

Post-registration Foundation Pharmacist Credentialing

**E-portfolio guide for
Educational Supervisors
and Designated
Prescribing Practitioners
(Portfolio collaborators)**

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Update 19/07/22

The following sections have been added:

- 8.12 Multi-source feedback

1 Introduction

The E-portfolio is designed to support pharmacists and their educational supervisor/designated prescribing practitioner to record and compile learning and assessment evidence against the requirements of the Royal Pharmaceutical Society (RPS) [post-registration foundation pharmacist curriculum](#).

Educational supervisors and designated prescribing practitioners will support pharmacists who are developing evidence as part of a structured training programme and will have full access to the individual's E-portfolio.

2 Using the E-Portfolio

This technical user guide outlines the main functions of the E-portfolio for **educational supervisors** and **designated prescribing practitioners**. Please note that the images provided in this guide have been captured from a desktop device; there may be a small difference in styling if you are using a tablet or mobile device.

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

TIP: For the best user experience, we advise that you use the E-portfolio on a desktop, as you may be entering a lot of text in certain sections and fields and a wider screen enables you to view all the necessary elements.

You should use this guide in conjunction with the [RPS post-registration foundation curriculum resources and guidance](#).

2.1 Help and additional information

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

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

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

Direct Observation of Practical Skills (DOPS)

[\[click to toggle\]](#)



Direct Observation of Practical Skills (DOPS)

[\[click to toggle\]](#)

Instructions:

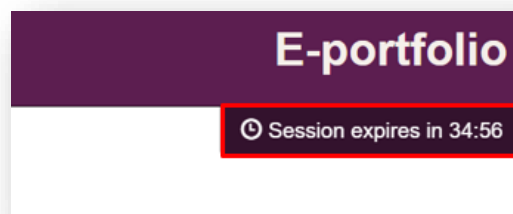
- Provide feedback on what the pharmacist did well and areas for development.
- The overall rating should reflect the expected level of a post-registration foundation pharmacist as defined in the curriculum.
- 'Needs improvement' means that either the pharmacist did not cover the identified area to a competent level or it was not demonstrated at all, and should have been.

[◀ Back](#)

2.2 Session Timer

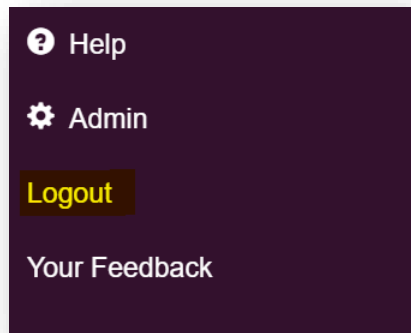
You will notice a timer in the top right-hand corner of the screen. This is a countdown of inactivity. If you are inactive for a period of 35 minutes, you will automatically be logged out of the E-portfolio. It is important you save your work regularly as there is no autosave function.

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



2.3 Logging out

You can find the “**Logout**” button in the navigation menu on the left of your screen. You can logout at any point, but before you do so, make sure you save any necessary text and edits.



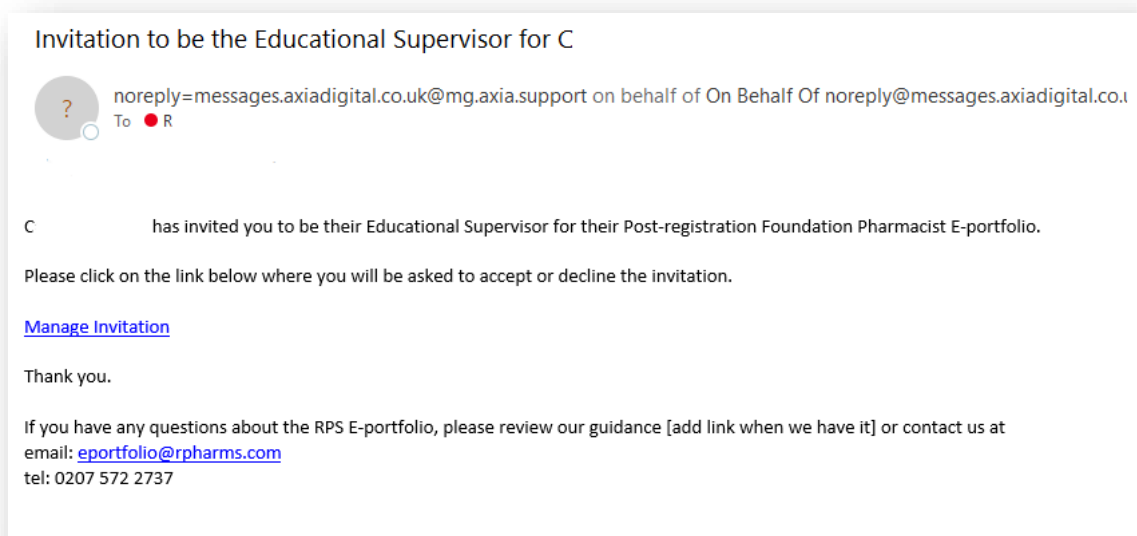
TIP: If you are using a shared device, remember to logout to avoid other users accessing your E-portfolio.

3 Getting Started

3.1 Accessing the E-portfolio

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

To access your learner's E-portfolio, they need to invite you to be a **portfolio collaborator**. When they do so, you will receive an email with a link to their E-portfolio, which you can either accept or decline.



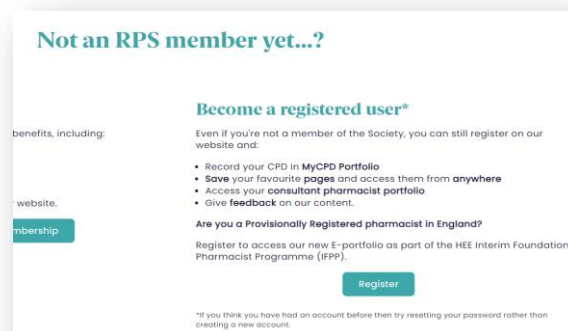
If your learner has invited you through the E-portfolio but you have not received an email, please ask them to re-send the email; they should be able to do this within the platform.

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

Thank you for accessing this learner's invitation - in order to Accept / Decline it, you will need to sign in using your RPS account. If you don't already have an account you will be given the ability to create a non-member account. Please log in / register by clicking the following link:
[RPS Login / Register](#)

If you are a RPS member, you will be prompted to enter your RPS login details.

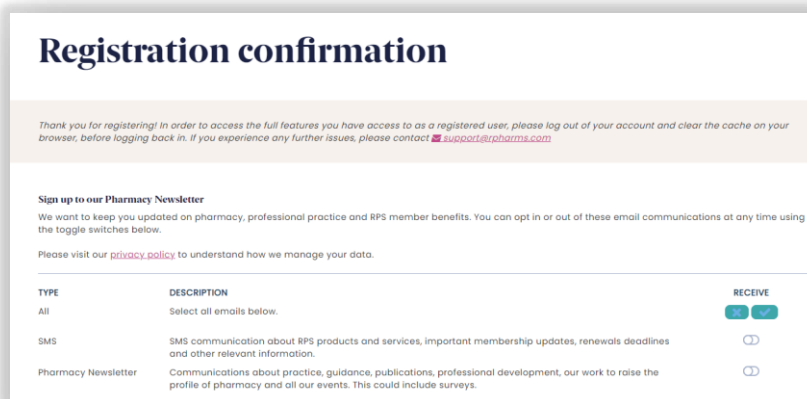
If you are not a RPS member, you will need to scroll down the login page and click **“Register”**.



You will then need to complete a short registration form.

A screenshot of a registration form titled "Become a registered user on www.rpharms.com". The form is located on a page with a navigation bar at the top containing links for "Search", "Login / Join us", and "Contact us", and sub-links for "Recognition", "Publications", and "Development". The form itself has three input fields: "First name", "Last name", and "Email". Each field has a small red asterisk to its right and a placeholder text "-First name-", "-Last name-", and "-Email-" respectively. Below the form, there is a line of text: "If you are not eligible to become a member of the Royal Pharmaceutical Society or wish to experience more of our services then you can become a registered user." and another line: "For more information about becoming a member please visit our [membership](#) section."

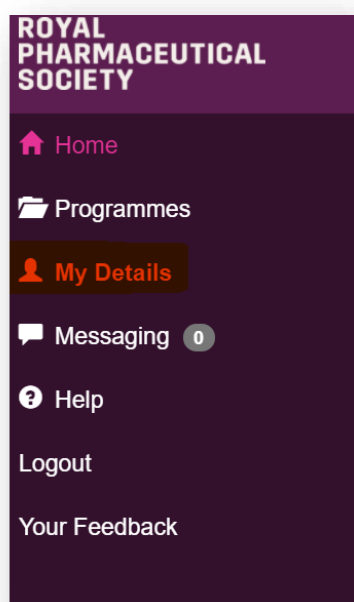
When all the fields are completed, accept the terms and conditions and then click **‘Register’**.



Once registered, login to the E-portfolio [here](#).

3.1.1 Viewing your details

To access your details, select “**My Details**” from the navigation menu.

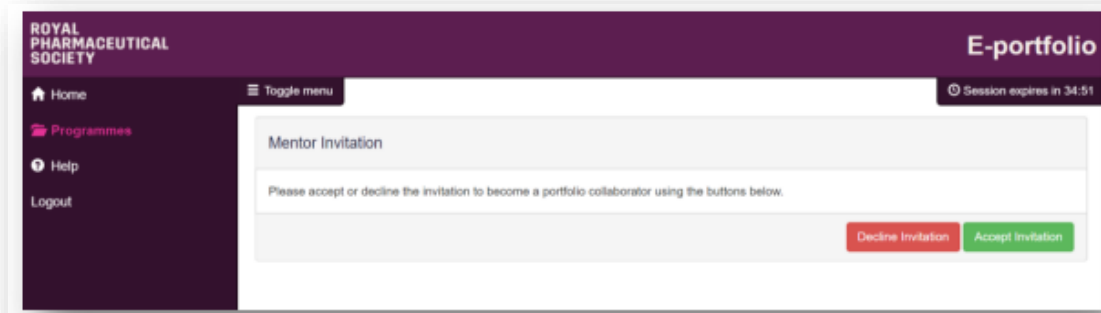


A page with your details will appear.

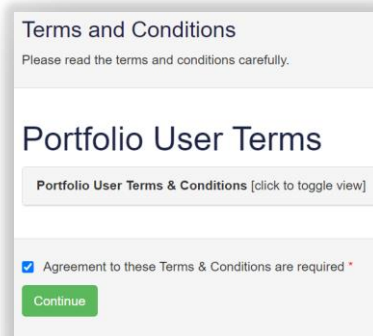
Please ensure you check that your details are correct within the E-portfolio. Should there be any incorrect details, please contact eportfolio@rpharms.com

3.2 Viewing your learner's E-portfolio

You will then need to access the E-portfolio [here](#). Once logged into the E-portfolio, you will see this invitation to accept or decline the invitation. You will also need to agree to the terms and conditions for accessing the E-portfolio.

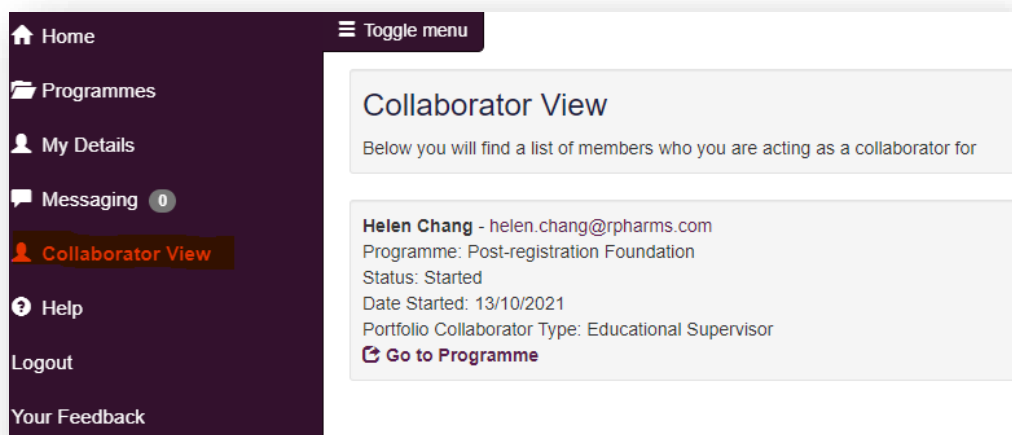


Click the tick box and select “**Continue**” to accept the terms and conditions.

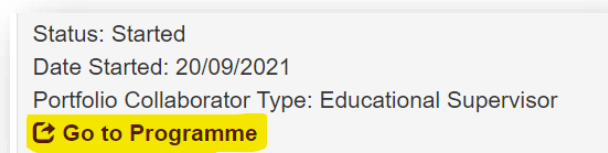


Once you have accepted the invitation and the terms and conditions, you will be able to view the full content of your learner's E-portfolio including contributions from other collaborators.

After you have been successfully linked to your learner you will have a new tab in the navigation menu titled “**Collaborator View**”. Select this to view the full list of learners you are linked to.



Selecting “Go to programme” will open the learner’s programme and allow you to access their records or add records to their programme.



You will then see your learner’s dashboard.

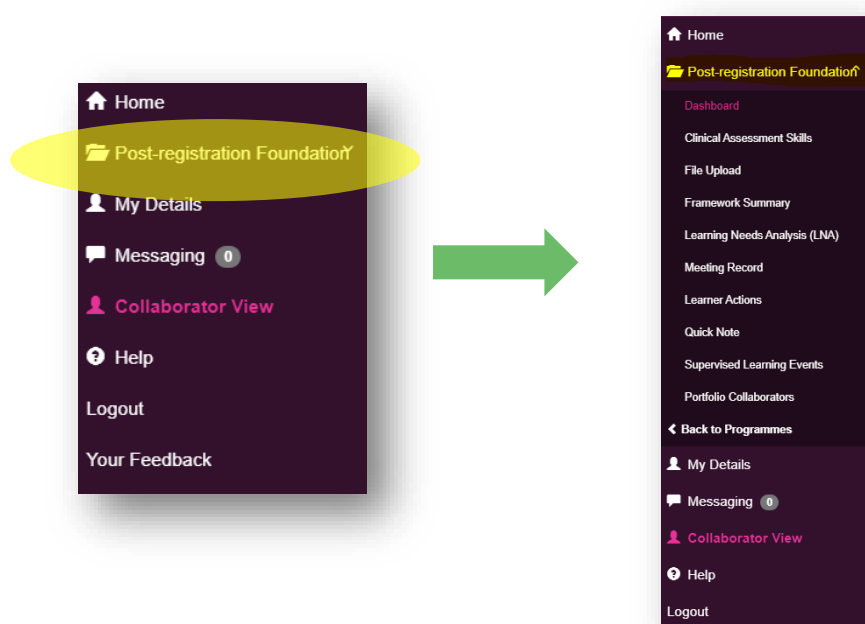
Supervised Learning Events	Other Records
Acute Care Assessment Tool (ACAT) 0 0	File Upload 0
Clinical Evaluation Exercise (mini-CEX) 0 0	Learning Needs Analysis (LNA) 0
Case Based Discussion (CbD) 0 0	Meeting Record 0
Case Presentation (CP) 0 0	Learner Actions 0
Direct Observation of Non-Clinical Skills (DONCS) 0 0	
Direct Observation of Practical Skills (DOPS) 0 0	
Journal Club Presentation (JCP) 0 0	
Leadership Assessment Skills (LEADER) 0 0	
Reflective Account (RA) 0 0	
Teaching Observation (TO) 0 0	
Quality Improvement Project Assessment Tool (QIPAT) 0 0	

Quick Notes		Start New
Open	Closed	

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

3.3 The navigation menu

When you open your learner's post-registration foundation E-portfolio, select **"Post-registration Foundation"** on the navigation menu to expand it and then selecting any of the items listed to take you to the item's summary page.



3.4 Collaborators and permissions

There are two different collaborator roles within the E-portfolio and depending on the training programme, learners may require one or more of these roles to access their E-portfolio.

	Portfolio collaborator	Ticketed collaborator
Who does this include?	Educational supervisors and designated prescribing practitioners	Practice supervisors and other members of the pharmacy and wider team
What do they do?	Overall responsibility for supervision and management of educational programme either for the duration (educational supervisor) or period of learning in practice (designated prescribing practitioner)	Observe the learner and make judgments about their performance using a supervised learning event
What can they access?	Full access to their learner's E-portfolio	Only the form(s) or record(s) shared with them
How do they access?	The learner invites them to set up an E-portfolio account linked to their account	The learner emails the form or record via a ticketed process

3.4.1 Portfolio collaborators

As an educational supervisor and/or designated prescribing practitioner you are known as a **portfolio collaborator** and have full access to your learner's E-portfolio.

3.4.2 Ticketed collaborators

It is likely that your learner will wish to seek feedback from other colleagues during their training programme who are neither their educational supervisor nor designated prescribing practitioner. This could be a practice supervisor who provides day-to-day supervision in the workplace and may undertake a few supervised learning events and/or other members of the pharmacy/wider team who undertake multiple supervised learning events, or do them as a one off. It is not necessary for these individuals to be portfolio collaborators and have full access to the learner's E-portfolio like you do. Instead, these individuals are called 'ticketed collaborators' and will provide feedback to support your learner's learning and development. The process for seeking feedback from ticketed collaborators is known as a ticket, e-ticket, or e-ticketing. Tickets are created for individual assessment tools or forms and the learner may send several tickets for different tools or forms to the same ticketed collaborator. The ticketed collaborator will then need to access and complete each form separately.

NOTE: This process only provides ticketed collaborators 'one-time' access to complete a single assessment tool or form. If you would like a collaborator to provide feedback on more than one assessment tool or form, then you will need to send them a ticket for each one.

3.4.3 User roles

The table below outlines the different tools and who has access to each tool.

Tool	Learner	Educational Supervisor	Designated Prescribing Practitioner	Ticketed Collaborators e.g., practice supervisor
Dashboard	✓	✓	✓	No access
Learner Actions	✓	✓	✓	No access
Framework Summary	✓	✓	✓	No access
File upload	✓	✓	✓	No access
Learning Needs Analysis	✓	✓	✓	No access
Meeting record	✓	✓	✓	No access
Reflective account	✓	✓	✓	No access
Supervised learning events				
Acute care assessment tool (ACAT)	✓	✓	✓	Access via ticket link

Case-based discussion (CbD)	✓	✓	✓	Access via ticket link
Case presentation (CP)	✓	✓	✓	Access via ticket link
Leadership assessment skills (LEADER)	✓	✓	✓	Access via ticket link
Direct observation of practical skills (DOPS)	✓	✓	✓	Access via ticket link
Direct observation of non-clinical skills (DONCS)	✓	✓	✓	Access via ticket link
Journal club presentation (JCP)	✓	✓	✓	Access via ticket link
Mini clinical evaluation exercise (Mini-CEX)	✓	✓	✓	Access via ticket link
Quality improvement project assessment tool (QIPAT)	✓	✓	✓	Access via ticket link
Teaching observation (TO)	✓	✓	✓	Access via ticket link

3.5 Quick notes

This tool is like a post-it note within the E-portfolio. Your learner can make a note that may be a reminder or the starting point of a piece of evidence that they wish to develop fully at a later point.

You are able to view and edit your learner's quick notes from their dashboard by selecting **"View"** or **"Edit"**.

When the learner has finished with their quick note, they can 'close' it and it will move from the list of 'open' to 'closed' quick notes.

Quick Notes

Start New

Open

Closed

MSF

View

Edit

4 Monitoring and reviewing your learner's progress

4.1 Dashboard

After opening your learner's E-portfolio, you will see their **Dashboard** which provides an overview of their progress.

