competence is to assess your current position. You should identify the areas that you are most confident about and which areas you need to develop. You may wish to carry out a SWOT analysis to help you identify the areas that you need to develop.

The initial meeting with your tutor is very important and should take some time. You should:

- *Discuss the Performance Standards*
  - Clarify your understanding of each performance standard
  - Discuss the assessment process with your tutor
  - Discuss the evidence to be provided for your e-portfolio
- *Consider your current level of competence*
  - What standard am I at now?
  - Am I consistently at this standard?
  - Is my present standard sufficient?
- *Identify your training/learning needs*
  - What training would benefit me most at this stage in my pre-registration year?
- *Discuss how to achieve the performance standards*
  - What opportunities are available for me to develop a specific performance standard?
  - What evidence do I need to collect for my e-portfolio?
  - Discuss how you will plan your activities and manage your time so that you can meet your objectives

If you and your tutor agree that you need more practice in a specific performance standard, then consider what opportunities there are for you to develop the standard.

Everyday activities working in a pharmacy environment will give you many opportunities to develop your competence. You must learn to take advantage of these opportunities and recognise how you can best learn from them. Having identified the opportunities, you then need to be clear about what you are trying to achieve and how you are going to achieve it.

You may need to consider other organised events (e.g. NICPLD courses) as a means of developing competence. Also, your own private study time will be important for developing your knowledge.

Your plans will probably need revised 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 you stay focused and ensure you meet all the training needs by the end of your pre-registration year.

### **9.3 Tutor guidance on verification of performance standards**

As tutor, when you verify a cycle you are providing positive assurances to the Society that your trainee has achieved the specific performance standards attached to a learning cycle.

It is important to realise, that although your trainee may have submitted additional cycles to you for verification, the % completion score that the Society monitors is based entirely on cycles that you have verified.

You should regularly log on to the e-portfolio to assess your trainee's progress and verify their learning cycles. . Regular verification is required for 2 reasons.

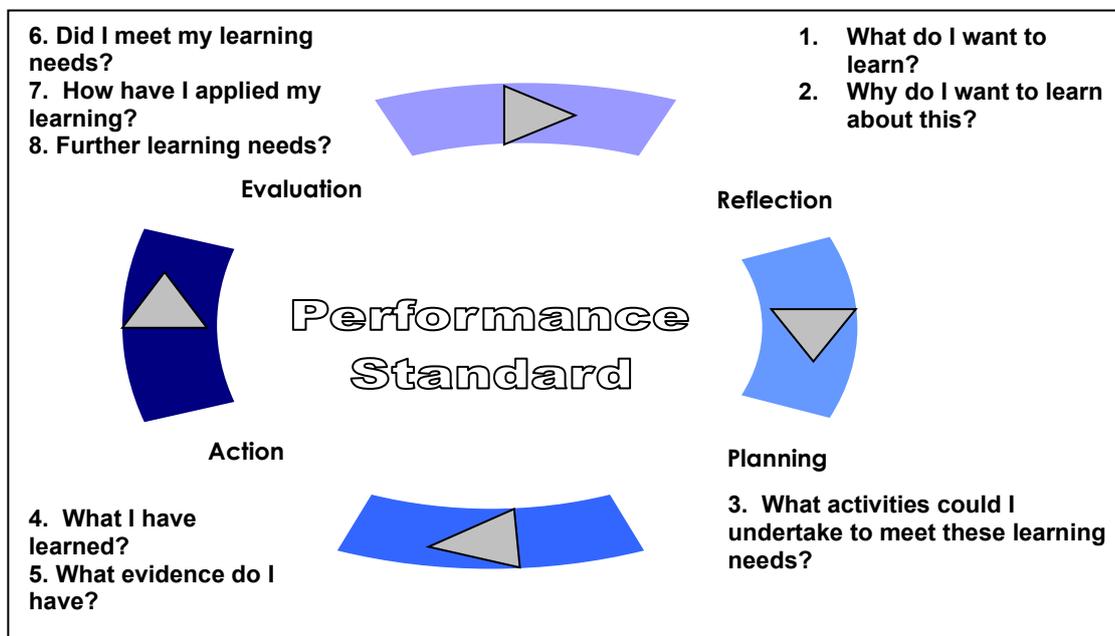
Firstly, it provides assurances to the Society and the public that your trainee is continually developing the necessary competencies throughout the year. Secondly, regular verification provides confirmation that you are continually fulfilling your obligations as a tutor and engaging with the trainee to assist them in achieving their performance standards.

Guidance on the % completion targets for performance standards expected at each appraisal, is provided on page 34. If the trainee is not making the expected progress in terms of completion of performance standards, the Pre-registration Lead will contact the tutor and trainee to establish why expected levels of completion have not been met or to establish if any barriers exist. Tutors are reminded that they must also ensure that the evidence that the trainee is claiming applies e.g. if 'tutor observed' is claimed by the trainee as evidence – did you observe it?

An e-portfolio guide has been produced and is available through the resource section of the e-portfolio website. You can use this to show your trainee how cycles of learning can be created.

## 9.4 How to achieve a Performance Standard?

The recommended cycle of learning for developing your competence and therefore achieving a performance standard, is similar to the system that is used by pharmacists when they record their annual CPD (Continuing Professional Development).



When you log on to your e-portfolio you will be able to create a learning cycle via the 'cycle' section. You will be guided through each of the

4 stages of reflection, planning, action and evaluation. There are links to 'help sections' and guides to 'what good looks like' available in the e-portfolio.

Once you have made an entry into each of the stages of the learning cycle, you are able to attach performance standards. You are permitted to attach up to a maximum of 5 performance standards for each learning cycle.

It is your responsibility to submit the learning cycle to your tutor for verification. It is important to ensure that the performance standards you claim are relevant and apply to the actual learning cycle that you describe, otherwise your tutor can refuse to verify the learning cycle if the performance standards claimed do not apply.

When your tutor verifies a learning cycle, they are confirming that it is acceptable and that you have successfully achieved the relevant performance standards. Tutors may also decide to ask you to modify the learning cycle. They will provide feedback to you on how you should amend the learning cycle. They also have an option to reject the cycle. This normally only occurs in exception but may occur when the trainee submits a learning cycle with performance standards that do not apply or includes sensitive information.

## **9.5 The 4 stages of the learning cycle**

### **Stage 1: Reflection**

- **What do you want to learn?**
- **Why do I want to learn about this?**

At reflection stage, you need to identify specific learning needs. You can identify one or more specific learning needs. It is important to keep the learning need simple, precise and focused. This makes completing subsequent stages of your learning cycle much easier.

### **Stage 2: Planning**

- **What activity/activities could I undertake to meet this learning need?**

At planning stage, you record what activities you plan to undertake to meet the learning need(s) that you have identified at reflection.

### **Stage 3: Action**

- **What did I do? (provide a short description)**
- **What did you learn in relation to your learning needs? (provide a short summary)**
- **What evidence do you have for this cycle?**

At action stage, you are required to provide a short summary of your personal learning. This summary must clearly relate to each of your learning needs. This means, if you have described three learning needs in the reflection stage you should provide three statements of learning regarding each of these learning needs in your summary of learning at action stage.

At action stage, you are also required to enter details of the evidence collected in relation to the activity. You should keep the evidence related to each cycle in a separate folder. If your tutor has directly observed your activity, then you can claim that the 'tutor has observed my activity'.

If your tutor has not observed the activity then you need to keep documentary evidence (e.g. photocopy of a prescription, journal article etc). It is important to understand that your tutor will check your evidence when they verify your learning cycles.

Further information on how you record your evidence is available on page 34. It is recommended that you keep a hard copy of any evidence for each learning cycle that you complete, regardless of whether the tutor has observed the activity.

#### **Stage 4: Evaluation**

- **Have I met my learning needs? If not, why not?**
- **How have I used or applied my learning?**
- **Have I identified any further learning needs?**

At evaluation, you need to reflect on your own performance. Having set yourself targets to complete a performance standard and collected the evidence, you need to consider if you have achieved the required standard and analyse if you have met your learning needs. Evaluation encourages you to reflect if there was anything you could have done better.