Supervised Learning Events

Acute Care Assessment Tool (ACAT)	3	0
Clinical Evaluation Exercise (mini-CEX)	3	0
Case Based Discussion (CbD)	2	0
Case Presentation (CP)	1	0
Direct Observation of Non-Clinical Skills (DONCS)	1	0
Direct Observation of Practical Skills (DOPS)	13	0
Journal Club Presentation (JCP)	2	0
Leadership Assessment Skills (LEADER)	3	0
Reflective Account (RA)	3	0
Teaching Observation (TO)	1	1
Quality Improvement Project Assessment Tool (QIPAT)	2	0

Other Records

File Upload	3
Learning Needs Analysis (LNA)	3
Meeting Record	3
Learner Actions	32

Quick Notes

Start New

Open

Closed

Note 3	View	Edit
Note 4	View	Edit
Note 5	View	Edit
Note 6	View	Edit

TIP: You can access evidence by clicking on the number next to the evidence type

Total number of records started

Total number of records completed

The **supervised learning event** section of your learner's dashboard displays the following information:

- Count of each supervised learning event type that has been started (orange)
- Count of each supervised learning event type that has been completed (green)

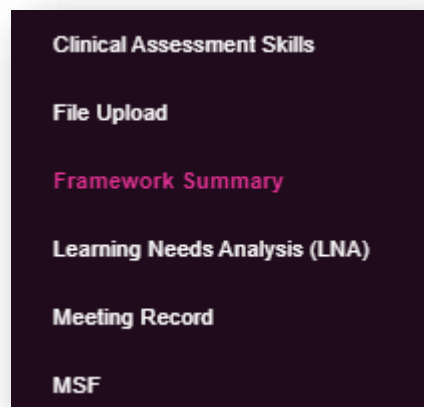
Hovering over the numbers   provide you with an explanation as to what this relates to.

You can access any forms directly from the dashboard by clicking on the relevant evidence type. For the example above, if you click anywhere on the row which contains 'Reflective Account (RA)' you can access your learner's Reflective Accounts.

More information about accessing Supervised Learning Events can be found in **Section 8**.

4.2 Framework summary

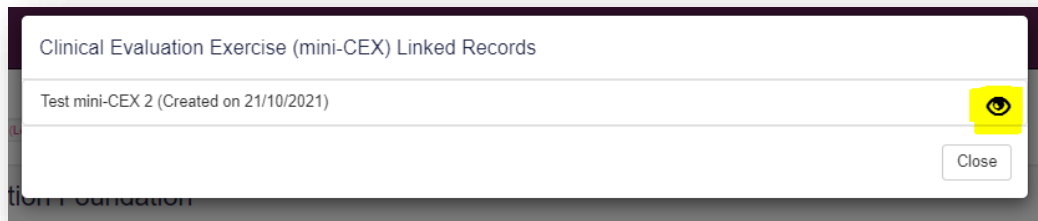
You can view your learner's overall progress against the curriculum outcomes by selecting **"Framework Summary"** from the navigation menu.



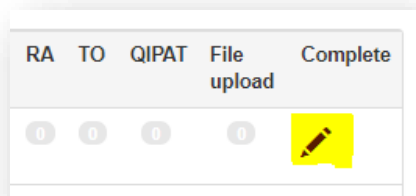
The framework summary displays a count of all records (supervised learning outcomes **and** file uploads) that have been mapped to the outcomes. When records are mapped, a number appears in a grey circle. The number on the right indicates evidence which has been started and the number on the left indicates evidence which your learner has marked as complete.

Framework Summary [click to toggle]														
Domain 1. Person-centred care and collaboration	Learning Outcomes	Stakes	ACAT	mini-CEX	CbD	CP	DONCS	DOPS	JCP	LEADER	RA	TO	QIPAT	File upload
Communicates effectively, placing the person at the centre of any interaction	1.1 Communicates effectively with people receiving care and colleagues.	High												
	1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice	High												

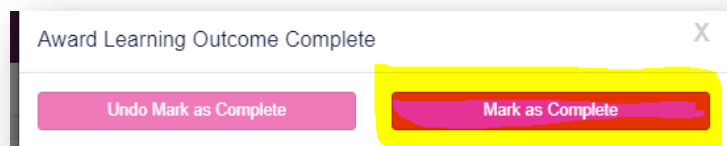
You can access the mapped online record direct from the framework summary by clicking on the grey circle and then the eye icon.



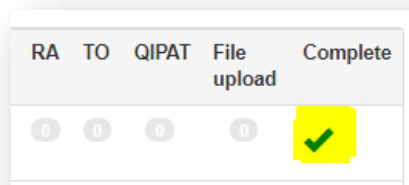
When your learner feels they have enough evidence mapped to an outcome to demonstrate they are performing at the required level, they can mark the outcome as complete. This can be used to help prioritise learning and development. We recommend they discuss with you if they are ready to mark any outcomes as complete.



Clicking on the pencil opens a box where your learner has the option to mark the outcome as complete.

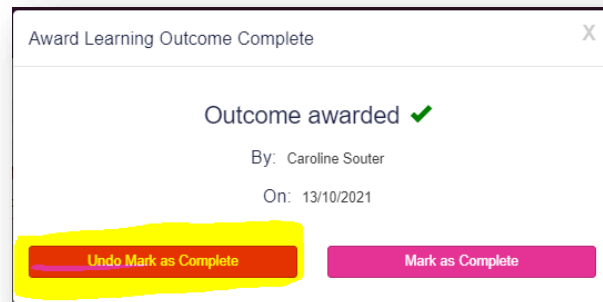


When your learner selects **"Mark as Complete"** the pencil changes to a green tick.



NOTE: the curriculum recommends a minimum of three pieces of evidence of low stakes outcomes, with more pieces for higher stakes' outcomes.

If you or your learner decide the outcome hasn't actually been met, your learner can click the green tick which gives them the option to undo marking it as complete.



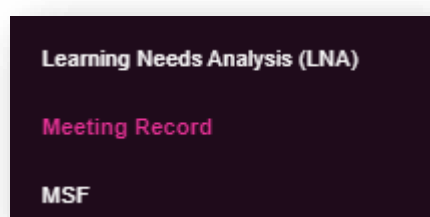
5 Review meetings

The E-portfolio includes two different tools to record discussion with your learner during your training programme:

- Meeting record – for informal regular review meetings (see section 5.1)
- Intermediate progress reviews – more formal progress reviews (section 5.2)

5.1 Meeting record

It is important to capture discussions of meetings that you have with your learner and this can be done using the “**Meeting Record**” form in the E-portfolio.



These forms should be completed by your learner but have been built to allow both the learner and their educational supervisor/designated prescribing practitioner to add comments.

If you wish to create and complete a meeting record, select “**Start New Form**” from the meeting record summary page.

Post-registration Foundation

A programme for pharmacists who are looking to become **credentialed** as a post-registration pharmacist which is the first stage in our credentialing pathway. Record and compile all the evidence of your learning and assessment evidence against the **post-registration foundation pharmacist curriculum** outcomes.

Meeting Record

No existing records found.

Start New Form

The 'Meeting Record' form will appear. Complete the required fields as instructed.

Post-registration Foundation

A programme for pharmacists who are looking to become **credentialed** as a post-registration pharmacist which is the first stage in our credentialing pathway. Record and compile all the evidence of your learning and assessment evidence against the **post-registration foundation pharmacist curriculum** outcomes.

Meeting Record

Back

Meeting Details

Title *

Date *

Who was present?

☐ Educational supervisor
☐ Designated prescribing practitioner
☐ Practice supervisor

Create Record

When you have completed all the required fields, select **"Create Record"**.

Create Record

NOTE: You do not need to map meeting records to any assessment activities or learning outcomes; there is no section to map to the frameworks.

You will receive confirmation that the record has been saved and created.

Meeting Record
Back

Success! Your action was completed successfully.

Meeting Details

Title *
Meeting with ES Oct

Date *
12/10/2021

Who was present?
☒ Educational supervisor
☐ Designated prescribing practitioner
☐ Practice supervisor

You will have noticed that you were not able to attach files when first completing the form. A file can only be attached when you have saved the meeting record by selecting “**Create Record**”. To upload an attachment as additional evidence for your meeting, select “**Edit**” to view the record you have just created and upload a file.

Meeting Record				
Title	Date	Date Created	Completed	Actions
Meeting with ES Oct	12/10/2021	12/10/2021		View Edit

Start New Form

Add the upload by selecting “**Choose files**”. You must enter a file description. Click “**Save**” once completed.

You can upload as many files as you wish, and delete any that are no longer relevant by clicking on the trash can icon. 

Attachments

Linked Attachments (1)

Test doc

New Attachment

Choose file

Choose files No file chosen

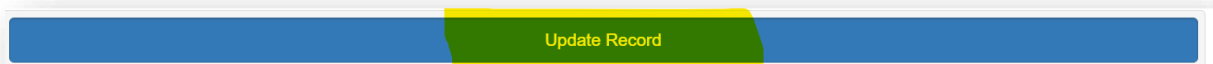
File description:

Save

herelol

Update Record

When you are finished editing select **“Update Record”**.



You will receive confirmation that the record has been updated.

Meeting Record

◀ Back

Success! Your action was completed successfully.

X

You can update the record by selecting **“Edit”** from the Meeting Record page.

Meeting Record				
Title	Date	Date Created	Completed	Actions
Meeting with ES Oct	12/10/2021	12/10/2021		View Edit

Start New Form

5.2 Intermediate Progress Reviews (IPR)

The intermediate progress review is a more formal review than the informal reviews documented using the meeting record. As a minimum they should include the learner and their educational supervisor and/or designated prescribing practitioner but additional collaborators can be invited to participate in the review as appropriate.

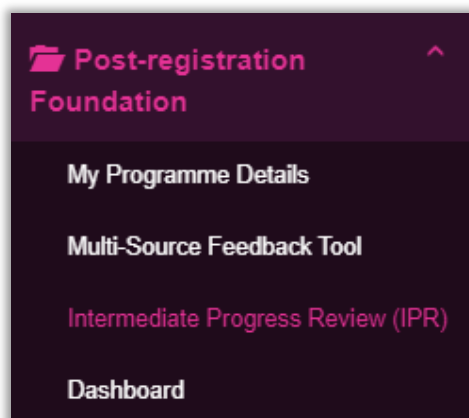
5.2.1 Initiating the Intermediate Progress Review

The tool allows the learner to invite any number of collaborators to participate in the review meeting and we recommend you consider if this would be appropriate. Examples of the types of roles who may attend some or all review meetings include, but are not limited to, a member of the academic team, an experienced external educational supervisor or a member of the training provider team.

The learner is also required to indicate who will be the 'Lead Reviewer'. This will be the person who is responsible for documenting the feedback and ratings agreed by the reviewers and marks each relevant section of the process as complete. The lead reviewer requires full (read/write) access to the learner's E-portfolio and will need to be either the educational supervisor or designated prescribing practitioner.

The learner will send invited collaborators a link which grants them read-only access to their E-portfolio so they can sample the learner's evidence and familiarise themselves with the areas of the E-portfolio that will be discussed during the review meeting.

You can review the list of nominated colleagues by selecting "**Intermediate Progress Review (IPR)**" from the navigation menu, followed by selecting the "**Update Reviewers**" button.



Intermediate Progress Reviews		
[click to toggle]		
Date Started	Status	Action
14 Jan 2022	✓ Open	Update Reviewers View Preparation for Review

The learner will also populate Part A of the “Preparation for Review” form which includes a preparation checklist and various fields which prompts the learner to consider the period of training before the review and record how they feel they are getting on (combination of ratings and free comments).

When they have completed this section, they should prompt you and any other nominated colleagues to read Part A. You should also read Part B of the “Preparation for Review” form which includes actions for the reviewers.

Part B. For action by the reviewers

Please sample evidence across the domains to inform holistic discussion during the review meeting (minimum of five pieces of evidence). Consider:

- The quality of evidence presented – does it provide feedback to inform decisions about whether the learner is performing at the level described by the outcomes and descriptors?
- Is there a broad range of different supervised learning events undertaken by a wide range of collaborators?
- Has the learner included meaningful reflection?

You should also review the learner’s self-assessment and comments in Part A of this form, and familiarise yourself with the content of their E-portfolio, particularly the following areas (accessed via navigation menu): learning needs analysis, framework summary, clinical assessment skills, multi-source feedback, prescribing and learner actions.

Section 2. To be completed during the review

From the intermediate progress review summary page, select the **“Update Preparation for Review”** button.

Intermediate Progress Reviews		
[click to toggle]		
Date Started	Status	Action
17 Jan 2022	✓ Open	Update Reviewers Update Preparation for Review

Review the answers that your learner has provided for the questions in the form – if you do not require any amendments, click the **“Update and Complete Record”** button at the bottom of the page.



Once this record is completed, navigate back to the intermediate progress review summary page, and a new “Start Undertake Review” button will appear.

Intermediate Progress Reviews		
[click to toggle]		
Date Started	Status	Action
17 Jan 2022	✓ Open	Update Reviewers View Preparation for Review Start Undertake Review

5.2.2 Undertaking the Intermediate Progress Review meeting

During your planned intermediate progress review meeting, you should click the “**Start Undertake Review**” button to access the meeting form.

Intermediate Progress Reviews		
[click to toggle]		
Date Started	Status	Action
17 Jan 2022	✓ Open	Update Reviewers View Preparation for Review Start Undertake Review

NOTE: You are required to fill in the form during your meeting by populating all required fields within the form with a review of your learners’ practice. Please save the form as you go; if inactive for a period of 35 minutes, you will be automatically logged out of the E-portfolio. Any fields which include the asterisk symbol (*) are mandatory and will need to have ‘dummy’ text in to enable you to save the form as you go.

Section 2: Undertake Review

[\[click to toggle\]](#)

[← Back](#)

Date of intermediate progress review *

DD/MM/YYYY



Quality of evidence	Poor	Fair	Good	Very good	Excellent
Please rate the quality of evidence sampled *	☐	☐	☐	☐	☐
Please comment on the quality and range of evidence presented by the learner *					
Is there sufficient variety in the collaborators completing supervised learning events? *	☐ Yes				
<i>If tick 'no' – please provide comments</i>	☐ No				
Comments					
Has the learner included meaningful reflection in their evidence? *	☐ Yes				
<i>If tick 'no' – please provide comments</i>	☐ No				
Comments					
How can the learner improve the quality of their evidence before the next review? *					

Learning experiences	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The learner has had sufficient learning experiences for the prescribing (clinical) capabilities? *	☐	☐	☐	☐	☐
The learner has had sufficient learning experiences for the non-clinical capabilities? *	☐	☐	☐	☐	☐
Are there any concerns about the learner being exposed to sufficient learning experiences to meet the curriculum outcomes? *	☐ Yes				
<i>If tick 'yes' – please provide comments</i>	☐ No				
Comments					
If there are any learning experiences that would be beneficial to the learner before their next review, please include					

Curriculum outcomes <i>Click on 'Framework Summary' in the navigation menu to view</i>	Poor	Fair	Good	Very good	Excellent
Please rate the learner's progress with the curriculum outcomes across the different domains, for their stage of training *	☐	☐	☐	☐	☐
Are there any concerns about the learner's progress with the outcomes? *	☐ Yes				
<i>If tick 'yes' – please provide comments</i>	☐ No				
Comments					

Core clinical assessment skills <i>Click on 'Clinical Assessment Skills' in the navigation menu to view</i>	Poor	Fair	Good	Very good	Excellent
Please rate the learner's progress with their core clinical assessment skills, for their stage of training *	☐	☐	☐	☐	☐
Are there any concerns about the learner's progress with the clinical assessment skills? *	☐ Yes				
<i>If tick 'yes' – please provide comments</i>	☐ No				
Comments					

Section 2: Undertake Review

[\[click to toggle\]](#)

[Back](#)

Date of intermediate progress review *

DD/MM/YYYY



Quality of evidence	Poor	Fair	Good	Very good	Excellent
Please rate the quality of evidence sampled *	☐	☐	☐	☐	☐
Please comment on the quality and range of evidence presented by the learner *					
Is there sufficient variety in the collaborators completing supervised learning events? *	☐ Yes				
<i>If tick 'no' – please provide comments</i>	☐ No				
Comments					
Has the learner included meaningful reflection in their evidence? *	☐ Yes				
<i>If tick 'no' – please provide comments</i>	☐ No				
Comments					
How can the learner improve the quality of their evidence before the next review? *					

Learning experiences	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The learner has had sufficient learning experiences for the prescribing (clinical) capabilities? *	☐	☐	☐	☐	☐
The learner has had sufficient learning experiences for the non-clinical capabilities? *	☐	☐	☐	☐	☐
Are there any concerns about the learner being exposed to sufficient learning experiences to meet the curriculum outcomes? *	☐ Yes				
<i>If tick 'yes' – please provide comments</i>	☐ No				
Comments					
If there are any learning experiences that would be beneficial to the learner before their next review, please include					

Curriculum outcomes <i>Click on 'Framework Summary' in the navigation menu to view</i>	Poor	Fair	Good	Very good	Excellent
Please rate the learner's progress with the curriculum outcomes across the different domains, for their stage of training *	☐	☐	☐	☐	☐
Are there any concerns about the learner's progress with the outcomes? *	☐ Yes				
<i>If tick 'yes' – please provide comments</i>	☐ No				
Comments					

Core clinical assessment skills <i>Click on 'Clinical Assessment Skills' in the navigation menu to view</i>	Poor	Fair	Good	Very good	Excellent
Please rate the learner's progress with their core clinical assessment skills, for their stage of training *	☐	☐	☐	☐	☐
Are there any concerns about the learner's progress with the clinical assessment skills? *	☐ Yes				
<i>If tick 'yes' – please provide comments</i>	☐ No				
Comments					

As with other forms, you can also add actions, attachments, and mapping against the learning outcomes at the bottom of this form.

Actions for next review period (should have 3-5)
Discuss and agree at meeting – able to create new action from this page

No existing tasks found.

[Add New](#)

Attachments

Linked Attachments (0)

New Attachment

Choose file
 No file chosen

File description:

Framework Mapping*

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

Domain 1. Person-centred care and collaboration

Domain 1. Person-centred care and collaboration

Communicates effectively, placing the person at the centre of any interaction

- ☐ 1.1 Communicates effectively with people receiving care and colleagues.
- ☐ 1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice

Delivers person-centred care

- ☐ 1.3 Consults with people through open conversation, explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour
- ☐ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person
- ☐ 1.5 Always keeps the person at the centre of their approach to care
- ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

Collaborates with the wider pharmacy and multidisciplinary team

- ☐ 1.7 Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes
- ☐ 1.8 Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; seeking to use appropriate language to influence others
- ☐ 1.9 Recognises the value of members of the pharmacy and multidisciplinary team across the whole care pathway, drawing on those both present and virtually; to develop breadth of skills and support own practice; delegates and refers appropriately, using the expertise and knowledge of others
- ☐ 1.10 Supports members of the multidisciplinary team in the safe use of medicines and to meet the individual needs of those receiving care; effectively influences the decision-making process across the team regarding medicines, where appropriate

Once you have populated all required fields within the form and saved your changes, click the **“Update and Complete Record”** button at the bottom of the page.



Once this record is completed, navigate back to the intermediate progress review summary page, and a new **“Start Recommendation and Reflection”** button will appear.

Intermediate Progress Reviews				
[click to toggle]				
Date Started	Status	Action		
17 Jan 2022	✓ Open	Update Reviewers	View Preparation for Review	View Undertake Review
				Start Recommendation and Reflection

5.2.3 Recommendation and Reflection

Click this button to be taken to the “**Recommendation and Reflection**” form, which will allow you to provide an overall rating for your learner’s progress and make a recommendation about their progressing with their training programme. Complete all the required fields on the form and save your changes.

Section 3: Recommendation and Reflection

[Back](#)

Recommendation

For this stage in the learner's training, please rate their overall progress

Meets expected progress *

If tick 'no' – please provide comments

☐ Yes

☐ No

Comments

What is the recommendation? *

☐ Progress with training programme

☐ Progress with training programme – requires additional support and/or training time

☐ Do not progress with training programme

What are the agreed next steps? *

Does anyone involved in this intermediate progress review have any concerns? *

If tick 'yes' – please provide comments

☐ Yes

☐ No

Comments

Please add any additional comments on the overall performance and progress of the learner, including strengths, areas for development and anything which is not covered above

Learner's reflection

Please add your reflections about the content of this report *

This section becomes available once the reviewers complete their recommendation

Agree Completion

This section is to be completed by the learner and lead reviewer to confirm that they are happy for this form to be marked as completed

Learner completion confirmation *

This section becomes available once the learner completes their reflection

☐ Yes

Lead Reviewer completion confirmation *

This section becomes available once the learner completes their reflection

☐ Yes

Attachments

Linked Attachments (0)

New Attachment

Choose file

Choose files

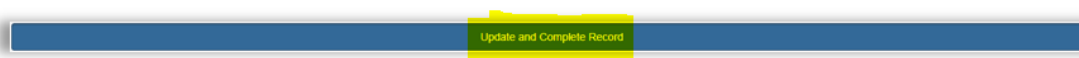
No file chosen

File description:

Save

Update Record

Once you have populated all required fields within the form and saved your changes, click the **“Update and Complete Record”** button at the bottom of the page.