It is important to understand that you need to provide a clear indication of how you applied your learning.

When your tutor verifies a learning cycle, they will expect to see an example of how you have applied your learning with a clear link between the original learning need(s).

Do not feel that by being self-critical you are exposing your weaknesses to your tutor. It demonstrates that you understand the skills associated with the performance standard in question and illustrates that you have insight into your own performance. It will also help you identify areas for further development.

Once you have entered information at the evaluation stage, you link relevant performance standards to your learning cycle before submitting to your tutor for review.

Your tutor will be able to give you feedback once they review a learning cycle. It is important to understand that when a tutor verifies a learning cycle, they are making the final decision that you met the performance standard you claimed.

### **9.6 Performance standards completion guidance**

You can monitor your progress in achieving performance standards by accessing the e-portfolio. You will be provided with a % completion score via the 'progress tab'.

You should use this % score to track your progress throughout the year. Your tutor will have access to this information as well and they will use it to monitor how well you are doing throughout the year and at appraisal time.

From a public interest viewpoint, patients and the public expect that trainee pharmacists demonstrate their developing competency in an arc of continual achievement throughout the year.

For this reason, the Society has set expectations in relation to the % of performance standards that you are expected to achieve at each appraisal.

They are as follows:

- 13-week appraisal: 25% completed
- 26-week appraisal: 50% completed
- 39-week appraisal: 75 - 90% completed
- 50-week appraisal: 100 completed

The Society also monitors your progress and will contact both you and your tutor if sufficient progress is not being achieved.

It is important to understand that your % completion score is based only on those performance standards that your tutor has verified. It is recommended that you regularly inform your tutor if you have learning cycles that need to be verified.

You need to achieve a 100% completion score by week 50 to register.

## **9.7 Preparing your folder of evidence**

As you proceed through your training, you need to keep a copy of the evidence related to what you have learned for each learning cycle.

The folder of evidence needs to be kept up to date during the year. You can use the cycle numbers from the online e-portfolio to reference each piece of evidence. This will make it easier for your tutor to examine the evidence when they verify a cycle.

A random selection of trainees will be asked to submit their folder of evidence to the Society for review. The external examiner may also request to see your e-portfolio and folder of evidence for assessment.

Whilst trainees are encouraged to share learning during their training year it is imperative that when working on your e-portfolio that no plagiarism occurs. Plagiarism is dishonest and unprofessional and may lead to fitness to practice proceedings.

The following types of documentation can be used as evidence of achieving a performance standard:

- Formal observation of your performance by your tutor
- Formal observation by another appropriate person
- Hard copy evidence

### **(a) Formal observation by your tutor or another appropriate person**

When you have had sufficient training and experience to undertake an activity, you should organise a time when your tutor can observe you performing the activity.

Formal observation should normally be carried out by your tutor. However, if you are undertaking training in hospital, you may, on occasions, be supervised by others who will assess your performance. They will feedback to your tutor who will verify the learning cycle indicating their acknowledgement that the assessment has taken place with their support and agreement.

## **(b) E-portfolio evidence when tutor has not observed your performance**

For some performance standards, it will not be possible for you to show your achievement sufficiently through formal observation. You will need to produce other types of evidence too.

The following list gives you some examples of types of evidence to include in your folder of evidence. You will undoubtedly find many additional types of evidence to use.

### **Examples of types of evidence:**

- **Project/Audit work:** While no formal project is required to be submitted to the Pharmaceutical Society NI, as part of your pre-registration training, you will be required by your employer to carry out a small project or undertake an audit. This will provide evidence to support claims for your performance standard A 4.8 (Have successfully carried out a small, planned audit assignment).
- **NICPLD courses:** If you attend/complete any courses, you must include details of the course completed, the NICPLD record of your attending/completing the course and your 'score' in any assessment.
- **Study days:** If you attend any additional study days, you must include copies of the handouts, details of what was covered and how this can be put into practice.
- **Health promotion campaigns:** It may be possible for you to become involved in a local or pharmacy-organised Health Promotion Campaign. You can write a report of this activity for your e-portfolio.
- **Keeping a log or diary:** There are many types of activity in a pharmacy where you can keep a log or diary over a period of time for inclusion in your e-portfolio, e.g. medication errors and action taken, consultations with patients, members of the healthcare team, drug tariff problems, records of activities associated with responding to symptoms or giving advice on OTC products.
- **Journal/book references:** You can include copies of journal references, copies of pages of the BNF.