At this point your learner is required to access the form, and provide their own reflections on the intermediate progress review process, and mark the **“Learner completion confirmation”** checkbox.

Once they have completed this, you can navigate back to the form (as before), and you will be able to confirm that you also agree the process is complete, by marking the **“Lead Reviewer completion confirmation”** checkbox.

Agree Completion This section is to be completed by the learner and lead reviewer to confirm that they are happy for this form to be marked as completed	
Learner completion confirmation *	☒ Yes
Lead Reviewer completion confirmation *	☐ Yes

Once you and your learner have both confirmed that the process is complete, the intermediate progress review is complete and the summary page will be updated so that you can view all the feedback provided throughout the process, or initiate a new intermediate progress review cycle.

Intermediate Progress Reviews				
[click to toggle]				
Date Started	Status	Action		
15 Jan 2022	✖Closed on 15/01/2022	Update Reviewers	View Preparation for Review	View Undertake Review
View Recommendation and Reflection				
Start new Intermediate Progress Review				

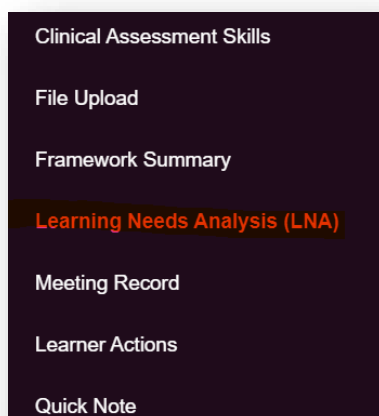
6 Identifying your learner's development needs

The Learning Needs Analysis (LNA) tool enables you and your learner to identify and prioritise their learning needs by assessing their practice against the post-registration foundation pharmacist curriculum outcomes. We recommend learners complete a Learning Needs Analysis at the start of their training and before every intermediate progress review or when their practice changes significantly, such as a change in role or change in responsibilities. If you are supervising a learner within a formal training programme, we suggest checking the requirements with the training provider; they may require learners to complete a Learning Needs Analysis more frequently.

Your learner will work through the Learning Needs Analysis tool and assess themselves against the outcomes, considering their **current ability** and the **priority** for their practice at that point in time. The current ability and priority ratings are **High, Medium** or **Low**. For an explanation of the different ratings see **section 6.2**.

6.1 Reviewing a Learning Needs Analysis

To review a Learning Needs Analysis, select the “**Learning Needs Analysis**” option from the navigation menu.



Select “**Edit**” next to the Learning Needs Analysis you would like to review.

Title	Date Created	Actions
LNA 1 start of training	21/10/2021	View Edit

The Learning Needs Analysis will appear.

Learning Needs Analysis Details

Learning Needs Analysis Details

Title *

Date *

Domain 1. Person-centred care and collaboration		Current ability	Priority
Communicates effectively, placing the person at the centre of any interaction	1.1 Communicates effectively with people receiving care and colleagues.	High Medium <input checked="" type="button" value="Low"/>	<input checked="" type="button" value="High"/> Medium Low
	1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice	High <input checked="" type="button" value="Medium"/> Low	<input checked="" type="button" value="High"/> Medium Low

You can review how your learner has rated their current ability and the priority for each outcome, and any comments they have added at the end of the form.

Domain 5. Research		Current ability	Priority
Participates in research	5.1 Seeks to be involved in research activities; actively disseminates outcomes to appropriate audiences	High Medium <input checked="" type="button" value="Low"/>	High <input checked="" type="button" value="Medium"/> Low

Learner Comments

You will see that for certain ratings, icons appear next to each outcome.

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

When your learner clicks on the action prompt, they have the option to create an action.

Learning Needs Action

X

Task Priority: 1

Action (What am I going to do?)

Evaluation and Outcome (Show how you have achieved your action)

Target Date

DD/MM/YYYY

Save Action

An action icon  represents an action created by your learner. To view the details simply click on the icon.

Domain 1. Person-centred care and collaboration		Current ability	Priority
Communicates effectively, placing the person at the centre of any interaction	1.1 Communicates effectively with people receiving care and colleagues.	High Medium Low	High Medium Low
	1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice	High Medium Low	High Medium Low

Learning Needs Action

X

Task Priority: 1

Action (What am I going to do?)

I am going to complete the e-learning on X and ask my practice supervisor for feedback when I consult with patients

Evaluation and Outcome (Show how you have achieved your action)

Target Date

26/11/2021

Save Action

At the end of the Learning Needs Analysis form, you are able to add some comments.

Educational Supervisor Comments / Designated Prescribing Practitioner

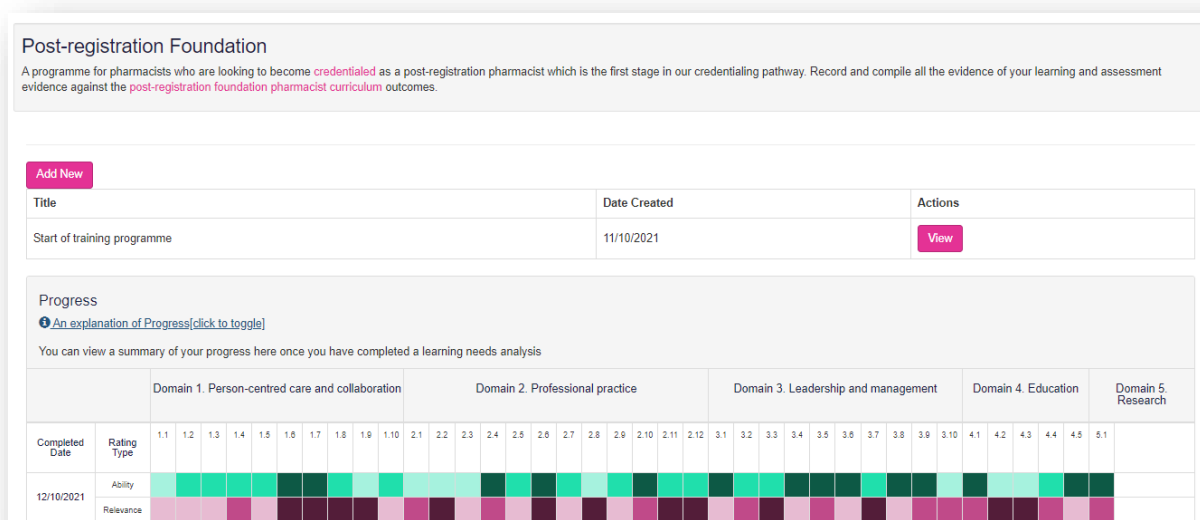
Add comments

Save Changes

When all of the outcomes have been rated and you have added any comments, you or your learner can mark the Learning Needs Analysis as complete by clicking **“Mark as Complete”**. After this point, the Learning Needs Analysis will be closed and cannot be edited any further.

NOTE: All mandatory fields of the Learning Needs Analysis need to be completed for the record to be marked as complete.

When the Learning Needs Analysis has been marked as complete, the heat map will appear in the summary page which provides a visual summary of your learner’s progress.



6.2 Learning Needs Analysis ratings and icons

The ratings and icons for the Learning Needs Analysis are outlined below:

Current ability

Rating	Explanation
High	I have evidence to show I have the knowledge, skill, behaviour or experience needed to consistently demonstrate this outcome at the required level.
Medium	I have this knowledge, skill, behaviour or experience but have not had the opportunity to fully demonstrate this outcome at the required level.
Low	I don't have the knowledge, skill, behaviour or experience to demonstrate this outcome yet.

Priority

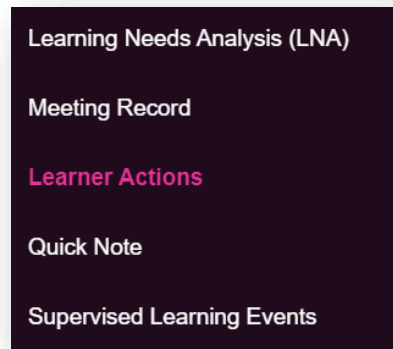
Rating	Explanation
High	This is high priority for my practice at this time.
Medium	This is medium priority for my practice at this time.
Low	This is low priority for my practice at this time.

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

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

6.3 Reviewing actions from the Learning Needs Analysis

Your learner's actions are saved under the **Learner Actions** area of the E-portfolio which can be accessed from the navigation menu.



This opens up a list of all the actions raised throughout your learner's E-portfolio (for example from supervised learning events, meeting records, learning needs analysis etc.).

When your learner has completed an action, they are able to mark it as complete.

My Actions					
Here is a list of all of the actions raised throughout your portfolio (e.g. from supervised learning events, meeting records, learning needs analysis and intermediate progress reviews).					
Show 10 entries		Search:			
Date	Evidence Title	Evidence Type	Action	Completed	Completed Date
26/11/2021	Start of training programme	Learning Needs Analysis (LNA)	Learn about different consultation models	Mark as Complete	



Completed actions will display the following icon

My Actions					
Here is a list of all of the actions raised throughout your portfolio (e.g. from supervised learning events, meeting records, learning needs analysis and intermediate progress reviews).					
Show 10 entries		Search:			
Date	Evidence Title	Evidence Type	Action	Completed	Completed Date
26/11/2021	Start of training programme	Learning Needs Analysis (LNA)	Learn about different consultation models		24/11/2021
Showing 1 to 1 of 1 entries				Previous	Next

Within the **Learning Needs Analysis** area, the action icon for the completed task will change to a blue icon.

	Current ability	Priority
1.1 Communicates effectively with people receiving care and colleagues.	High Medium Low	High Medium Low

7 Completing assessment tools and forms

As your learner works through their E-portfolio they will create and complete various online assessment tools and forms. These will become records of their learning and development throughout their post-registration foundation E-portfolio. Please refer to **Section 3.4.3** for a full list of the E-portfolio assessment tools and forms and their associated permissions.

There are two main ways of completing an online assessment tool or form:

- Online process with **portfolio collaborator** (educational supervisors and designated prescribing practitioners)
- Online process with a **ticketed collaborator** (colleagues from pharmacy/wider team)

We understand that there may be occasions where you and/or your learner may not have access to a computer, tablet or mobile device, or situations where connectivity is poor, therefore you also have the option to print off paper versions of all assessment tools and forms from the RPS website and upload these using the 'File Upload' tool. See **Section 10** for more details about this.

7.1 Online process with portfolio collaborator (educational supervisor or designated prescribing practitioner)

This process enables you to complete the forms directly within the E-portfolio as you have a registered E-portfolio account linked to your learner's.

When you open a tool or form, if you are given the option to '**Start New Form**' you can initiate the tool or form. This applies to supervised learning events and meeting records. Alternatively, your learner can initiate the form and then you complete the relevant fields.

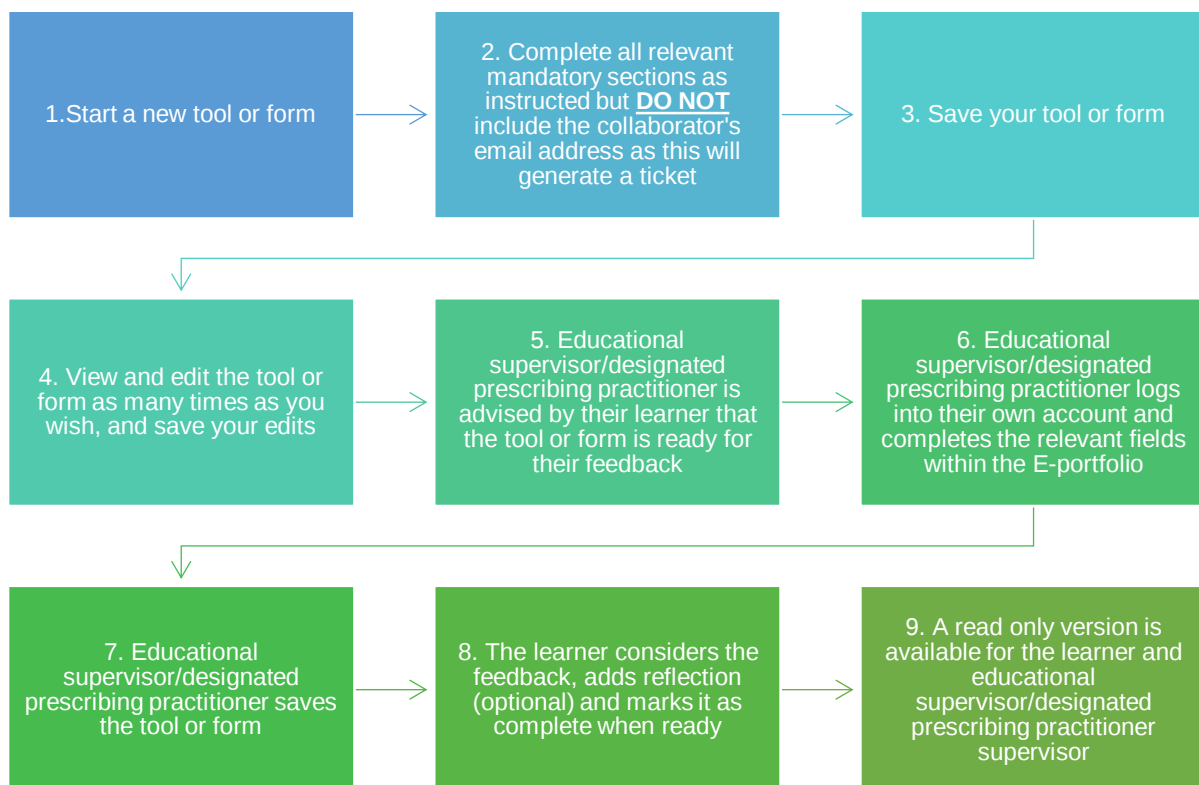
Acute Care Assessment Tool (ACAT)

[click to toggle]

No existing records found.

Start New Form

The process is outlined below:



NOTE: if you have started a new tool or form, you can miss steps 5 and 6 and should inform your learner that it is ready for their input.

7.2 Online process with ticketed collaborator

This process allows your learner to seek feedback from a collaborator, such as a practice supervisor, who does not have their own account within the E-portfolio. The process is known as a ticket, e-ticket, or e-ticketing.

NOTE: This process only provides collaborators 'one-time' access to complete a single assessment tool or form. If your learner would like a collaborator to provide feedback on more than one assessment tool or form, they will need to send them a ticket for each one.

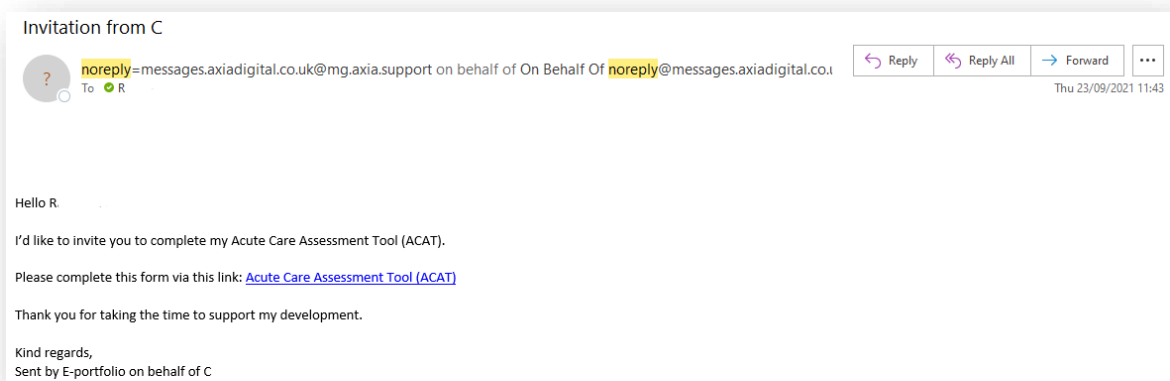
The process for the **learner** is outlined below:



When your learner adds the ticketed collaborator's email address, it triggers the option to send the form via an email link.

The ticketed collaborator will receive an automated email from the E-portfolio; an example is shown below.

The learner should advise their ticketed collaborator to also check their junk folder as the automated emails can occasionally be filtered out as spam.



The ticketed collaborator will have 28 days to provide feedback with the e-ticketing process.

NOTE: The E-portfolio does not display details of when the invitation was sent, therefore your learner will need to log in on a regular basis and check whether their ticketed collaborator has provided feedback.

Your learner can re-send the collaborator a reminder if the email has not been received or has been deleted in error. If an incorrect email address has been entered, your learner can cancel the invitation, enter in the correct email, and send a new ticket invitation.

Collaborator	
Collaborator Name	Rachael Parsons
Collaborator Email	rachael.parsons@rpharms.com (Invited) Resend Invitation / Cancel Invitation

If the ticketed collaborator is not able to provide feedback, your learner has the option of sending the invitation to another ticketed collaborator. They will simply cancel the invitation and enter in the details for the alternative ticketed collaborator.

NOTE: If your learner cancels the invitation, the email to their original ticketed collaborator will no longer work and if they try to access the form or tool, they will receive a message informing them that they do not have access.

When your learner has sent a ticket it will appear in their list of created tickets at the top of the supervised learning event summary page. When the ticketed collaborator has completed the form, the status will change to submitted.

Post-registration Foundation

A programme for pharmacists who are looking to become **credentialed** as a post-registration pharmacist which is the first stage in our credentialing pathway. Record and compile all the evidence of your learning and assessment evidence against the **post-registration foundation pharmacist curriculum** outcomes.

Created Tickets

Date Invited	Recipient	Form	Status
21/10/2021	rachael.parsons@rpharms.com	Direct Observation of Practical Skills (DOPS)	Submitted - 21/10/2021
21/10/2021	rachael.parsons@rpharms.com	Clinical Evaluation Exercise (mini-CEX)	Submitted - 21/10/2021
21/10/2021	rachael.parsons@rpharms.com	Acute Care Assessment Tool (ACAT)	Sent

As the educational supervisor/designated prescribing practitioner, you are able to add comments to supervised learning event forms completed by ticketed collaborators. Clicking on the record in the 'Form' column of the 'Created Tickets' area takes you directly to the record. You can also access from the 'Supervised Learning Events' area if you scroll down the page and select the tool type. If you have added comments, remember to save them by clicking **"Update Record"**.

Learner's Reflection (Optional)
Describe what you have learned. How will it change your practice in the future?

Educational Supervisor / Designated Prescribing Practitioner Comments (Optional)

Attachments

Linked Attachments (0)

New Attachment

Update Record

NOTE: If you would like to add comments to a form, this must be done before your learner marks it complete.

7.3 Editing and viewing tools and forms

You can edit any of the tools and forms by selecting **"Edit"** within the tool/form summary page.

You will be able to make edits until your learner marks the form as complete.

Acute Care Assessment Tool (ACAT)				
[click to toggle]				
Title	Date of Assessment	Date Created	Completed	Actions
Discussion of Pharmaceutical Management of IECOPD	20/09/2021	22/09/2021		View Edit
ACAT	22/09/2021	22/09/2021		View Edit

Remember to save any edits by selecting **“Update record”**.

Focus of Clinical Encounter *

☐ Diagnosis
☒ Management
☐ Information Provision

Professionalism	Below	Meets	Exceeds	Not Applicable
Is accountable and responsible for own decisions. Works within ethical guidelines and legal frameworks. Actively practices honesty and integrity. Works safely within own level of competence, knows when to escalate or refer *	☐	☐	☒	☐

Update Record

7.4 Marking tools and forms complete

When the tool or form doesn't require any further input, your learner is able to mark it as complete by selecting **“Update and Complete Record”**.

Update and Complete Record

Update Record

Once a tool or form is marked as complete it will only appear in **“View”** mode, and details of who it was signed off by (and the date it was signed off) will be populated in the 'Completed' column. **After the tool or form has been marked as complete it cannot be edited.**

Discussion of complex Stroke Patient	20/09/2021	21/09/2021	J on 21/09/2021	View
Discussion of a Cardiology Patient	20/09/2021	20/09/2021	J on 20/09/2021	View
				Start New Form

Supervised learning events and file uploads that have been started or marked as complete will be included in the framework summary count for the outcomes they have mapped to (see section 4.2).

You can view any tools and forms by selecting “**View**” within the tool/ form summary page. This will display a read only version of the record.

Acute Care Assessment Tool (ACAT)				
[click to toggle]				
Title	Date of Assessment	Date Created	Completed	Actions
Discussion of Pharmaceutical Management of IECOPD	20/09/2021	22/09/2021		View Edit
ACAT	22/09/2021	22/09/2021		View Edit

NOTE: There is no functionality to delete records within the E-portfolio. If you create a record in error, you can edit and update the record to reflect another activity conducted in practice.

8 Assessment tools including supervised learning events

A range of assessment tools, including supervised learning events, are included in the E-portfolio to enable your learner to demonstrate their learning and competence against the outcomes and descriptors, and provide details of their reflections. The following tools are included in the RPS post-registration foundation E-portfolio:

Supervised learning events

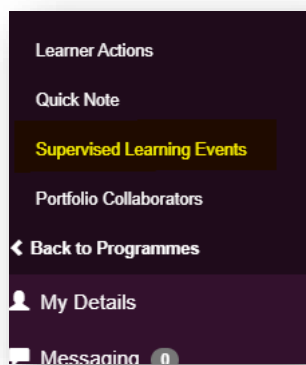
- Acute Care Assessment Tool (ACAT)
- Case Based Discussion (CbD)
- Case Presentation (CP)
- Clinical Evaluation Exercise (mini-CEX)
- Direct Observation of Non-Practical Skills (DONCS)
- Direct Observation of Practical Skills (DOPS)
- Journal Club Presentation (JCP)
- Leadership Assessment Skills (LEADER)
- Quality Improvement Project Assessment Tool (QIPAT)
- Teaching Observation (TO)

Other tools

- Reflective Account (RA)
- Patient Survey (PS) – *coming soon*
- Multi-Source Feedback tool (MSF) – *coming soon*

Your learner will complete these tools with a collaborator (either yourself as their educational supervisor and/or designated prescribing practitioner or a ticketed collaborator). They are a record of feedback provided to your learner on a learning event and allow them to demonstrate progress against the curriculum outcomes and clinical assessment skills. Your learner will either be directly observed in practice or will have a structured discussion with the collaborator about a clinical/non-clinical encounter they have been involved in. The collaborator will provide feedback on how well the learner demonstrated specific knowledge, skills, or attributes, and help to identify their learning and development needs.

Most of these tools can be accessed by selecting “**Supervised Learning Events**” from the navigation menu.



Supervised learning events can also be accessed from the dashboard.

Click on the tool you wish to access. You will then be directed to the summary page for that tool.

Supervised Learning Events	
Acute Care Assessment Tool (ACAT)	2 2
Clinical Evaluation Exercise (mini-CEX)	3 1
Case Based Discussion (CbD)	3 0
Case Presentation (CP)	2 0
Direct Observation of Non-Clinical Skills (DONCS)	1 1
Direct Observation of Practical Skills (DOPS)	11 0
Journal Club Presentation (JCP)	2 0
Leadership Assessment Skills (LEADER)	2 0
Reflective Account (RA)	0 2
Teaching Observation (TO)	2 0
Quality Improvement Project Assessment Tool (QIPAT)	2 0

Other Records	
File Upload	2
Learning Needs Analysis (LNA)	2
Meeting Record	3
Learner Actions	24

Quick Notes		Start New
Open	Closed	
Patient with COVID vaccine related thrombi	View	Edit
miN cEX IDEA	View	Edit

As the educational supervisor and/or designated prescribing practitioner, you are able to initiate these forms within your learner's E-portfolio.

8.1 Acute care assessment tool (ACAT)

The tool is an evaluation of your learner's clinical assessment and management, decision making, team working, time management, record keeping, prioritisation and handover over a continuous period of time across multiple patients.

8.1.1 Creating and completing an Acute Care Assessment Tool

On the menu, select **"Supervised Learning Events"** then **"Acute care assessment tool (ACAT)"** or select **"Acute care assessment tool"** from the dashboard.

Learner Actions Quick Note Supervised Learning Events Portfolio Collaborators Back to Programmes My Details Messaging 0 Help Logout Your Feedback	Acute Care Assessment Tool (ACAT) Clinical Evaluation Exercise (mini-CEX) Case Based Discussion (CbD) Case Presentation (CP) Direct Observation of Non-Clinical Skills (DONCS) Direct Observation of Practical Skills (DOPS) Journal Club Presentation (JCP) Leadership Assessment Skills (LEADER) Reflective Account (RA) Teaching Observation (TO) Quality Improvement Project Assessment Tool (QIPAT)
---	--

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

Acute Care Assessment Tool (ACAT)
[click to toggle]

No existing records found.

Start New Form

The ‘Acute Care Assessment Tool’ form will appear. Completed the required fields as instructed.

ACAT Details

Title *

Date of Assessment *

DD/MM/YYYY

Collaborator

Collaborator Name *

Collaborator Email (required for sending tickets only)

Collaborator Position *

Collaborator Profession *

Collaborator Declaration: I can confirm I have read the RPS collaborator guidance and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently *

☐ Yes

Create Record

Please ensure you complete the ratings and comments fields.

Level of Complexity *	☐ Low ☒ Medium ☐ High			
Professionalism	Below	Meets	Exceeds	Not Applicable
Is respectful, courteous, and professional in their approach to patients and others. Is accountable and responsible for own decisions. Works within ethical guidelines and legal frameworks. Actively practices honesty and integrity. Works safely within own level of competence, knows when to escalate or refer *	☒	☐	☐	☐
Comments: strengths and/or areas for development *	Insert comments			
Communication and consultation skills	Below	Meets	Exceeds	Not Applicable
Create Record				

NOTE: There will be sections that you will not be able to edit as they are for learners to complete.

Continue and complete the rest of the form as instructed.

You will complete the **“Other relevant comments or feedback”**. You and your learner can complete the **“Agreed action(s)”** area. Details inputted in the **“Agreed action(s)”** section will create an action that will appear in the **“Learner Actions”** section.

Overall Rating *	☐ Below the level expected of a post-registration foundation pharmacist ☒ Working towards the level expected of a post-registration foundation pharmacist ☐ Meets the level expected of a post-registration foundation pharmacist
Other Relevant Comments or Feedback	Learner is on track to meet the outcomes
Agreed Action(s)	To be discussed with learner

Remember to complete the framework mapping relevant to the record. Your learner can also complete this section.

Framework Mapping*

Consider what learning outcome(s) this record provides evidence for and map to all that apply

Domain 1. Person-centred care and collaboration

Domain 1. Person-centred care and collaboration

Communicates effectively, placing the person at the centre of any interaction

- ☒ 1.1 Communicates effectively with people receiving care and colleagues.
- ☒ 1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice

Delivers person- centred care

- ☐ 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour
- ☒ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person
- ☒ 1.5 Always keeps the person at the centre of their approach to care
- ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

Create Record

When you have completed all the required fields, select “**Create Record**”.



You will receive confirmation that the record has been saved and created.

Acute Care Assessment Tool (ACAT)

[click to toggle]

◀ Back

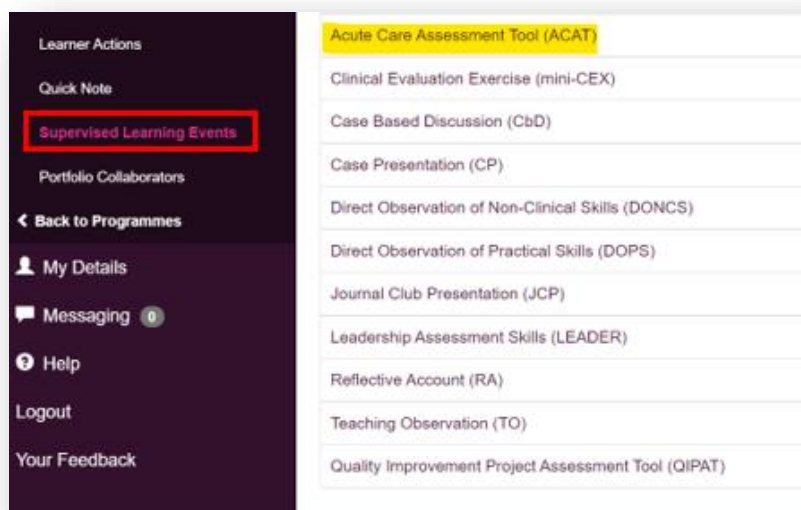
Success! Your action was completed successfully.

ACAT Details

Your learner can then add some optional reflection if they wish to before they mark the form as complete.

8.1.2 Reviewing an Acute Care Assessment Tool

On the menu, select “**Supervised Learning Events**” then “**Acute Care Assessment Tool (ACAT)**” or select “**Acute Care Assessment Tool (ACAT)**” from the dashboard.



Select the record you want to review by clicking on “**Edit**” next to the record details.

Acute Care Assessment Tool (ACAT)				
[click to toggle]				
Title	Date of Assessment	Date Created	Completed	Actions
ACAT 1	15/10/2021	12/10/2021		View Edit

Review the fields, edit text as required and add in any relevant comments in the field for ‘Educational Supervisor/ Designated Prescribing Practitioner’.

Educational Supervisor / Designated Prescribing Practitioner Comments (Optional)

Learner has performed well overall

Attachments

Linked Attachments (0)	New Attachment
	Choose file Choose files No file chosen File description:

Update Record

TIP: For some of the fields, you will be able to overwrite text that has been inputted by your learner or a ticketed collaborator, so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

Other relevant comments or feedback

Some development points for the next month.

Test User comments, education supervisor (11/10/21). Some additional suggestions for development from me.

When done select **"Update Record"**.

Domain 1. Person-centred care and collaboration

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- ☒ 1.1 Communicates effectively with people receiving care and colleagues.
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Delivers person-centred care

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- ☐ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person
- ☒ 1.5 Always keeps the person at the centre of their approach to care
- ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

Collaborates with the wider pharmacy and multidisciplinary team

- ☐ 1.7 Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes
- ☒ 1.8 Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; seeking to use appropriate

Update Record

You will receive confirmation that the record has been updated.

Acute Care Assessment Tool (ACAT)

[click to toggle]

◀ Back

Success! Your action was completed successfully.

X

ACAT Details

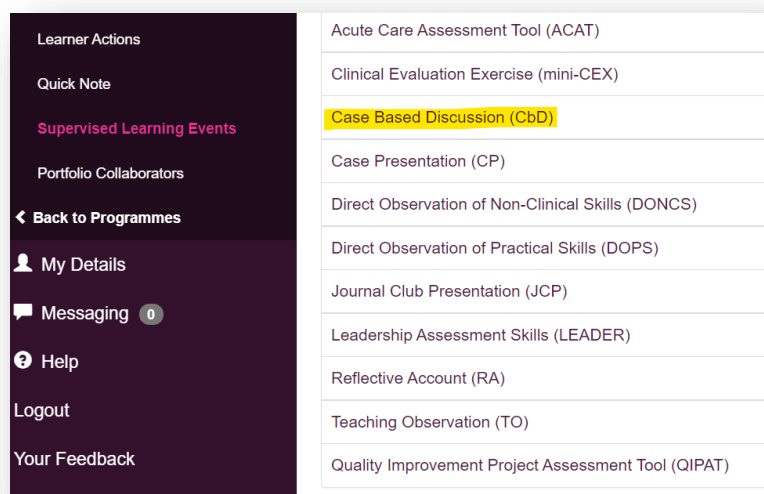
Your learner can then mark the record as complete.

8.2 Case Based Discussion (CbD)

The tool is a retrospective evaluation of your learner's input into patient care. It is a structured discussion undertaken remotely from the patient(s) and is used to explore clinical reasoning, decision making and application of complex clinical knowledge in practice.

8.2.1 Creating a Case Based Discussion

On the menu, select “**Supervised Learning Events**” then “**Case Based Discussion (CbD)**” or select “**Case Based Discussion (CbD)**” from the dashboard.



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

The screenshot shows the header of the 'Case Based Discussion (CbD)' form. It includes the 'Post-registration Foundation' title and a brief description. Below the header is a table with the following columns: 'Date of Assessment', 'Title', 'Date Created', 'Completed', and 'Actions'. A yellow 'Start New Form' button is located in the bottom right corner of the table area.

The 'Case Based Discussion' form will appear. Completed the required fields as instructed.

Assessment Details	
Title *	
Date of Assessment *	DD/MM/YYYY 
Collaborator	
Collaborator Name *	
Collaborator Email (required for sending tickets only)	
Collaborator Position *	
Collaborator Profession *	
Collaborator Declaration: I can confirm I have read the RPS collaborator guidance and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently. * ☐ Yes	
Create Record	

Please ensure you complete the ratings and comments fields.

Professionalism	Below	Meets	Exceeds	Not Applicable
Is accountable and responsible for own decisions. Works within ethical guidelines and legal frameworks. Actively practices honesty and integrity. Works safely within own level of competence, knows when to escalate or refer *	☐	☐	☒	☐
Comments: strengths and/or areas for development *	No current areas for development			
Clinical Reasoning	Below	Meets	Exceeds	Not Applicable
Gathers focused information relevant to the person and their condition. Performs appropriate clinical examinations and assessments. Requests and interprets appropriate investigations and examinations. Makes an appropriate working diagnosis or decision. Applies the evidence base and professional judgement to support holistic person centred care *	☐	☐	☒	☐
Create Record				

NOTE: There will be sections that you will not be able to edit as they are for learners to complete.

Continue and complete the rest of the form as instructed.

You will complete the “**Other relevant comments or feedback**”. You and your learner can complete the “**Agreed action(s)**” area. Details inputted in the “**Agreed action(s)**” section will create an action that will appear in the “**Learner Actions**” section.

Overall Rating *	☐ Below the level expected of a post-registration foundation pharmacist ☒ Working towards the level expected of a post-registration foundation pharmacist ☐ Meets the level expected of a post-registration foundation pharmacist
Other Relevant Comments or Feedback	Learner is on track to meet the outcomes
Agreed Action(s)	To be discussed with learner

Remember to complete the framework mapping relevant to the record. Your learner can also complete this section.

Framework Mapping *

Consider what learning outcome(s) this record provides evidence for and map to all that apply

Domain 1. Person-centred care and collaboration

Domain 1. Person-centred care and collaboration

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Delivers person- centred care

- ☐ 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour
- ☒ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person
- ☒ 1.5 Always keeps the person at the centre of their approach to care
- ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

Create Record

When you have completed all the required fields, select “**Create Record**”.



You will receive confirmation that the record has been saved and created.

Case Based Discussion (CbD)

[click to toggle]

◀ Back

Success! Your action was completed successfully.

Assessment Details

Title *

CBD 1

Date of Assessment *

04/11/2021

📅

Collaborator

Update Record

Your learner can then add some optional reflection if they wish to before they mark the form as complete.

8.2.2 Reviewing a Case Based Discussion

On the menu, select “**Supervised Learning Events**” then “**Case Based Discussion (CbD)**” or select “**Case Based Discussion (CbD)**” from the dashboard.

Learner Actions

Quick Note

Supervised Learning Events

Portfolio Collaborators

◀ Back to Programmes

👤 My Details

💬 Messaging 0

🔗 Help

Logout

Your Feedback

Acute Care Assessment Tool (ACAT)

Clinical Evaluation Exercise (mini-CEX)

Case Based Discussion (CbD)

Case Presentation (CP)

Direct Observation of Non-Clinical Skills (DONCS)

Direct Observation of Practical Skills (DOPS)

Journal Club Presentation (JCP)

Leadership Assessment Skills (LEADER)

Reflective Account (RA)

Teaching Observation (TO)

Quality Improvement Project Assessment Tool (QIPAT)

Select the record you want to review by clicking on “**Edit**” next to the record details.

Case Based Discussion (CbD)

[click to toggle]

Title	Date of Assessment	Date Created	Completed	Actions
CBD 1	04/11/2021	12/10/2021		View Edit
CAUTI treatment in CKD	16/09/2021	21/09/2021	Andrew McHardie on 21/09/2021	View
Delirium & Parkinson's Disease	11/08/2021	21/09/2021		View Edit

[Start New Form](#)

Review the fields, edit text as required and add in any relevant comments in the field for 'Educational Supervisor/ Designated Prescribing Practitioner'.

Educational Supervisor / Designated Prescribing Practitioner Comments (Optional)

Learner has performed well overall

Attachments

Linked Attachments (0)	New Attachment
	Choose file Choose files No file chosen File description:

Update Record

TIP: For some of the fields, you will be able to overwrite text that has been inputted by your learner or a ticketed collaborator, so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

Other relevant comments or feedback

Some development points for the next month.

Test User comments, educaton supervisor (11/10/21). Some additional suggestions for development from me.

When done select **“Update Record”**.

Domain 1. Person-centred care and collaboration

Domain 1. Person-centred care and collaboration

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Delivers person- centred care

- ☐ 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour
- ☐ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person
- ☒ 1.5 Always keeps the person at the centre of their approach to care
- ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

Collaborates with the wider pharmacy and multidisciplinary team

- ☐ 1.7 Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes
- ☒ 1.8 Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; seeking to use appropriate

Update Record

You will receive confirmation that the record has been updated.

Case Based Discussion (CbD)

[click to toggle]

◀ Back

Success! Your action was completed successfully. X

Your learner can then mark the record as complete.

8.3 Case presentation (CP)

The tool is an evaluation of your learner’s ability to effectively present a case to colleagues demonstrating effective clinical assessment and management, decision making, team working and time management.

8.3.1 Creating a Case Presentation

On the menu select **“Supervised Learning Events”** then **“Case presentation (CP)”** or select **“Case presentation (CP)”** from the dashboard.

Learner Actions Quick Note Supervised Learning Events Portfolio Collaborators Back to Programmes My Details Messaging 0 Help Logout Your Feedback	Acute Care Assessment Tool (ACAT)
	Clinical Evaluation Exercise (mini-CEX)
	Case Based Discussion (CbD)
	Case Presentation (CP)
	Direct Observation of Non-Clinical Skills (DONCS)
	Direct Observation of Practical Skills (DOPS)
	Journal Club Presentation (JCP)
	Leadership Assessment Skills (LEADER)
	Reflective Account (RA)
	Teaching Observation (TO)
Quality Improvement Project Assessment Tool (QIPAT)	

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

Case Presentation (CP)
[click to toggle]

No existing records found.

Start New Form

The ‘Case Presentation’ form will appear. Completed the required fields as instructed.

Case Presentation (CP)
[click to toggle]
Back

Assessment Details

Title *

Date of Assessment *
DD/MM/YYYY

Collaborator

Collaborator Name *

Collaborator Email (required for sending tickets only)

Collaborator Position *

Collaborator Profession *

Collaborator Declaration: I can confirm I have read the RPS collaborator guidance and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently.*
Yes

Create Record

Please ensure you complete the ratings and comments fields.

Professionalism	Below	Meets	Exceeds	Not Applicable
Is accountable and responsible for own decisions. Works within ethical guidelines and legal frameworks. Actively practices honesty and integrity. Works safely within own level of competence, knows when to escalate or refer *	☐	☐	☒	☐
Comments: strengths and/or areas for development *	No current areas for development			

Clinical Reasoning	Below	Meets	Exceeds	Not Applicable
Gathers focused information relevant to the person and their condition. Performs appropriate clinical examinations and assessments. Requests and interprets appropriate investigations and examinations. Makes an appropriate working diagnosis or decision. Applies the evidence base and professional judgement to support holistic person centred care *	☐	☐	☒	☐

Create Record

NOTE: There will be sections that you will not be able to edit as they are for learners to complete.

Continue and complete the rest of the form as instructed.

You will complete the “**Other relevant comments or feedback**”. You and your learner can complete the “**Agreed action(s)**” area. Details inputted in the “**Agreed action(s)**” section will create an action that will appear in the “**Learner Actions**” section.

Overall Rating *	☐ Below the level expected of a post-registration foundation pharmacist ☒ Working towards the level expected of a post-registration foundation pharmacist ☐ Meets the level expected of a post-registration foundation pharmacist
Other Relevant Comments or Feedback	Learner is on track to meet the outcomes
Agreed Action(s)	To be discussed with learner

Remember to complete the framework mapping relevant to the record. Your learner can also complete this section.

Framework Mapping*

Consider what learning outcome(s) this record provides evidence for and map to all that apply

Domain 1. Person-centred care and collaboration

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Delivers person- centred care

- ☐ 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour
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- ☒ 1.5 Always keeps the person at the centre of their approach to care
- ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

Create Record

When you have completed all the required fields, select “**Create Record**”.



You will receive confirmation that the record has been saved and created.

Case Presentation (CP)

[click to toggle]

◀ Back

Success! Your action was completed successfully.