### **How much evidence do I need?**

To provide evidence that you have consistently achieved a performance standard, you are required demonstrate that a standard has been met on three occasions. This means that you will need to produce three pieces of evidence which will be documented in three separate cycles of learning.

This applies to all performance standards except performance standard A 4.8 in which you only need to produce one piece of evidence.

For some activities, e.g. giving advice to customers over the counter, your tutor may want to observe you over a period of time, e.g. directly observing you providing health promotion advice to patients over a period of 2 weeks.

Your tutor may also ask you to demonstrate a standard on more than 3 occasions if they require further assurances about your competency in relation to that performance standard.

**An e-portfolio guide has been produced which is available through the pre-registration training website resource section.**

## **9.8 Performance Standards Assessment Summary tool (PSAS)**

Both you and your tutor will have access to the 'performance standards assessment summary tool (PSAS)'. This is viewed via the progress tab on the online reflective e-portfolio. It is a useful tool to keep track of progress and can help you identify the particular performance standards that you need to focus on. The % completion score is displayed here also. You should review the PSAS tool on weekly basis.

## **9.9 What happens if I am not making progress?**

The Pharmaceutical Society NI will continually review your e-portfolio throughout the training year. If your progress is behind, the Pre-registration lead will contact both you and your tutor to establish if there is a reason why progress is behind or if any other barriers exist.

If you are having difficulties in completing your e-portfolio you need to seek advice from your tutor as soon as possible. In the event of any further difficulty you may contact the pre-registration Lead for advice.

# 10. Common Registration Assessment

## Common Registration assessment framework

At its Council meeting of 28 January 2020, the Council of the Pharmaceutical Society NI approved a Communications and Implementation Plan, agreed with our partners in the GPhC, to ensure a smooth change to a joint GPhC/Pharmaceutical Society NI Common Registration Assessment commencing in June 2021 based on a common registration assessment framework.

Further information about the Common Registration Assessment and the Registration Assessment Framework will be communicated to you in due course including details about how apply to sit the assessment, assessment rules and regulations, process for reasonable adjustments, fitness to sit policy, procedures for nullification, withdrawal and appeals.

### Resources

A series of online resources about the Common Registration Assessment and Registration Assessment Framework will be made available in due course.

In the interim, those who would like to know more about the format of the current GPhC registration assessment may wish to review the current resources made available by the GPhC which relate to its registration assessment, upon which the Common Registration Assessment 2021 will be based and can be accessed using the links below.

- [GPhC Registration Assessment Framework 2020](#)
- [GPhC Registration Assessment 2020 – Video Resources](#)
- [GPhC Registration Assessment 2020 – Sample Questions](#)

It is anticipated that the Common Registration Assessment will be held in June and September of each year. A pass in the registration assessment is a pre-requisite for registration.

### General Information

- (a) No person who applies for registration under Article 8(2)(b) of the Pharmacy (Northern Ireland) Order 1976 who commenced pre-registration training after 31st May 1993 shall be registered as a pharmaceutical chemist unless the applicant has passed the registration examination.
- (b) The syllabus and procedures for the registration examination will be as resolved by the Council of the Pharmaceutical Society NI.<sup>1</sup>

### Eligibility conditions

- (a) A pre-registration trainee shall be eligible to sit the Common Registration Assessment upon completion of at least 45 weeks satisfactory pre-registration training, payment of the entrance fee stipulated, and production of evidence to satisfy the Registrar of the Pharmaceutical Society NI as to his/her:
  - (i) Identity

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<sup>1</sup> Para 1 of sch 2 to the Pharmaceutical Society of Northern Ireland (General) Regulations (Northern Ireland) 1994 (the 'General Regulations').