Assessment Details

Title *

CP 1

Date of Assessment *

12/10/2021

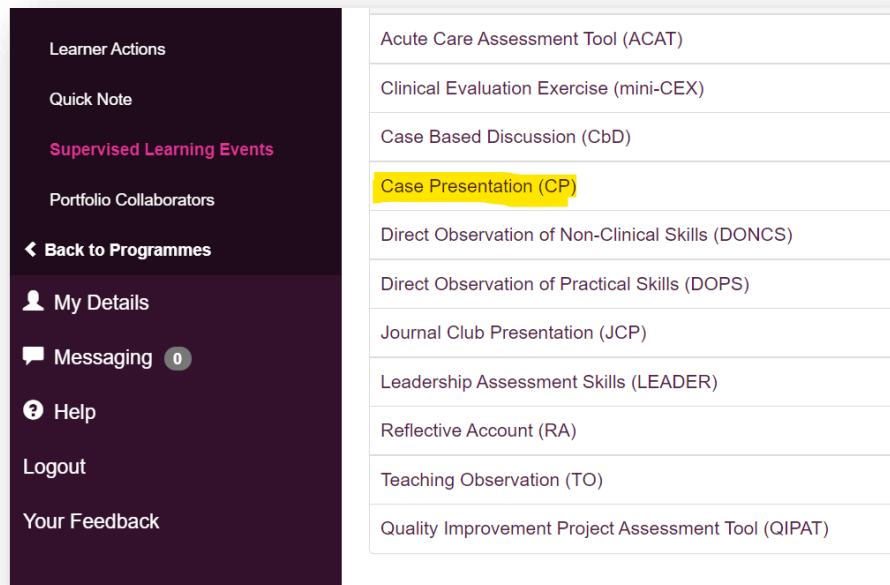
📅

Collaborator

Your learner can then add some optional reflection if they wish to before they mark the form as complete.

8.3.2 Reviewing a Case Presentation

On the menu, select “**Supervised Learning Events**” then “**Case presentation (CP)**” or select “**Case presentation (CP)**” from the dashboard.



Select the record you want to review by clicking on “**Edit**” next to the record details.

Case Presentation (CP)				
[click to toggle]				
Title	Date of Assessment	Date Created	Completed	Actions
CP 1	12/10/2021	12/10/2021		View Edit
Wernickes Encephalopathy	24/09/2021	21/09/2021	Andrew McHardie on 21/09/2021	View
Polypharmacy	01/09/2021	21/09/2021		View Edit
				Start New Form

Review the fields, edit text as required and add in any relevant comments in the field for ‘Educational Supervisor/ Designated Prescribing Practitioner’.

Educational Supervisor / Designated Prescribing Practitioner Comments (Optional)

Learner has performed well overall

Attachments

Linked Attachments (0)	New Attachment
	Choose file Choose files No file chosen File description:

Update Record

TIP: For some of the fields, you will be able to overwrite text that has been inputted by your learner or a ticketed collaborator, so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

Other relevant comments or feedback

Some development points for the next month.

Test User comments, educator supervisor (11/10/21). Some additional suggestions for development from me.

When done select **"Update Record"**.

Domain 1. Person-centred care and collaboration

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- ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

Collaborates with the wider pharmacy and multidisciplinary team

- ☐ 1.7 Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes
- ☒ 1.8 Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; seeking to use appropriate

Update Record

You will receive confirmation that the record has been updated

Success! Your action was completed successfully.

X

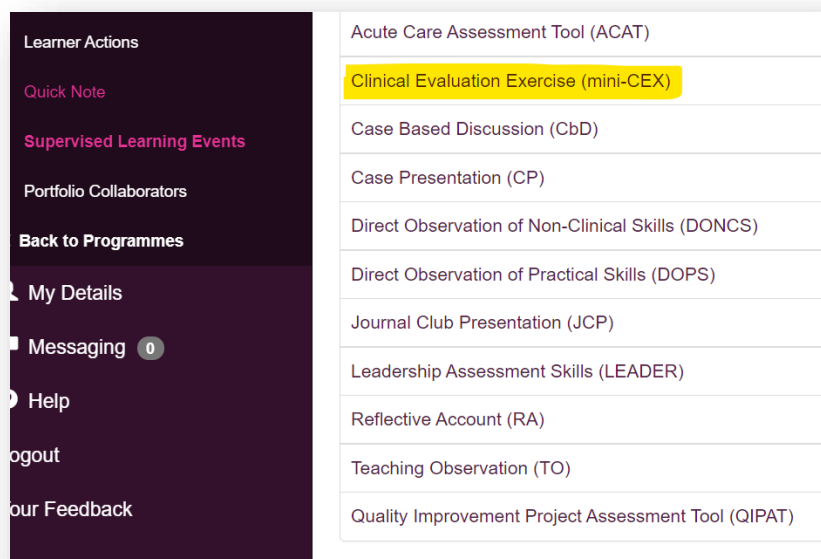
Your learner can then mark the record as complete.

8.4 Clinical Evaluation Exercise (mini-CEX)

The tool is an evaluation of your learner's global clinical encounter with a patient assessing the synthesis of skills essential for clinical care such as history taking, communication, examination and clinical reasoning.

8.4.1 Creating and completing a Clinical Evaluation Exercise

On the menu select "**Supervised Learning Events**" then "**Clinical Evaluation Exercise (mini-CEX)**" or selecting "**Clinical Evaluation Exercise (mini-CEX)**" from the dashboard.



Select "**Start New**" to create a new record.

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

No existing records found.

Start New Form

The ‘Clinical Evaluation Exercise’ form will open. Completed the required fields as instructed.

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

Mini-CEX Details

Title *

Date of Assessment *

DD/MM/YYYY

Collaborator

Collaborator Name *

Collaborator Email (required for sending tickets only)

Collaborator Position *

Collaborator Profession *

Collaborator Declaration: I can confirm I have read the RPS collaborator guidance and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and

☐ Yes

Create Record

Please ensure you complete the ratings and comments fields

Professionalism	Below	Meets	Exceeds	Not Applicable
Is respectful, courteous, and professional in their approach to patients and others. Is accountable and responsible for own decisions. Works within ethical guidelines and legal frameworks. Actively practices honesty and integrity. Works safely within own level of competence, knows when to escalate or refer *	☐	☒	☐	☐
Comments: strengths and/or areas for development *		Strengths Areas for Development		

Communication and consultation skills	Below	Meets	Exceeds	Not Applicable
Communicates using clear patient friendly language, establishes rapport. Explores patient's understanding of their clinical condition and beliefs including identifying and addressing patient's ideas, concerns and expectations. The	☐	☐	☒	☐

NOTE: There will be sections that you will not be able to edit as they are for learners to complete.

Continue and complete the rest of the form as instructed.

You will complete the “**Other relevant comments or feedback**”. You and your learner can complete the “**Agreed action(s)**” area. Details inputted in the “**Agreed action(s)**” section will create an action that will appear in the “**Learner Actions**” section.

Summary of Assessment	
<i>Based on your observation of this clinical episode, rate the overall level at which the pharmacist has shown that they are performing:</i>	
Overall Rating *	☐ Below the level expected of a post-registration foundation pharmacist ☒ Working towards the level expected of a post-registration foundation pharmacist ☐ Meets the level expected of a post-registration foundation pharmacist
Other Relevant Comments or Feedback	Learner is progressing well and has taken on feedback
Agreed Action(s)	To be discussed with Learner

Remember to complete the framework mapping relevant to the record. Your learner can also complete this section.

Domain 1. Person-centred care and collaboration

Domain 1. Person-centred care and collaboration

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Delivers person-centred care

- ☒ 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour
- ☐ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person
- ☐ 1.5 Always keeps the person at the centre of their approach to care
- ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

Collaborates with the wider pharmacy and multidisciplinary team

- ☐ 1.7 Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes
- ☐ 1.8 Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; seeking to use appropriate language to influence others
- ☐ 1.9 Recognises the value of members of the pharmacy and multidisciplinary team across the whole care pathway, drawing on those both present and virtually, to develop breadth of skills and support own practice; delegates and refers appropriately, using the expertise

Create Record

When you have completed all the required fields, select “**Create Record**”.

Create Record

You will receive confirmation that the record has been updated.

Success! Your action was completed successfully. X

Your learner can then add some optional reflection if they wish to before they mark the form as complete.

8.4.2 Reviewing a Clinical Evaluation Exercise

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

Learner Actions
[Quick Note](#)
[Supervised Learning Events](#)
Portfolio Collaborators
[Back to Programmes](#)
My Details
Messaging 0
Help
Logout
Your Feedback

Acute Care Assessment Tool (ACAT)
Clinical Evaluation Exercise (mini-CEX)
Case Based Discussion (CbD)
Case Presentation (CP)
Direct Observation of Non-Clinical Skills (DONCS)
Direct Observation of Practical Skills (DOPS)
Journal Club Presentation (JCP)
Leadership Assessment Skills (LEADER)
Reflective Account (RA)
Teaching Observation (TO)
Quality Improvement Project Assessment Tool (QIPAT)

Select the record you want to review by clicking on “**Edit**” next to the record details.

Clinical Evaluation Exercise (mini-CEX)				
[click to toggle]				
Title	Date of Assessment	Date Created	Completed	Actions
Mini CEX 1	06/11/2021	12/10/2021		View Edit

Review the fields, edit text as required and add in any relevant comments in the field for ‘Educational Supervisor/ Designated Prescribing Practitioner’.

Educational Supervisor / Designated Prescribing Practitioner Comments (Optional)

Learner has performed well overall

Attachments

Linked Attachments (0)

New Attachment

Choose file
 No file chosen

File description:

Update Record

TIP: For some of the fields, you will be able to overwrite text that has been inputted by your learner or a ticketed collaborator, so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

Other relevant comments or feedback

Some development points for the next month.

Test User comments, education supervisor (11/10/21). Some additional suggestions for development from me.

When done select **"Update Record"**.

Domain 1. Person-centred care and collaboration

Domain 1. Person-centred care and collaboration

Communicates effectively, placing the person at the centre of any interaction

- ☒ 1.1 Communicates effectively with people receiving care and colleagues.
- ☒ 1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice

Delivers person-centred care

- ☐ 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour
- ☐ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person
- ☒ 1.5 Always keeps the person at the centre of their approach to care
- ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

Collaborates with the wider pharmacy and multidisciplinary team

- ☐ 1.7 Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes
- ☒ 1.8 Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; seeking to use appropriate

Update Record

You will receive confirmation that the record has been updated

Success! Your action was completed successfully.

X

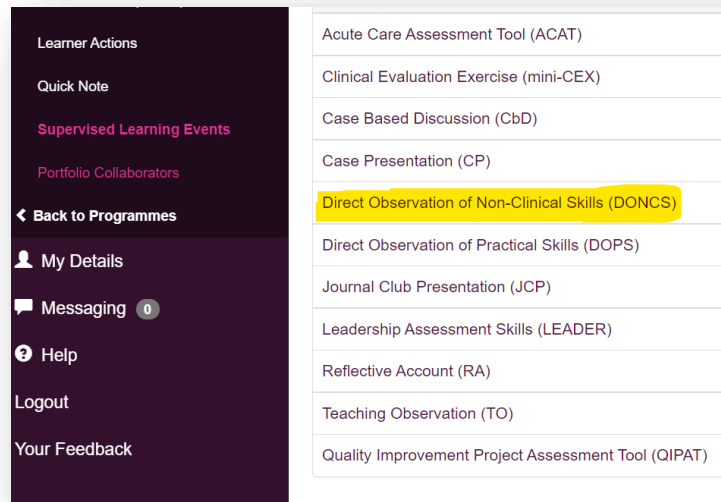
Your learner can then mark the record as complete.

8.5 Direct Observation of Non-Clinical Skills (DONCS)

The tool is an evaluation of your learner's non-clinical skills.

8.5.1 Creating and completing a Direct Observation of Non-Clinical Skills

On the menu select “**Supervised Learning Events**” then “**Direct Observation of Non-Clinical Skills (DONCS)**” or select “**Direct Observation of Non-Clinical Skills (DONCS)**”.



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



The 'Direct Observation of Non-Clinical Skills' form will appear. Completed the required fields as instructed.

Direct Observation of Non-Clinical Skills (DONCS)

[click to toggle]

← Back

Assessment Details

Title *

Date of Assessment *

DD/MM/YYYY

Collaborator

Collaborator Name *

Collaborator Email (required for sending tickets only)

Collaborator Position *

Collaborator Profession *

Collaborator Declaration: I can confirm I have read the RPS collaborator guidance and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and

☐ Yes I confirm

Create Record

NOTE: There will be sections that you will not be able to edit as they are for learners to complete.

Continue and complete the rest of the form as instructed, including the rating and comments fields.

Based on your observation of this scenario, rate the overall competence at which the pharmacist has shown that they are performing: *

☐ Below the level expected of a post-registration foundation pharmacist
☒ Working towards the level expected of a post-registration foundation pharmacist
☐ Meets the level expected of a post-registration foundation pharmacist

Strengths *

Strengths to be added here

Areas for Development *

ES to add areas for development

Agreed Action(s) *

To be discussed with learner

Optional reflection

Create Record

You will complete the “**Strengths**” and “**Areas for development**” sections. You and your learner can complete the “**Agreed action(s)**” section. Details inputted in the “**Agreed action(s)**” section will create an action that will appear in the “**Learner Actions**” section.

Remember to complete the framework mapping relevant to the record. Your learner can also complete this section.

Domain 3. Leadership and management

Domain 3. Leadership and management

Promotes pharmacy services and develops the profession

- ☐ 3.1 Proactively demonstrates and promotes the value of pharmacy to the public and other healthcare professionals
- ☐ 3.2 Communicates vision and goals to the wider pharmacy and multidisciplinary team to support with achieving group tasks

Recognises opportunities for change, innovation and quality improvement

- ☐ 3.3 Critically analyses business needs; is mindful of commercial aspects within the pharmacy context; recognises the changes to and the opportunities within the future role of pharmacists; seeks out opportunities to modify own approach and deliver / promote new pharmacy services
- ☐ 3.4 Draws upon networks to understand the range of clinical, medicines-related and public health activities offered by pharmacy across sectors and the care pathway
- ☒ 3.5 Is open to new approaches and ways of completing work tasks and appropriately challenges others to consider change to improve the quality of care; shares own innovative ideas to improve working practices, both internally and externally
- ☐ 3.6 Effectively identifies and raises concerns regarding patient safety; applies principles of risk management; seeks to improve the quality and safe use of medicines routinely

Demonstrates self-awareness, resilience and adaptability

- ☐ 3.7 Demonstrates self-awareness and emotional intelligence within the role, reflects on and understands the impact a situation may have on one's own health and wellbeing
- ☒ 3.8 Remains composed even in challenging or high-pressured situations; develops and draws upon support network in challenging situations
- ☒ 3.9 Effectively, efficiently and safely manages multiple priorities; maintains accuracy when in a challenging situation; manages own time and workload calmly, demonstrating resilience
- ☐ 3.10 Adapts and works effectively in different environments within pharmacy by applying previous learning to new settings

Create Record

When you have completed all the required fields, select “**Create Record**”.



You will receive confirmation that the record has been saved and created.

Direct Observation of Non-Clinical Skills (DONCS)

[click to toggle]

◀ Back

Success! Your action was completed successfully. X

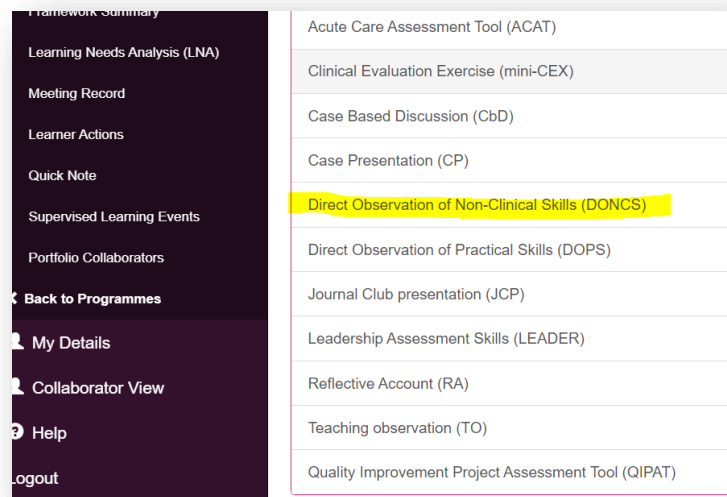
Assessment Details

Title *	DONCS 1
Date of Assessment *	04/11/2021 

Your learner can then add some optional reflection if they wish to before they mark the form as complete.

8.5.2 Reviewing a Direct Observation of Non-Clinical Skills

On the menu, select “**Supervised Learning Events**” then “**Direct Observation of Non-Clinical Skills (DONCS)**” or select “**Direct Observation of Non-Clinical Skills (DONCS)**” from the dashboard.



Select the record you want to review by clicking on “**Edit**” next to the record details.

Direct Observation of Non-Clinical Skills (DONCS)				
[click to toggle]				
Title	Date of Assessment	Date Created	Completed	Actions
DONCS 1	04/11/2021	12/10/2021		View Edit

Review the fields, edit text as required and add in any relevant comments in the field for ‘Educational Supervisor/ Designated Prescribing Practitioner’.

Educational Supervisor / Designated Prescribing Practitioner Comments (Optional)

Learner has performed well overall

Attachments

Linked Attachments (0)	New Attachment
	Choose file Choose files No file chosen File description:

Update Record

TIP: For some of the fields, you will be able to overwrite text that has been inputted by your learner or a ticketed collaborator, so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

Other relevant comments or feedback

Some development points for the next month.

Test User comments, education supervisor (11/10/21). Some additional suggestions for development from me.

When done select **"Update Record"**.

Domain 1. Person-centred care and collaboration

Domain 1. Person-centred care and collaboration

Communicates effectively, placing the person at the centre of any interaction

- ☒ 1.1 Communicates effectively with people receiving care and colleagues.
- ☒ 1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice

Delivers person-centred care

- ☐ 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour
- ☐ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person
- ☒ 1.5 Always keeps the person at the centre of their approach to care
- ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

Collaborates with the wider pharmacy and multidisciplinary team

- ☐ 1.7 Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes
- ☒ 1.8 Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; seeking to use appropriate

Update Record

You will receive confirmation that the record has been updated

Direct Observation of Non-Clinical Skills (DONCS)

[click to toggle]

◀ Back

Success! Your action was completed successfully.

Assessment Details

Title *

DONCS 1

Date of Assessment *

04/11/2021

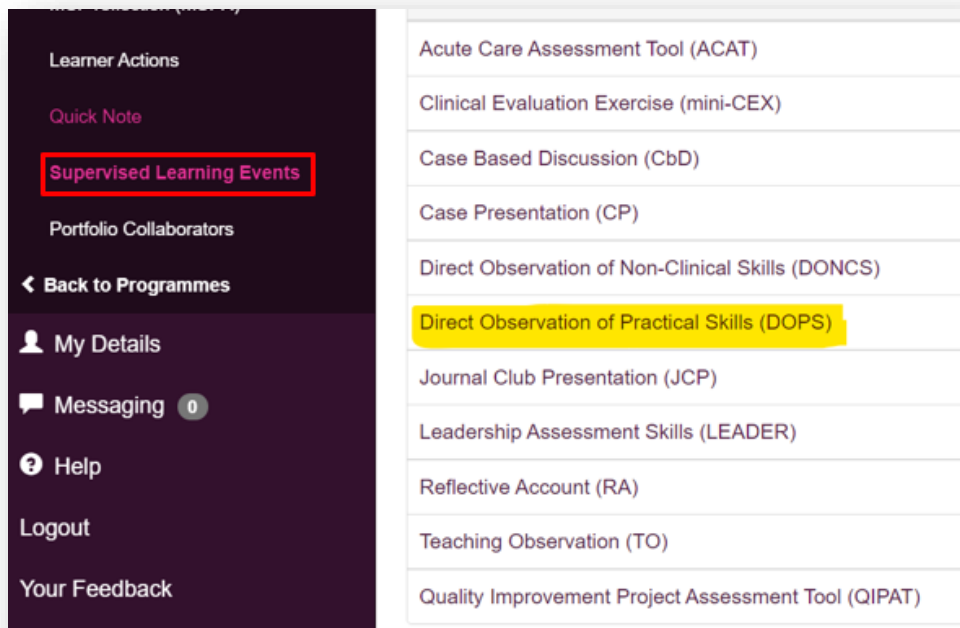
Your learner can then mark the record as complete.

8.6 Direct Observation of Practical Skills (DOPS)

This tool is useful for your learner to demonstrate their ability to undertake a practical (clinical) skill.

8.6.1 Creating and completing a Direct Observation of Practical Skills

On the menu select “**Supervised Learning Events**” then “**Direct Observation of Practical Skills (DOPS)**” or select “**Direct Observation of Practical Skills (DOPS)**” from the dashboard.



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



The 'Direct Observation of Practical Skills' form will appear. Complete the required fields as instructed.

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

Assessment Details

Title *

Date of Assessment *
DD/MM/YYYY

Collaborator

Collaborator Name *

Collaborator Email (required for sending tickets only)

Collaborator Position *

Collaborator Profession *

Collaborator Declaration: I can confirm I have read the RPS collaborator guidance and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently.*
☐ Yes

Summary of Procedure

Create Record

Please ensure you complete the ratings and comments fields.

Observations	Satisfactory	Needs Improvement
Professional approach (to include communication, consent, consideration of the patient, seeks help if appropriate) *	☒	☐
Comments	Excellent communication skills demonstrated	
Knowledge (indication, anatomy, technique) *	☒	☐
Comments *	Technique and anatomy were well done	
Demonstrates appropriate preparation pre-procedure *	☐	☒

Create Record

NOTE: There will be sections that you will not be able to edit as they are for learners to complete.

Continue and complete the rest of the form as instructed.

You will complete the **“What aspects were done well?”** and **“Suggested areas for development”** sections. You and your learner can complete the **“Agreed action(s)”** section. Details inputted in the **“Agreed action(s)”** section will create an action that will appear in the **“Learner Actions”** section.

If the Direct Observation of Practical Skills is for one of the clinical assessment skills that forms part of the curriculum requirements, you can map the form to the relevant **clinical assessment skill**. For more details about Clinical Assessment Skills please refer to **Section 9**.

Framework Mapping*

Consider what learning outcome(s) this record provides evidence for and map to all that apply

Clinical Assessment Skills

☒ Blood pressure - manual
 ☐ Blood pressure - automated
 ☐ Heart rate and rhythm - manual
 ☐ Heart rate and rhythm - automated
 ☐ Temperature
 ☐ Respiratory rate
 ☐ Peak expiratory flow rate
 ☐ Chest (respiratory) examination
 ☐ Ear examination
 ☐ Nose examination

You should also consider what **outcomes** the “Direct Observation of Practical Skills” form provides evidence for, and map it to all that apply. Your learner can also complete the mapping sections.

☐ National Early Warning Score 2
 ☐ Mental and cognitive state examination
 ☐ Depression and anxiety screening

Domain 1. Person-centred care and collaboration

Domain 1. Person-centred care and collaboration

Communicates effectively, placing the person at the centre of any interaction

☒ 1.1 Communicates effectively with people receiving care and colleagues.
 ☒ 1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice

Delivers person-centred care

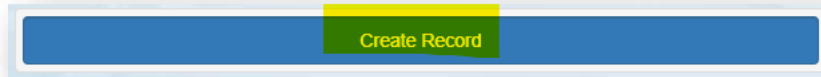
☐ 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour
 ☐ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person
 ☐ 1.5 Always keeps the person at the centre of their approach to care
 ☒ 1.6 Supports and facilitates the seamless continuity of care for each person

Collaborates with the wider pharmacy and multidisciplinary team

☐ 1.7 Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes

Create Record

When you have completed all the required fields, select “**Create Record**”.



You will receive confirmation that the record has been saved and created.

Direct Observation of Practical Skills (DOPS)

[click to toggle]

◀ Back

Success! Your action was completed successfully. X

Assessment Details

Title *	DOPs 1
Date of Assessment *	04/11/2021

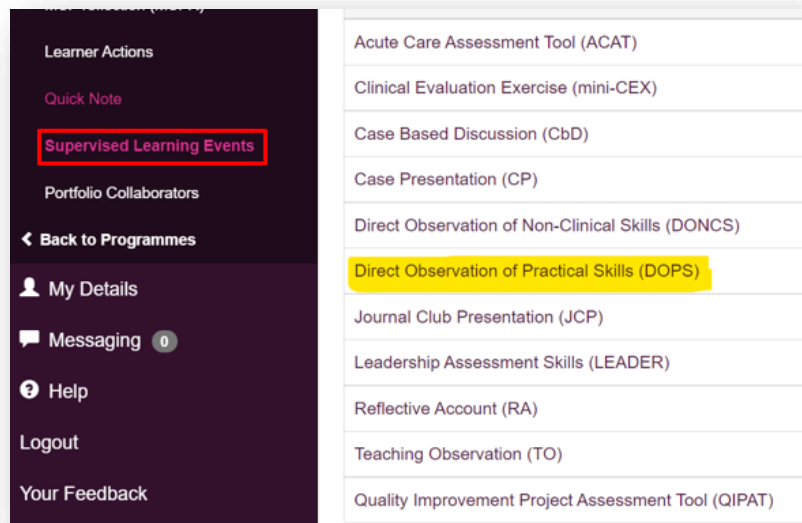
Collaborator

Update Record

Your learner can then add some optional reflection if they wish to before they mark the form as complete.

8.6.2 Reviewing a Direct Observation of Practical Skills

On the menu select “**Supervised Learning Events**” then “**Direct Observation of Practical Skills (DOPS)**” or select “**Direct Observation of Practical Skills (DOPS)**” from the dashboard.



Select the record you want to review by clicking on **“Edit”** next to the record details.

Direct Observation of Practical Skills (DOPS)				
[click to toggle]				
Title	Date of Assessment	Date Created	Completed	Actions
DOP ES initiate	24/09/2021	21/09/2021		View Edit

Review the fields, edit text as required and add in any relevant comments in the field for ‘Educational Supervisor/ Designated Prescribing Practitioner’.

Educational Supervisor / Designated Prescribing Practitioner Comments (Optional)

Learner has performed well overall

Linked Attachments (0)

New Attachment

Choose file

Choose files

No file chosen

File description:

Update Record

TIP: For some of the fields, you will be able to overwrite text that has been inputted by your learner or a ticketed collaborator, so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

Other relevant comments or feedback

Some development points for the next month.

Test User comments, educator supervisor (11/10/21). Some additional suggestions for development from me.

When done, select **"Update Record"**.

Domain 1. Person-centred care and collaboration

Domain 1. Person-centred care and collaboration

Communicates effectively, placing the person at the centre of any interaction

- ☒ 1.1 Communicates effectively with people receiving care and colleagues.
- ☒ 1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice

Delivers person-centred care

- ☐ 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour
- ☐ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person
- ☒ 1.5 Always keeps the person at the centre of their approach to care
- ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

Collaborates with the wider pharmacy and multidisciplinary team

- ☐ 1.7 Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes
- ☒ 1.8 Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; seeking to use appropriate

Update Record

You will receive confirmation that the record has been updated

Direct Observation of Practical Skills (DOPS)

[click to toggle]

◀ Back

Success! Your action was completed successfully.

Assessment Details

Title *

DOPs 1

Date of Assessment *

04/11/2021

📅

Collaborator

Update Record

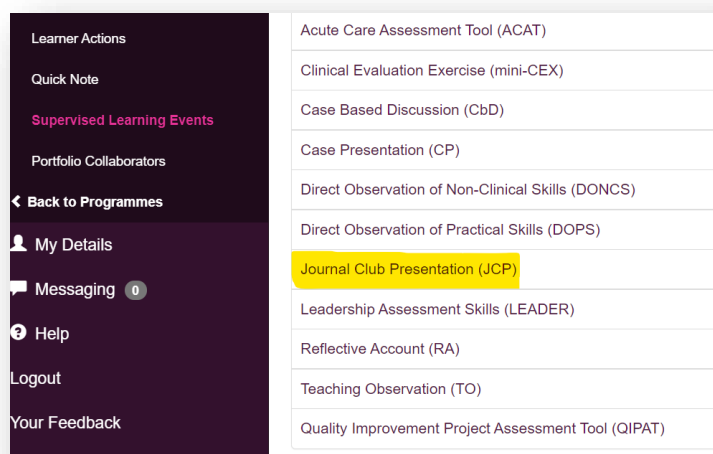
Your learner can then mark the record as complete.

8.7 Journal Club Presentation (JCP)

The tool is an evaluation of your learner's ability to effectively present a journal paper to colleagues demonstrating knowledge of research methods and critical evaluation skills.

8.7.1 Creating and completing a Journal Club Presentation

On the menu select **"Supervised Learning Events"** then **"Journal Club presentation (JCP)"** or select **"Journal Club presentation (JCP)"** from the dashboard.



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

Journal Club Presentation (JCP)
[\[click to toggle\]](#)

No existing records found.

Start New Form

The ‘Journal Club Presentation’ form will appear. Completed the required fields as instructed.

Journal Club presentation (JCP)
[\[click to toggle\]](#)
[← Back](#)

Assessment Details

Title *

Date of Assessment *

DD/MM/YYYY

Collaborator

Collaborator Name *

Collaborator Email (required for sending tickets only)

Collaborator Position *

Collaborator Profession *

Collaborator Declaration: I confirm I have the appropriate experience to complete this assessment and have completed it objectively and independently. *

☐ Yes I confirm

Summary of Presentation

Summary of Paper(s) Presented *

Create Record

Please ensure you complete the ratings and comments fields.

Observations	Below	Meets	Exceeds	Not Applicable
Introduces the Topic * <i>Describes the background to the topic, the rational for and clinical relevance of the study question, and a summary of existing literature</i> Comments: strengths and/or areas for development Add comments	☐	☐	☒	☐
Study Methodology and Results * <i>Clearly describes the aim, study population including inclusion/exclusion criteria, the intervention, outcomes and statistical analysis (as appropriate to study design)</i> Comments: strengths and/or areas for development * Add comments	☐	☒	☐	☐
Analysis and Critique * <i>Describes strengths/weaknesses of the paper and their own perspective on the validity of the study results /</i>	☒	☐	☐	☐

Create Record

NOTE: There will be sections that you will not be able to edit as they are for learners to complete.

Continue and complete the rest of the form as instructed.

You will complete the “**Other relevant comments or feedback**”. You and your learner can complete the “**Agreed action(s)**” section. Details inputted in the “**Agreed action(s)**” section will create an action that will appear in the “**Learner Actions**” section.

Based on your observation of this presentation, rate the overall level at which the pharmacist has shown that they are performing: *	☒ Below the level expected of a post-registration foundation pharmacist ☐ Working towards the level expected of a post-registration foundation pharmacist ☐ Meets the level expected of a post-registration foundation pharmacist
Other relevant comments or feedback	Learner has taken in feedback
Agreed Action(s)	To be discussed with learner
Optional reflection <i>Describe what you have learned. How will it change your practice in the future?</i>	
Educational Supervisor / Designated Prescribing Practitioner Comments (Optional)	Learner is progressing well.
Create Record	

Remember to complete the framework mapping relevant to the record. Your learner can also complete this section.

Domain 5. Research
Domain 5. Research
Participates in research
☒ 5.1 Seeks to be involved in research activities; actively disseminates outcomes to appropriate audiences
Create Record

When you have completed all the required fields, select “**Create Record**”.

Create Record

You will receive confirmation that the record has been saved and created.

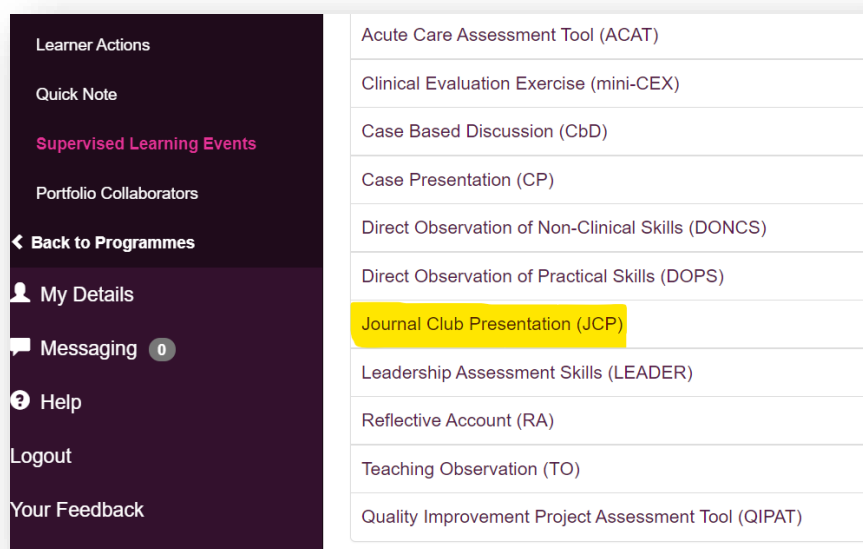
Your learner can then add some optional reflection if they wish to before they mark the form as complete.

The screenshot shows a web form titled "Journal Club Presentation (JCP)". Below the title is a link "[click to toggle]" and a "Back" button with a left arrow. A green success message bar states "Success! Your action was completed successfully." with a close icon. The "Assessment Details" section contains two input fields: "Title *" with the value "JCP 1" and "Date of Assessment *" with the value "08/10/2021" and a calendar icon. At the bottom is a blue "Update Record" button.

Your learner can then add some optional reflection if they wish to before they mark the form as complete.

8.7.2 Reviewing a Journal Club Presentation

On the menu select “**Supervised Learning Events**” then “**Journal Club Presentation (JCP)**” or select “**Journal Club Presentation (JCP)**” from the dashboard.



Select the record you want to review by clicking on **“Edit”** next to the record details.

Journal Club Presentation (JCP)				
[click to toggle]				
Title	Date of Assessment	Date Created	Completed	Actions
JCP 1	04/11/2021	12/10/2021		View Edit

Review the fields, edit text as required and add in any relevant comments in the field for ‘Educational Supervisor/ Designated Prescribing Practitioner’.

Educational Supervisor / Designated Prescribing Practitioner Comments (Optional)

Learner has performed well overall

Attachments

Linked Attachments (0)

New Attachment

Choose file

Choose files

No file chosen

File description:

Update Record

TIP: For some of the fields, you will be able to overwrite text that has been inputted by your learner or a ticketed collaborator, so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example ‘[Name] comments, supervisor (dd/mm/yy): xxx’.

Other relevant comments or feedback

Some development points for the next month.

Test User comments, education supervisor (11/10/21). Some additional suggestions for development from me.

When done select **“Update Record”**.

Domain 5. Research

Domain 5. Research

Participates in research

- ☒ 5.1 Seeks to be involved in research activities; actively disseminates outcomes to appropriate audiences

Update Record

You will receive confirmation that the record has been updated

Journal Club presentation (JCP)

[click to toggle]

◀ Back

Success! Your action was completed successfully.

×

Assessment Details

Title *

JCP 1

Date of Assessment *

21/10/2021



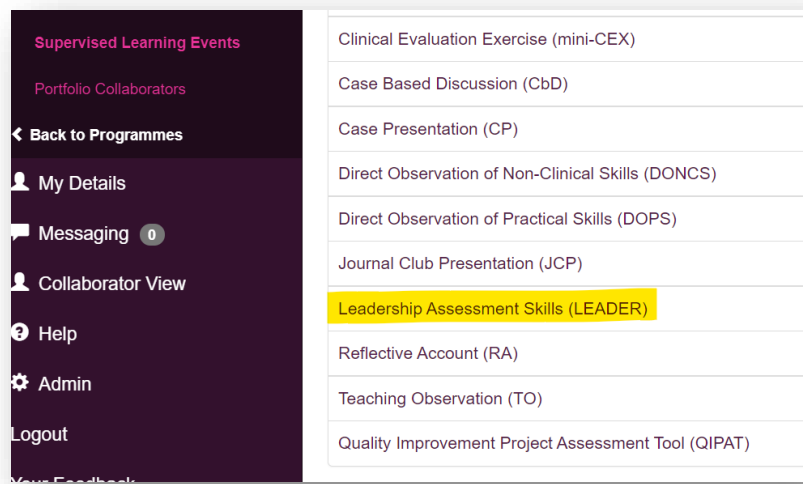
Your learner can then mark the record as complete.

8.8 Leadership Assessment Skills (LEADER)

The tool is an evaluation of your learner's non-clinical leadership and team working capabilities.

8.8.1 Creating and completing a Leadership Assessment Skills

On the menu select “**Supervised Learning Events**” then “**Leadership Assessment Skills (LEADER)**” or select “**Leadership Assessment Skills (LEADER)**” from the dashboard.



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



The 'Leadership Assessment Skills' form will appear. Complete the required fields as instructed.

Leadership Assessment Skills (LEADER)

[\[click to toggle\]](#)
[← Back](#)

Assessment Details

Title *

Date of Assessment *

DD/MM/YYYY

Collaborator

Collaborator Name *

Collaborator Email (required for sending tickets only)

Collaborator Position *

Collaborator Profession *

Collaborator Declaration: I can confirm I have read the RPS collaborator guidance and have the appropriate experience to complete this

☐ Yes

Create Record

Continue and complete the rest of the form as instructed.

Leadership in a team

Provide feedback on what the pharmacist did well and areas for development

Responsibilities and roles in team, managing performance, influencing colleagues, different leadership styles for different situations, anticipating & overcoming challenges *

Insert text here

Effective services

Provide feedback on what the pharmacist did well and areas for development

Delivering high-quality care; constraints, targets, safety, risk management, governance, resource use and efficiency. *

Insert text here

Acting in a team

Provide feedback on what the pharmacist did well and areas for development

Create Record

NOTE: There will be sections that you will not be able to edit as they are for learners to complete.

You will complete the **“What went well in terms of leadership”** and the **“Suggestions for development of leadership skills”** sections. You and your learner can complete the **“Agreed action(s)”** area. Details inputted in the **“Agreed action(s)”** section will create an action that will appear in the **“Learner Actions”** section.

Summary	
Based on your discussion, rate the overall level at which the pharmacist has shown that they are performing: *	☐ Below the level expected of a post-registration foundation pharmacist ☐ Working towards the level expected of a post-registration foundation pharmacist ☐ Meets the level expected of a post-registration foundation pharmacist
What Went Well in Terms of Leadership? *	The learner clearly demonstrated
Suggestions for Development of Leadership Skills *	The learner needs to.....
Agreed Action(s)	Arrange to do
Learner's Reflection (Optional) <i>Describe what you have learned. How will it change your practice in the future?</i>	
Create Record	

Remember to complete the framework mapping relevant to the record. Your learner can also complete this section.

Domain 3. Leadership and management

Domain 3. Leadership and management

Promotes pharmacy services and develops the profession

- ☒ 3.1 Proactively demonstrates and promotes the value of pharmacy to the public and other healthcare professionals
- ☐ 3.2 Communicates vision and goals to the wider pharmacy and multidisciplinary team to support with achieving group tasks

Recognises opportunities for change, innovation and quality improvement

- ☒ 3.3 Critically analyses business needs; is mindful of commercial aspects within the pharmacy context; recognises the changes to and the opportunities within the future role of pharmacists; seeks out opportunities to modify own approach and deliver / promote new pharmacy services
- ☐ 3.4 Draws upon networks to understand the range of clinical, medicines-related and public health activities offered by pharmacy across sectors and the care pathway
- ☐ 3.5 Is open to new approaches and ways of completing work tasks and appropriately challenges others to consider change to improve the quality of care; shares own innovative ideas to improve working practices, both internally and externally
- ☒ 3.6 Effectively identifies and raises concerns regarding patient safety; applies principles of risk management; seeks to improve the quality and safe use of medicines routinely

Demonstrates self-awareness, resilience and adaptability

- ☒ 3.7 Demonstrates self-awareness and emotional intelligence within the role, reflects on and understands the impact a situation may have on one's own health and wellbeing
- ☐ 3.8 Remains composed even in challenging or high-pressured situations; develops and draws upon support network in challenging situations
- ☐ 3.9 Effectively, efficiently and safely manages multiple priorities; maintains accuracy when in a challenging situation; manages own time and workload calmly, demonstrating resilience

Create Record

When you have completed all the required fields, select **"Create Record"**.



You will receive confirmation that the record has been saved and created.

Leadership Assessment Skills (LEADER)

[click to toggle]

Back

Success! Your action was completed successfully.