- (ii) Satisfactory completion of the 39th week appraisal report.<sup>2</sup>
- (b) Pre-registration trainees must sit the Common Registration Assessment within eighteen months of satisfactory completion of pre-registration training.<sup>3</sup>
- (c) Eligibility to sit the assessment for the first time will lapse 18 months after the satisfactory completion of pre-registration training. In such circumstances, the candidate will have to meet such requirements as are specified by the Registrar before once again becoming eligible for first entry to the assessment.
- (d) On payment of the appropriate fee, a candidate who fails the Common Registration Assessment at the first attempt must sit the assessment again within the following eighteen months.<sup>4</sup>
- (e) A candidate who fails the Common Registration Assessment at the second attempt must be required to complete a period of six months employment in community or hospital pharmacy in an establishment approved by the Council and must sit the assessment for a third time within twelve months of completion of such period of employment, on payment of the appropriate fee.<sup>5</sup>

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<sup>2</sup> Para 3 of sch 2 to the General Regulations.

<sup>3</sup> Para 4 of sch 2 to the General Regulations.

<sup>4</sup> Para 5 of sch 2 to the General Regulations.

<sup>5</sup> Para 5 of sch 2 to the General Regulations.

# 11. Registering as a pharmacist

Registration will only take place when you can prove to the Registrar that you have fulfilled the Pharmaceutical Society NI regulations on Pre-registration Training and have passed the Common Registration Assessment.

You must ensure that the following is received by the Pharmaceutical Society NI by the specified deadlines:

- A New Registrant form
- Registration fee (as specified by Council)
- Declaration form (two Declarations if you had two tutors)
- FOUR completed appraisals indicating an acceptable level of performance at 13, 26 and 39 weeks and a final appraisal indicating that you have attained the required standard (i.e. a score of 1 or 2 for all elements)
- Completion of the e-portfolio
- Proof of attendance at the Law & Ethics day, First Aid Training and Supporting Professional Practice 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 distance learning courses by the deadline date
- Additional forms that may be required by Council. If required, these forms will be posted to you before registration.

You must generate a certificate from the NICPLD website which will be used as evidence of your attendance at the training days and completion of self-study course assessments and should be included with your documentation for registration.

The Registrar will already be aware of the result of the Registration Assessment which you must have passed and your attendance at the Induction Training and Business Management Event.

Your degree certificate must also have been presented for authentication at the start of your pre-registration training.

## 11.1 Registration Process

The date of registration will be contingent on results from the registration assessment. Further information about registration will be provided in due course on our website.

The Registrar and the Council of the Pharmaceutical Society NI 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 and be received by the Pharmaceutical Society NI no later than week 50 of training. This will include the final appraisal and declaration, which will indicate when the trainee will have completed one full year. Documentation received after week 50 will result in a delay in registration.
2. Notwithstanding the early submission of documentation, a trainee **must complete a full year** of training as specified in the regulations. Any illness or absence of a trainee after submission of registration documentation must be notified to the Pharmaceutical Society NI 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, dated and submitted as required. A completed and signed checklist 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 Lead 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. 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 can verify this via the ['Search the Register'](#) facility.

Further information can be accessed via this [link](#).

## 12. Role of the Pharmaceutical Society NI

The provision of pharmaceutical services in Northern Ireland requires the interaction of many groups and bodies. Many of these organisations have clear relationships with others, in some cases they may have no relationship but simply represent the interests of a specific group of pharmacists.

An understanding of the role of the various bodies is an important prerequisite to understanding the provision of the service in Northern Ireland.

The Pharmaceutical Society of Northern Ireland was established by the Pharmacy and Poisons Act (Northern Ireland) 1925, and has been based at 73 University Street, Belfast

Since 1933. Its primary purpose has been:

- (a) to advance chemistry and pharmacy;
- (b) to promote pharmaceutical education and the application of pharmaceutical knowledge;
- (c) to maintain the honour and safeguard and promote the interests of the members of the Society in their exercise of the profession of pharmacy;
- d) to execute all such functions as may be entrusted to the Society under any enactment;
- (e) to provide relief for distressed persons, being—
  - (i) members of the Society;
  - (ii) persons who at any time have been members of the Society or have been registered as either pharmaceutical chemists, or chemists and druggists, or druggists or apprentices to pharmaceutical chemists, or as students of the Society; or
  - (iii) surviving spouses, surviving civil partners, orphans or dependants of deceased persons who were at any time members of the Society or registered as aforesaid.