X

Assessment Details

Title *

LEADER 1

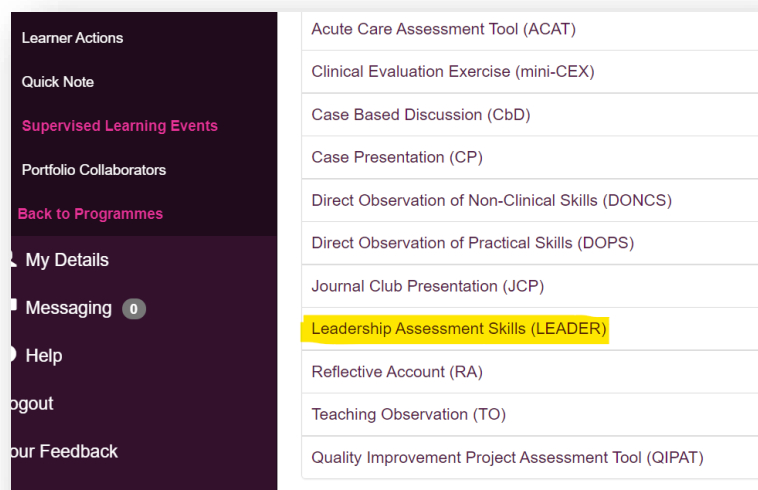
Date of Assessment *

29/10/2021

Your learner can then add some optional reflection if they wish to before they mark the form as complete.

8.8.2 Reviewing a Leadership Assessment Skills

On the menu, select “**Supervised Learning Events**” then “**Leadership Assessment Skills (LEADER)**” or select “**Leadership Assessment Skills (LEADER)**” from the dashboard.



Select the record you want to review by clicking on “**Edit**” next to the record details.

Leadership Assessment Skills (LEADER)

[click to toggle]

Title	Date of Assessment	Date Created	Completed	Actions
SEA review	09/06/2021	21/09/2021		View Edit
Implementation of audit outcomes	30/09/2021	21/09/2021	Andrew McHardie on 21/09/2021	View

[Start New Form](#)

Review the fields, edit text as required and add in any relevant comments in the field for ‘Educational Supervisor/ Designated Prescribing Practitioner’.

Educational Supervisor / Designated Prescribing Practitioner Comments (Optional)

Learner has performed well overall

Attachments

Linked Attachments (0)	New Attachment
	Choose file Choose files No file chosen File description:

Update Record

TIP: For some of the fields, you will be able to overwrite text that has been inputted by your learner or a ticketed collaborator, so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example ‘[Name] comments, supervisor (dd/mm/yy): xxx’.

Other relevant comments or feedback

Some development points for the next month.

Test User comments, educaton supervisor (11/10/21). Some additional suggestions for development from me.

When done select **“Update Record”**.

Domain 1. Person-centred care and collaboration

Domain 1. Person-centred care and collaboration

Communicates effectively, placing the person at the centre of any interaction

- ☒ 1.1 Communicates effectively with people receiving care and colleagues.
- ☒ 1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice

Delivers person-centred care

- ☐ 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour
- ☐ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person
- ☒ 1.5 Always keeps the person at the centre of their approach to care
- ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

Collaborates with the wider pharmacy and multidisciplinary team

- ☐ 1.7 Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes
- ☒ 1.8 Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; seeking to use appropriate

Update Record

You will receive confirmation that the record has been updated

Success! Your action was completed successfully.

X

Your learner can then mark the record as complete.

8.9 Quality Improvement Project Assessment Tool (QIPAT)

The tool is an evaluation of your learner's ability to undertake a quality improvement project to improve service provision in their area of expertise.

8.9.1 Creating or completing a Quality Improvement Project Assessment Tool

On the menu select "**Supervised Learning Events**" then "**Quality Improvement Project Assessment Tool (QIPAT)**" or select then "**Quality Improvement Project Assessment Tool (QIPAT)**" from the dashboard.

Quick Note	Acute Care Assessment Tool (ACAT)
Supervised Learning Events	Clinical Evaluation Exercise (mini-CEX)
Portfolio Collaborators	Case Based Discussion (CbD)
← Back to Programmes	Case Presentation (CP)
My Details	Direct Observation of Non-Clinical Skills (DONCS)
Messaging 0	Direct Observation of Practical Skills (DOPS)
Collaborator View	Journal Club Presentation (JCP)
Help	Leadership Assessment Skills (LEADER)
Admin	Reflective Account (RA)
Logout	Teaching Observation (TO)
Your Feedback	Quality Improvement Project Assessment Tool (QIPAT)

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

Quality Improvement Project Assessment Tool (QIPAT)

[click to toggle]

No existing records found.

Start New Form

The ‘Quality Improvement Project Assessment Tool’ form will appear. Complete the required fields as instructed.

Quality Improvement Project Assessment Tool (QIPAT)

[click to toggle]

← Back

Assessment Details

Title *

Date of Assessment *

DD/MM/YYYY

Collaborator Details

Collaborator Name *

Collaborator Email (required for sending tickets only)

Collaborator Position *

Collaborator Profession *

Collaborator Declaration: I can confirm I have read the RPS collaborator guidance and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently. *

Format of QI Project

Presentation

Create Record

Please ensure you complete the ratings and comments fields.

Quality Improvement Project Assessment	
Provide feedback on what the pharmacist did well and areas for development	
QI Topic Summary of discussion * <i>The reason for the choice of QI project is clear</i>	Reason for QI topic was clear and current
QI project aim - Summary of discussion * <i>SMART aim linked to the problem identified</i>	Discussion was well represented
Quality improvement measures identified? Summary of discussion * <i>Process, outcome and balancing measures</i>	Process Outcome Balancing measures
Use of QI methodology demonstrated * <i>QI methodology and tools used during the project</i> <i>If contributed to part of a larger project, describes the aspect of QI</i>	Yes
ayresults.aspx?memberquer... Create Record	

NOTE: There will be sections that you will not be able to edit as they are for learners to complete.

Continue and complete the rest of the form as instructed.

You will complete the “**Which aspects of the quality improvement project were done well?**” and the “**Suggested areas for improvement**” sections. You and your learner can complete the “**Agreed action(s)**” section. Details inputted in the “**Agreed action(s)**” section will create an action that will appear in the “**Learner Actions**” section.

Summary	
Based on your observation, please rate the overall level at which the pharmacist has shown that they are performing: *	☐ Below the level expected of a post-registration foundation pharmacist ☒ Working towards the level expected of a post-registration foundation pharmacist ☐ Meets the level expected of a post-registration foundation pharmacist
Which aspects of the quality improvement project were done well? *	The discussion was particularly presented well
Suggested areas for development: *	Developmental areas to be entered here
Agreed Action(s)	To be discussed with learner
Create Record	

Remember to complete the framework mapping relevant to the record. Your learner can also complete this section.

Domain 3. Leadership and management

Domain 3. Leadership and management

Promotes pharmacy services and develops the profession

- ☐ 3.1 Proactively demonstrates and promotes the value of pharmacy to the public and other healthcare professionals
- ☐ 3.2 Communicates vision and goals to the wider pharmacy and multidisciplinary team to support with achieving group tasks

Recognises opportunities for change, innovation and quality improvement

- ☐ 3.3 Critically analyses business needs; is mindful of commercial aspects within the pharmacy context; recognises the changes to and the opportunities within the future role of pharmacists; seeks out opportunities to modify own approach and deliver / promote new pharmacy services
- ☐ 3.4 Draws upon networks to understand the range of clinical, medicines-related and public health activities offered by pharmacy across sectors and the care pathway
- ☒ 3.5 Is open to new approaches and ways of completing work tasks and appropriately challenges others to consider change to improve the quality of care; shares own innovative ideas to improve working practices, both internally and externally

- ☒ 3.6 Effectively identifies and raises concerns regarding patient safety; applies principles of risk management; seeks to improve the quality and safe use of medicines routinely

Demonstrates self-awareness, resilience and adaptability

- ☒ 3.7 Demonstrates self-awareness and emotional intelligence within the role, reflects on and understands the impact a situation may have on one's own health and wellbeing
- ☐ 3.8 Remains composed even in challenging or high-pressured situations; develops and draws upon support network in challenging situations
- ☐ 3.9 Effectively, efficiently and safely manages multiple priorities; maintains accuracy when in a challenging situation; manages own time and workload calmly, demonstrating resilience
- ☒ 3.10 Adapts and works effectively in different environments within pharmacy by applying previous learning to new settings

When you have completed all the required fields, select **"Create Record"**.

Create Record

You will receive confirmation that the record has been saved and created.

Quality Improvement Project Assessment Tool (QIPAT)

[click to toggle]
[Back](#)

Success! Your action was completed successfully. X

Assessment Details

Title *

Date of Assessment *

Your learner can then add some optional reflection if they wish to before they mark the form as complete.

8.9.2 Reviewing a Quality Improvement Assessment Tool

On the menu select “**Supervised Learning Events**” then “**Quality Improvement Project Assessment Tool (QIPAT)**” or selecting “**Quality Improvement Project Tool (QIPAT)**” from the dashboard.

Quick Note

Supervised Learning Events

Portfolio Collaborators

[Back to Programmes](#)

My Details

Messaging **0**

Collaborator View

Help

Admin

Logout

Your Feedback

Acute Care Assessment Tool (ACAT)

Clinical Evaluation Exercise (mini-CEX)

Case Based Discussion (CbD)

Case Presentation (CP)

Direct Observation of Non-Clinical Skills (DONCS)

Direct Observation of Practical Skills (DOPS)

Journal Club Presentation (JCP)

Leadership Assessment Skills (LEADER)

Reflective Account (RA)

Teaching Observation (TO)

Quality Improvement Project Assessment Tool (QIPAT)

Select the record you want to review by clicking on “**Edit**” next to the record details.

Review the fields, edit text as required and add in any relevant comments in the field for 'Educational Supervisor/ Designated Prescribing Practitioner'.

TIP: For some of the fields, you will be able to overwrite text that has been inputted by your learner or a ticketed collaborator, so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example ‘[Name] comments, supervisor (dd/mm/yy): xxx’.

When done select **“Update Record”**.

Domain 3. Leadership and management

Domain 3. Leadership and management

Promotes pharmacy services and develops the profession

- ☐ 3.1 Proactively demonstrates and promotes the value of pharmacy to the public and other healthcare professionals
- ☐ 3.2 Communicates vision and goals to the wider pharmacy and multidisciplinary team to support with achieving group tasks

Recognises opportunities for change, innovation and quality improvement

- ☐ 3.3 Critically analyses business needs; is mindful of commercial aspects within the pharmacy context; recognises the changes to and the opportunities within the future role of pharmacists; seeks out opportunities to modify own approach and deliver / promote new pharmacy services
- ☐ 3.4 Draws upon networks to understand the range of clinical, medicines-related and public health activities offered by pharmacy across sectors and the care pathway
- ☒ 3.5 Is open to new approaches and ways of completing work tasks and appropriately challenges others to consider change to improve the quality of care; shares own innovative ideas to improve working practices, both internally and externally
- ☒ 3.6 Effectively identifies and raises concerns regarding patient safety; applies principles of risk management; seeks to improve the quality and safe use of medicines routinely

Demonstrates self-awareness, resilience and adaptability

- ☐ 3.7 Demonstrates self-awareness and emotional intelligence within the role, reflects on and understands the impact a situation may have on one's own health and wellbeing
- ☐ 3.8 Remains composed even in challenging or high-pressured situations; develops and draws upon support network in challenging situations
- ☐ 3.9 Effectively, efficiently and safely manages multiple priorities; maintains accuracy when in a challenging situation; manages own time and workload calmly, demonstrating resilience
- ☒ 3.10 Adapts and works effectively in different environments within pharmacy by applying previous learning to new settings

Domain 4. Education

Domain 4. Education

Develops personally through proactively identifying learning opportunities and reflecting on feedback

- ☐ 4.1 Demonstrates a positive attitude to self-development throughout current and towards future career; proactively seeks learning experiences to support own practice, and has a desire and motivation to try new

Update Record

You will receive confirmation that the record has been updated

Success! Your action was completed successfully.

X

Your learner can then mark the record as complete.

8.10 Reflective Account (RA)

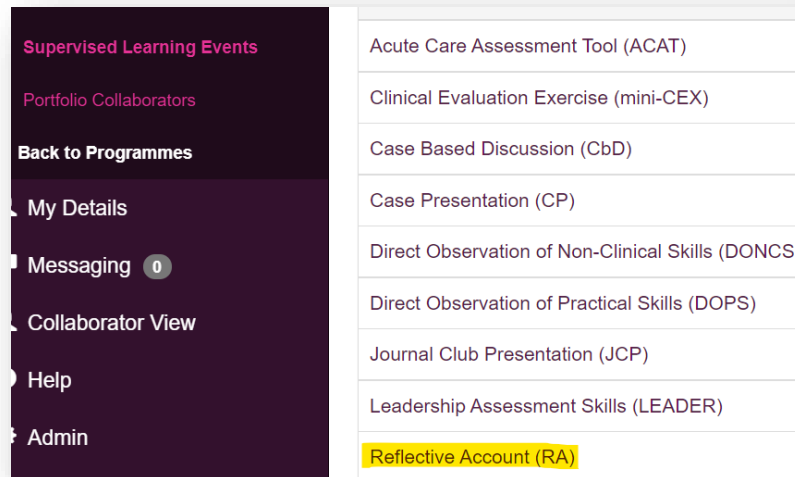
The purpose of the reflective account is to provide an opportunity for your learner to think and consider analytically anything relating to their professional practice. It should be a brief, written description of their experience and actions, including what went well and reflecting on what could be improved, and how lessons learnt will benefit your development as well as patients and the public.

They can use the reflective account tool to capture how they are meeting the learning outcomes across one or more activities undertaken. It has been designed to be flexible so it can be used for most situations and practice scenarios, for example encounters during day-to-day work, patient scenarios, non-clinical tasks/activities, reviewing feedback provided by colleagues, critical incidents, and learning events, e.g. continuing professional development.

8.10.1 Reviewing a reflective account

You will not be able to initiate a Reflective Account, you only have permission to review a Reflective Account which has been started by your learner.

To review a Reflective Account, on the menu select “**Supervised Learning Events**” then “**Reflective Account (RA)**” or select “**Reflective Account (RA)**” from the dashboard.



Select the Reflective Account you wish to view or edit. To add comments to the form, click 'Edit'.

Reflective Account (RA)				
[click to toggle]				
Title	Date of Reflection	Date Created	Completed	Actions
RA 3	16/06/2021	22/09/2021		View Edit

The form will appear. Review the fields.

Reflective Account (RA)
[click to toggle]
< Back

Reflective Account Details

Title *

RA 3

Date of Reflection *

16/06/2021

📅

Description *

Briefly outline the experience. This should be a factual account of what happened.

<3>abc def ghi jkl mno pqr stu vwx yz ABC DEF GHI JKL MNO PQRS TUV WXYZ 1 " \$ % & ' () * + , - . : ; < > [\] ^ _ ` { | } ~ ? @ [email] n1/x 0 abc def ghi jkl mno pqr

You can add comments to the 'Educational Supervisor / Designated Prescribing Practitioner Comments' box.

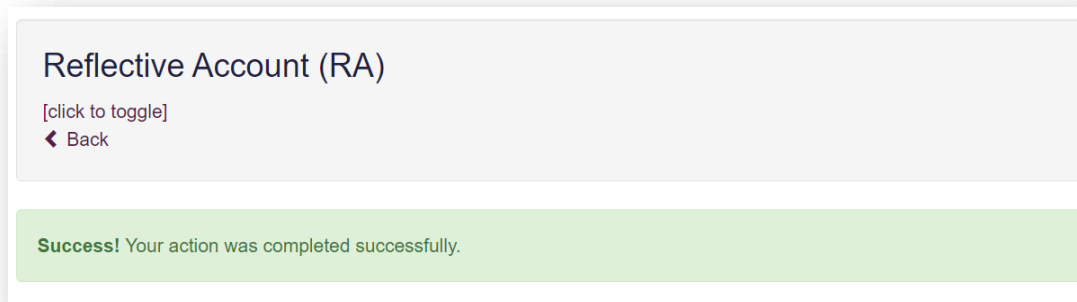


Educational Supervisor / Designated Prescribing Practitioner Comments (Optional)

Additional comments - ES test user 12/10/21

Once completed, select, '**Update Record**' to save.

You'll receive confirmation that your record has been updated.



Reflective Account (RA)

[click to toggle]

◀ Back

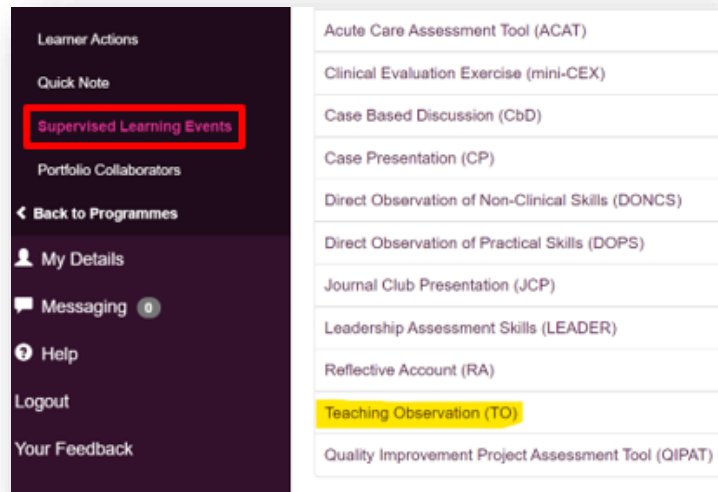
Success! Your action was completed successfully.

8.11 Teaching Observation (TO)

The tool is an evaluation of your learner's ability to deliver an effective learning experience to others.

8.11.1 Creating and completing a Teaching Observation

On the menu select "**Supervised Learning Events**" then "**Teaching Observation (TO)**" or select "**Teaching Observation (TO)**" from the dashboard.



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

Teaching observation (TO)

[click to toggle]

No existing records found.

Start New Form

The ‘Teaching Observation’ form will appear. Completed the required fields as instructed.

Teaching observation (TO)

[click to toggle]

Back

Teaching Observation Details

Title of Teaching Session *

Date of Assessment *

DD/MM/YYYY

Collaborator

Collaborator Name *

Collaborator Email (required for sending tickets only)

Collaborator Position *

Collaborator Profession *

Collaborator Declaration *

☐ I can confirm I have read the RPS collaborator guidance and have the appropriate experience to complete this assessment.
I confirm I have completed the assessment objectively and independently.

Teaching Session Summary

Setting *

Learner Group *

Create Record

Please ensure you complete the ratings and comments fields.

Teaching Observation Assessment	
Provide feedback on what the pharmacist did well and areas for development	
Introduction * - Introduces self - Gains attention of group - States clear learning outcomes	Add comments
Main part of session * - Content appropriate to the level and needs of learners - Emphasises key points - Clear, concise delivery - Knowledge of subject - Logical sequence - Good pace - Good use of voice / tone - Uses appropriate and effective resources to support learning - Promotes active learner participation - Effective use of questioning - Appropriate teaching methods used - Provides explicit, detailed and constructive feedback to learners	Add comments
Conclusion * - Summarises key points - Learning outcomes achieved - Keeps to time	Add comments
Summary Create Record	

NOTE: There will be sections that you will not be able to edit as they are for learners to complete.

Continue and complete the rest of the form as instructed.

You will complete the **“Which aspects of the session were done well”** and **“Suggested areas for improvement”** sections. You and your learner can complete the **“Agreed action(s)”** section. Details inputted in the **“Agreed action(s)”** section will create an action that will appear in the **“Learner Actions”** section.

Summary	
Based on your observation please rate the level of overall quality of teaching shown *	☐ Below the level expected of a post-registration foundation pharmacist ☒ Working towards the level expected of a post-registration foundation pharmacist ☐ Meets the level expected of a post-registration foundation pharmacist
Which Aspects of the Session Were Done Well? *	Add comments
Suggested Areas for Improvement	Add comments
Agreed action(s):	Add
Learner's Reflection (Optional)	
Create Record	

Remember to complete the framework mapping relevant to the record. Your learner can also complete this section.

Domain 4. Education

Domain 4. Education

Develops personally through proactively identifying learning opportunities and reflecting on feedback

- ☐ 4.1 Demonstrates a positive attitude to self-development throughout current and towards future career; proactively seeks learning experiences to support own practice, and has a desire and motivation to try new things
- ☐ 4.2 Develops a personal development plan that reflects the breadth of ongoing professional development and includes potential innovations in medicine and practice development
- ☐ 4.3 Seeks feedback and support from colleagues and service users where appropriate; is receptive to information or advice given to them by others to make changes to own practice

Supports the education and development of colleagues

- ☒ 4.4 Acts as a positive role model and mentor within the pharmacy and multidisciplinary team, where appropriate
- ☒ 4.5 Effectively uses own expertise to provide the pharmacy and multidisciplinary team with education and training; supports and supervises less experienced members of the team

When you have completed all the required fields, select “**Create Record**”.