These objectives have been met by Pharmaceutical Society NI registering and regulating pharmacists and pharmacies in Northern Ireland as well as providing leadership to the profession, in the public interest.

Additional powers and responsibilities were confirmed on organisation by the Pharmacy (Northern Ireland) Order 1976 and following the publication of the Government's white paper "Trust Assurance and Safety" in 2007, further amendments were required and in 2012 these amendments were made under the Pharmacy (NI) Order 1976 (Amendment) Order (NI) 2012.

To practice pharmacy a person must be a member of the Pharmaceutical Society NI and the premises at which the practice of pharmacy is undertaken must be registered with the organisation.

The Council consists of up to 14 members, there are positions for 7 registered pharmacists (registrant members) and 7 persons that are not, have never been and are not eligible to be pharmacists (lay members). Council members are appointed on a competency basis by the DHSSPS for periods of between 2 and 4 years.

The Pharmaceutical Society NI has several committees. The committees concentrate on implementing policy within the framework that has been agreed by Council. The committees are accountable to the Council, which monitors implementation through the receipt of agendas and minutes of their meetings. The management of the committee business is the responsibility of the Chairman of the committee and includes the preparation for meetings and monitoring the implementation of decisions.

The role of the Registrar is a pivotal one within the functions of the Pharmaceutical Society NI. The Registrar is responsible for the accuracy and completeness of the Pharmaceutical Society NI Registers which include the Register of Pharmaceutical Chemists, Corporate Bodies and Superintendents and Register of Premises.

One of the other key functions of the Registrar is to lead and develop the processes to ensure that all statutory requirements are complied with. The Registrar is also responsible for any reciprocal registration with Great Britain and registration with EU and non-EU Pharmaceutical Regulatory Bodies.

### **Committees involved in Fitness to Practise**

There are two committees involved in determining allegations of impaired fitness to practise: The Scrutiny Committee and the Statutory Committee.

The Pharmaceutical Society NI use threshold criteria when determining if cases should be referred to the Scrutiny Committee.

### **Scrutiny Committee - Composition, Quorum and Term of Office**

The Scrutiny Committee must consist of a lay member who is the chair; a lay member who is the deputy chair; two other lay members; and four members who are registered persons ("registered members"). The members of the Scrutiny Committee will be appointed by the Council.

The quorum of the Scrutiny Committee is three which must include the chair or deputy chair, a lay member and a registered member.

The chair and deputy chairs may be legally qualified. If the chair is absent from a meeting, one of the deputy chairs may perform the functions of the chair.

A Scrutiny Committee member will hold office for 4 years from the date of appointment and is eligible for reappointment at the end of that period. However, no member of the Scrutiny Committee (including chair or deputy chair) is to hold office as a member of that Committee for more than an aggregate of 8 years in any 20-year period.

### **Statutory Committee - Composition, Quorum and Term of Office**

The Statutory Committee must consist of a lay member who is a chair; two lay members who are deputy chairs; three other lay members; and six registered members all of whom shall be appointed by the Council.

The quorum of the Statutory Committee is three which must include the chair or deputy chair, a lay member and a registered member.

A member of the Statutory Committee is to hold office for 4 years from the date of appointment and is eligible for reappointment at the end of that period. No member of the Statutory Committee may hold office more than aggregate of 8 years in any 20-year period.

Sanctions available to the scrutiny and statutory committees can be found via the following link:  
<http://www.psni.org.uk/wp-content/uploads/2012/12/Sanctions-available-to-fitness-to-practise-committees.pdf>

Further information on membership of the Council and Committees can be obtained from the Pharmaceutical Society's website.

## **Pharmacy Forum NI**

The Pharmacy Forum NI is the professional Leadership body for registered pharmacists in Northern Ireland. The Forum leads and supports the development of the profession, promotes best practice among pharmacists and represents all areas of the pharmacy practice.

The Pharmacy Forum operate the Pharmacists' Advice and Support Service and provides calculation training to pre-registration trainees.

## Performance standards

The Performance Standards describe what you, as a pre-registration trainee, are expected to be able to do and how you should behave in order to join the Register. Your conduct and behaviour must be consistent with the 5 principles described in The Code: Professional standards of conduct, ethics and performance for pharmacists in Northern Ireland (hereinafter referred to as "[The Code](#)"<sup>6</sup>), as follows:

**Principle 1:** Always put the patient first

**Principle 2:** Provide a safe and quality service

**Principle 3:** Act with professionalism and integrity at all times

**Principle 4:** Communicate effectively and work properly with colleagues

**Principle 5:** Maintain and develop your knowledge, skills and competence

The Performance Standards 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 you, as a pre-registration trainee must be able to do and how you should behave. You must meet these indicators consistently in order to be assessed as competent.

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<sup>6</sup> The Code – Professional standards of conduct, ethics and performance for pharmacists in Northern Ireland

## UNIT A PERSONAL EFFECTIVENESS

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

### 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; and
- A1.8 amend your behaviour, when necessary, based on evaluation of your performance by yourself or others.

The required outcomes from the [Standards for initial education and training of pharmacists](#) state that a pre-registration trainee must:

- recognise ethical dilemmas and respond in accordance with relevant codes of conduct;
- know when there is a duty to take action if a colleague's health, performance or conduct is putting patients or the public at risk;
- identify, report and prevent errors and unsafe practice;
- recognise personal health needs, consult and follow the advice of a suitably qualified professional and protect patients or the public from any risk posed by personal health;
- apply the principles of clinical governance in practice; and
- demonstrate the characteristics of a prospective professional pharmacist as set out in relevant codes of conduct and behavior.

## **A2 Manage work**

You must at all times work efficiently, 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](#);

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](#), 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 (one piece of evidence sufficient).

The required outcomes from the Standards for initial education and training of pharmacists state that a pre-registration trainee must:

- show how to manage resources in order to ensure workflow and minimize risk in the workplace;
- take personal responsibility for health and safety;
- ensure the application of appropriate infection control measures;
- show how to participate in audit and implementing recommendations; and
- show how to anticipate and lead change.

## **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; and*
  - *Attending events e.g. courses, seminars, conferences, branch meetings.*
- A5.3 make full use of learning and development opportunities;

- 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; and
- A5.7 apply learning to practice.

The required outcomes from the Standards for initial education and training of pharmacists state that a pre-registration trainee must:

- reflect on personal and professional approaches to practice;
- create and implement a personal development plan; and
- review and reflect on evidence to monitor performance and revise a professional development plan.

## **UNIT B INTERPERSONAL SKILLS**

These Professional 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; and
- 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.*

The required outcomes from the Standards for initial education and training of pharmacists state that a pre-registration trainee must:

- communicate with patients about their prescribed treatment;
- optimise treatment for individual patients' needs in collaboration with the prescriber;
- support the patient in choosing an option by listening and responding to their concerns and respecting their decisions;
- communicate information about available options in a way that promotes understanding;
- conclude consultations to ensure a satisfactory outcome; and
- provide accurate written or oral information appropriate to the needs of patients, the public or other healthcare professionals.

## **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 most 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; and

B2.9 use your knowledge and skills effectively when helping others learn.

The required outcomes from the Standards for initial education and training of pharmacists state that a pre-registration trainee must:

- contribute to the education and training of other members of the team including peer review and assessment;
- show how to contribute to the development of other members of the team through coaching and feedback;
- engage in multidisciplinary team working;
- work effectively within teams to ensure that safe and effective systems are being followed;
- supervise others involved in service delivery;
- establish and maintain patient relationships while identifying patients' desired health outcomes and priorities;
- contribute to identifying the learning and development needs of team members; and
- contribute to the development and support of individuals and the team.

## **UNIT C MEDICINES AND HEALTH**

These Professional 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 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; and
- 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 pharmacist's 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; and
- 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 needs with a 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; and*
  - *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.

The required outcomes from the Standards for initial education and training of pharmacists state that a pre-registration trainee must:

- analyse prescriptions for validity and clarity;
- clinically evaluate the appropriateness of prescribed medicines;
- provide, monitor and modify prescribed treatment to maximise health outcomes;
- know how to demonstrate how the science of pharmacy is applied in the design and development of medicines and devices;
- record, maintain and store patient data;
- show how to develop quality management systems including maintaining appropriate records;
- manage and maintain quality management systems including maintaining appropriate records;
- supply medicines safely and efficiently, consistently within legal requirements and best professional practice. NB – this should be demonstrated in relation to both human and veterinary medicines;
- show how to ensure the quality of ingredients to produce medicines and products;
- show how to apply pharmaceutical principles to the formulation, preparation and packaging of products;
- use pharmaceutical calculations to verify the safety of doses and administration rates;
- procure and store medicines and other pharmaceutical products working within a quality assurance framework;
- distribute medicines safely, legally and effectively;
- dispose of medicines safely, legally and effectively; and
- know how to procure, store and dispense and supply veterinary medicines safely and legally.

## **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; and
- 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 Yellow card 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; and
- 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.*

The required outcomes from the Standards for initial education and training of pharmacists state that a pre-registration trainee must:

- check guidance on First Aid;
- provide evidence-based medicines information;
- show how to respond appropriately to medical emergencies including provision of First Aid;
- promote healthy lifestyles by facilitating access to and understanding of health promotion information;
- know how to access and critically evaluate evidence to support safe, rational and cost-effective use of medicines;
- use the evidence base to review current practice;

- apply knowledge of current pharmacy-related policy to improve health outcomes;
- show how to collaborate with patients, the public and other healthcare professionals to improve patient outcomes;
- know how to play an active role with public and professional groups to promote improved health outcomes;
- know how to contribute to research and development activities to improve health outcomes;
- show how to identify and employ the appropriate diagnostic or physiological testing techniques in order to promote health;
- show how to identify and employ the appropriate diagnostic or physiological testing techniques to inform clinical decision-making;
- identify inappropriate health behaviours and recommend suitable approaches to interventions;
- instruct patients in the safe and effective use of their medicines and devices;
- obtain and record relevant patient medical, social and family history; and
- maintain accurate and comprehensive consultation records.

## Reference Sources

### Additional Reference Sources

Some useful reference sources include:

Community Pharmacy - Symptoms, diagnosis and treatment P. Rutter (Elsevier)

The Pharmaceutical Press ([www.pharmpress.com](http://www.pharmpress.com)) has an extensive range of textbooks

### Useful websites

NICPLD – Distance Learning packages – [www.nicpld.org](http://www.nicpld.org)

Electronic Medicines Compendium – <https://www.medicines.org.uk/emc>

NHS choices website – <https://www.nhs.uk/pages/home.aspx>

NICE clinical Knowledge Summaries – <https://cks.nice.org.uk/#?char=A>

NICE Evidence – [www.evidence.nhs.uk](http://www.evidence.nhs.uk)

Pharmaceutical Society NI – The Code and standards documents -  
<http://www.psni.org.uk/psni/about/code-of-ethics-and-standards/>

RQIA / Guidelines and Audit Implementation Network (GAIN) – <https://rqia.org.uk/what-we-do/gain/gain-clinical-audit-resources/>

Medicines Governance – see [www.medicinesgovernanceteam.hscni.net](http://www.medicinesgovernanceteam.hscni.net)

HSCB: guidance on pharmaceutical services  
<http://www.hscbusiness.hscni.net/services/PharmBSES.htm>

HSCB newsletters <http://niformulary.hscni.net/PrescribingNewsletters/Pages/default.aspx>

HSCB Compass therapeutic notes <http://www.hscbusiness.hscni.net/services/2225.htm>

SIGN Scottish Implementation and Guidelines Network – [www.sign.ac.uk](http://www.sign.ac.uk)

Interface Pharmacist Network Specialist Medicines – [www.ipnsm.hscni.net/](http://www.ipnsm.hscni.net/)