You will receive confirmation that the record has been saved and created.

Teaching Observation (TO)

[click to toggle]

← Back

Success! Your action was completed successfully. X

Teaching Observation Details

Title of teaching session *	TO 1
Date of assessment *	04/11/2021 

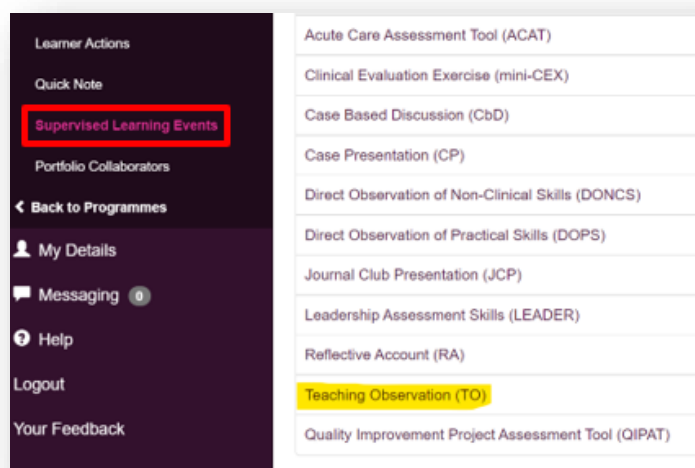
Collaborator

Update Record

Your learner can then add some optional reflection if they wish to before they mark the form as complete.

8.11.2 Reviewing a Teaching Observation

On the menu select “**Supervised Learning Events**” then “**Teaching Observation (TO)**” or select “**Teaching Observation (TO)**” from the dashboard.



Select the record you want to review by clicking on “**Edit**” next to the record details.

Teaching Observation (TO)				
[click to toggle]				
Title of teaching session	Date of assessment	Date Created	Completed	Actions
TO 1	04/11/2021	12/10/2021		View Edit

Review the fields, edit text as required and add in any relevant comments in the field for ‘Educational Supervisor/ Designated Prescribing Practitioner’.

Educational Supervisor / Designated Prescribing Practitioner Comments (Optional)

Learner has performed well overall

Attachments

Linked Attachments (0)	New Attachment
	Choose file Choose files No file chosen File description:

[Update Record](#)

TIP: For some of the fields, you will be able to overwrite text that has been inputted by your learner or a ticketed collaborator, so take care that you do not delete any essential information. We recommend that when you edit or add text to a completed field to add your name and the date, for example '[Name] comments, supervisor (dd/mm/yy): xxx'.

Other relevant comments or feedback

Some development points for the next month.

Test User comments, education supervisor (11/10/21). Some additional suggestions for development from me.

When done select **"Update Record"**.

Domain 4. Education

Domain 4. Education

Develops personally through proactively identifying learning opportunities and reflecting on feedback

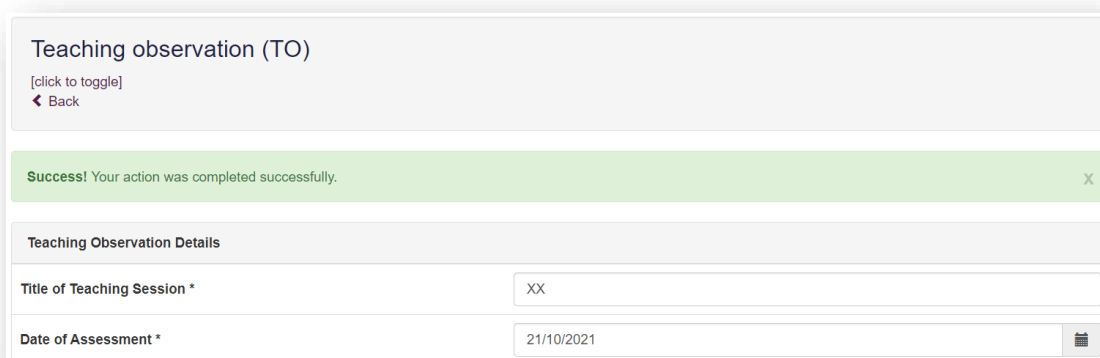
- ☐ 4.1 Demonstrates a positive attitude to self-development throughout current and towards future career; proactively seeks learning experiences to support own practice, and has a desire and motivation to try new things
- ☐ 4.2 Develops a personal development plan that reflects the breadth of ongoing professional development and includes potential innovations in medicine and practice development
- ☐ 4.3 Seeks feedback and support from colleagues and service users where appropriate; is receptive to information or advice given to them by others to make changes to own practice

Supports the education and development of colleagues

- ☒ 4.4 Acts as a positive role model and mentor within the pharmacy and multidisciplinary team, where appropriate
- ☒ 4.5 Effectively uses own expertise to provide the pharmacy and multidisciplinary team with education and training; supports and supervises less experienced members of the team

[Update Record](#)

You will receive confirmation that the record has been updated.



Teaching observation (TO)

[\[click to toggle\]](#)
◀ Back

Success! Your action was completed successfully. X

Teaching Observation Details

Title of Teaching Session *	XX
Date of Assessment *	21/10/2021

Your learner can then mark the record as complete.

8.12 Multi-source feedback (MSF)

The tool evaluates your learners' ability to reflect on and identify areas of development based on multi-source feedback. They can use it to collect feedback on professional and clinical performance from the pharmacy and wider multi-professional team.

They must invite at least **three colleagues** to provide feedback; this ensures that the feedback they receive will be of value. Colleagues who can provide feedback on their practice include senior pharmacists, other pharmacy colleagues, healthcare colleagues, and other individuals they work with who can comment on their current practice.

There is no limit on the number of colleagues that can be invited to provide feedback, but learners should aim to seek feedback from ideally 10-12 colleagues - the more the better. Even if less than three colleagues provide feedback, the report will not be deleted and can still be used.

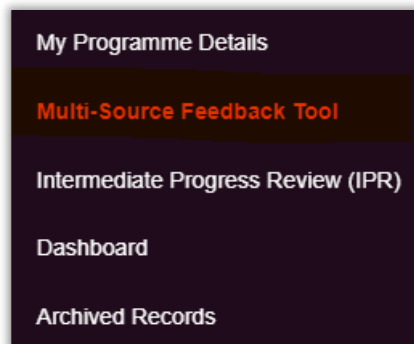
NOTE: The process only gives colleagues 30 days to provide feedback. The learner will also have the option to extend this by an additional 30 days if they require more time. However, if colleagues do not provide feedback within the set timeframe, they will not be able to complete the process after the deadline.

8.12.1 Initiating the multi-source feedback process

The Multi-Source Feedback Tool is initiated by the learner and will not be available for you to view until they have started the process. When initiating the process, your learner will nominate colleagues that they wish to receive feedback from, and complete a self-assessment of their practice.

8.12.2 Reviewing your learner's feedback

When colleagues provide feedback, this feedback will become available to you by navigating to your learner's E-portfolio, and then clicking on the "Multi-Source Feedback Tool" option in the left-hand navigation menu.



You will be taken to the multi-source feedback tool summary page, and the "**Summary Report**" tab will be automatically selected. If your learner has not yet closed the feedback process, then you will be presented with a holding message underneath the help text for the page.

Colleagues Summary Report Report Chart Comparison

4 Colleagues have provided feedback.
You have set 0/4 comments to be published and 0/4 comments to NOT be published.
There are 4/4 comments waiting to be published/not published.

Instructions for Educational supervisor / designated prescribing practitioner

Please review the feedback provided by your learner's colleagues on their professional attitude, behaviour and clinical practice, and add comments below. You will be able to view names of individuals who provided the feedback but your learner will receive anonymised feedback.

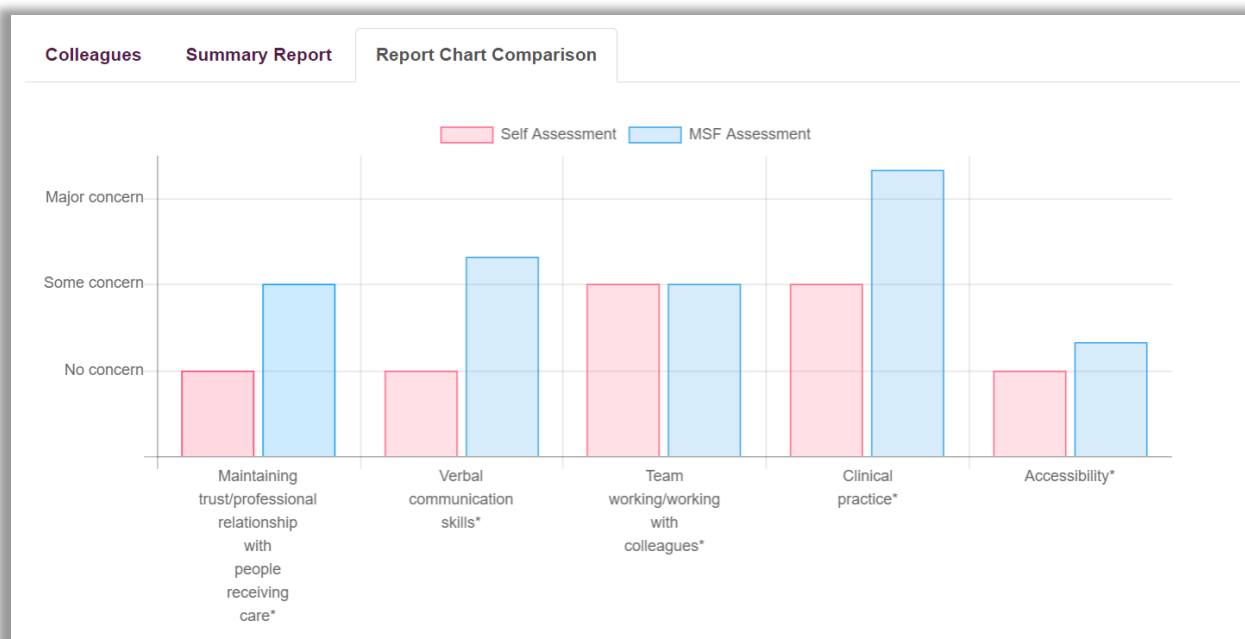
The educational supervisor is responsible for publishing the report and sending to the learner. If the learner is doing prescribing as part of their training programme and has a designated prescribing practitioner linked to their E-portfolio, the educational supervisor should ensure the designated prescribing practitioner has had the opportunity to review the report and add comments before publishing the report.

The feedback process is not closed yet. Once the feedback process is closed, you will be able to publish the report.

You can select the "**Colleagues**" tab to see the details of the colleagues that your learner invited to provide feedback on their practice.

Colleagues Summary Report Report Chart Comparison					
Name	Email Address	Role	Status	Date Invited	Date Completed
Test account 1	rps.eportfolio.testing.1@gmail.com	Consultant pharmacist	✓ Completed - Colleague completed and submitted	17/01/2022	17/01/2022
Test account 2	rps.eportfolio.testing.2@gmail.com	Foundation doctor	✓ Completed - Colleague completed and submitted	17/01/2022	17/01/2022
Test account 3	rps.eportfolio.testing.3@gmail.com	Consultant nurse	✓ Completed - Colleague completed and submitted	17/01/2022	17/01/2022

You can also select the “**Report Chart Comparison**” tab to see a graphical representation of the ratings that your learner’s colleagues provided.



Below the help text, you will be presented with a table summary of the ratings that all invited colleagues have provided relating to your learner’s practice.

	No concern	Some concern	Major concern	Not observed
Maintaining trust/professional relationship with people receiving care* - Actively listens - Is polite and caring - Shows respect for peoples’ opinions, privacy, dignity and is unprejudiced	3	0	0	1
Verbal communication skills* - Gives understandable information - Speaks good English, at the appropriate level for the person	2	1	0	1
Team working/working with colleagues* - Respects others’ roles and works constructively in the team - Hands over effectively, and communicates well - Is unprejudiced, supportive and fair - Supports development of others through supervision, mentoring and training	1	2	1	0
Clinical practice* - Applies clinical knowledge and skills appropriately - Holistically reviews people and their medicines - Gathers information and takes histories proficiently, conducts clinical examinations and assessments, develops diagnostic skills - Makes decisions which manage clinical risk and uncertainty appropriately - Is patient safety focused	0	2	0	2
Accessibility* - Accessible - Takes proper responsibility. Only delegates appropriately - Does not shirk duty - Responds when called. Arranges cover for absence	3	1	0	0

Below the ratings table, you will also be able to see the specific comments that each feedback provider made, and you will be able to select/deselect any comments as appropriate. You may wish to exclude particular comments if you feel they are unbalanced,

incorrect or do not make any useful contribution. Please note that if you do not wish to publish a particular comment, the entire feedback form from that individual will be excluded.

As a supervisor, you will need to curate the feedback that has been provided by your learner's colleagues, and confirm that you are satisfied with this being published back to your learner. Where a feedback provider has noted major concern, you should contact them for more information to help inform how you feed back to your learner. Use your professional judgement to determine if follow up conversations are required where the feedback provider has noted 'some concern'.

NB. Please note, you will only be able to publish feedback back to your learner once they have closed the feedback cycle.

Colleague	Maintaining trust/professional relationship with people receiving care - Comments	Verbal communication skills - Comments	Team working/working with colleagues - Comments	Clinical practice - Comments	Accessibility - Comments	Based on your observation over a period of time, rate the overall level at which the pharmacist has shown that they are performing:	Anything especially good?	Suggested areas for development	Publish
Test account 2 (rps.eportfolio.testing.2@gmail.com)	Vestibulum sit amet auctor tortor, non consequat libero.	Fusce nec erat a ex venenatis tempor et at libero.	Nunc a ante molestie ante mollis volutpat sed ac diam.	Maecenas cursus erat sed nisi auctor, et placerat purus placerat.	Aenean bibendum, sapien id volutpat aliquam, velit elit viverra ligula, ac tempus tellus mauris nec mi.	Meets the level expected of a post-registration foundation pharmacist	Nam dignissim nulla eu erat tincidunt, in consectetur felis dignissim.	Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas.	☐ Yes ☐ No
Test account 1 (rps.eportfolio.testing.1@gmail.com)	Curabitur odio lacus, ultricies quis tortor eget, mollis fringilla odio.	Praesent consectetur vel ante vitae ultrices.	Quisque eget faucibus tellus. Sed nec libero quis libero lacinia consequat.	Quisque eget est elementum, tincidunt nulla eget, posuere quam.	Ut placerat sodales nisi, vel hendrerit est sagittis non. Curabitur sed lacus dignissim, pellentesque erat vel, molestie nunc.	Working towards the level expected of a post-registration foundation pharmacist	Etiam et erat metus. Quisque vitae commodo ante, eget porta urna. Nulla suscipit vulputate turpis, vel ultrices odio aliquet id.	Etiam sapien est, consectetur ut mi quis, pulvinar sodales massa.	☐ Yes ☐ No
Test account 3 (rps.eportfolio.testing.3@gmail.com)	Sed ante arcu, convallis auctor tempor facilisis, auctor sit amet sapien.	Suspendisse eget nibh arcu. Quisque sed tristique dui.	Donec pharetra lorem nec placerat sagittis.	Aenean sem sapien, venenatis aliquet est vel, rutrum sollicitudin ante.	Aliquam erat volutpat.	Below the level expected of a post-registration foundation pharmacist	Sed purus ex, fermentum eu arcu.	Donec porta nisi nec vestibulum tincidunt.	☐ Yes ☐ No

At the bottom of the page, you will also be presented with an opportunity to provide your own feedback to the learner.

Educational Supervisor Comments

Please review the feedback provided by a learner's colleagues on their professional attitude and/or behaviour and clinical performance.

You will be able to view names of individuals who provided the feedback.

The learner will receive anonymised feedback.

Designated Prescribing Practitioner Comments

Save

Once your learner has closed the feedback process, you will be presented with a button at the top of the summary tab which allows you to publish feedback to your learner.

NOTE: You should review the feedback before publishing it to your learner.

Once you have curated all feedback that has been provided, and you have left any additional comments that you deem appropriate, you can publish this report back to your learner by

clicking the “**Publish Report and Send to Learner**” button at the top of the summary report tab.

Colleagues Summary Report Report Chart Comparison

4 Colleagues have provided feedback.
 You have set 0/4 comments to be published and 0/4 comments to NOT be published.
 There are 4/4 comments waiting to be published/not published.

Instructions for Educational supervisor / designated prescribing practitioner

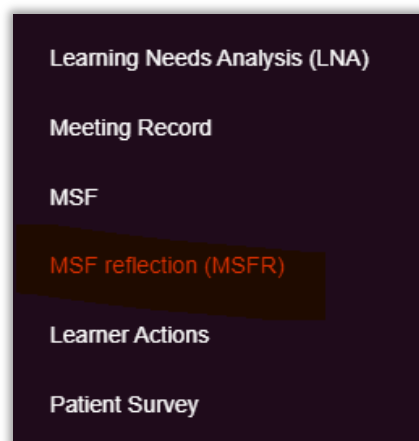
Please review the feedback provided by your learner's colleagues on their professional attitude, behaviour and clinical practice, and add comments below. You will be able to view names of individuals who provided the feedback but your learner will receive anonymised feedback.

The educational supervisor is responsible for publishing the report and sending to the learner. If the learner is doing prescribing as part of their training programme and has a designated prescribing practitioner linked to their E-portfolio, the educational supervisor should ensure the designated prescribing practitioner has had the opportunity to review the report and add comments before publishing the report.

Publish Report and Send to Learner

Once you have published this feedback to your learner, they will be notified via email that the report is now available to them, and they will be able to navigate to the tool to provide a final reflection on the feedback they have received, and assign themselves any appropriate actions for their ongoing development, before marking the tool as complete.

Your learner should then go on to complete the “**MSF reflection (MSFR)**” which you can access from the navigation menu.



If you would like to add any additional comments to your learner's multi-source feedback reflection tool, select “**Edit**” for the relevant MSF reflection form

MSF reflection (MSFR)		
[click to toggle]		
Date Created	Completed	Actions
12/01/2022		View Edit

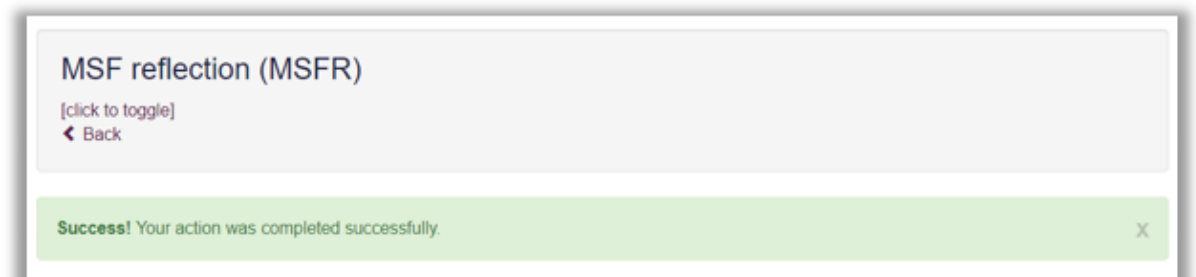
Once you have accessed the form, you will be able to leave any additional comments for your learner in the “Educational Supervisor /Designated Prescribing Practitioner Comments” field.



Click on the “**Update Record**” button to save the record.



You will receive confirmation that the record has been updated and saved.



The multi-source feedback reflection can only be marked complete by your learner.

You can review completed multi-source feedback tools at any time by navigating to your learner’s E-portfolio and clicking the “**Multi-Source Feedback Tool**” in the left hand navigation menu.

8.13 Patient Survey (PS)

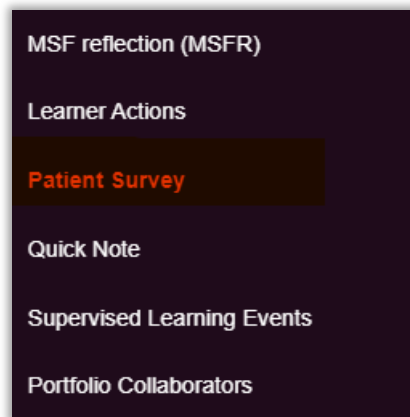
The patient survey tool enables your learner to collect feedback on their communication and consultation skills from the patients’ perspective.

8.13.1 Reviewing a patient survey

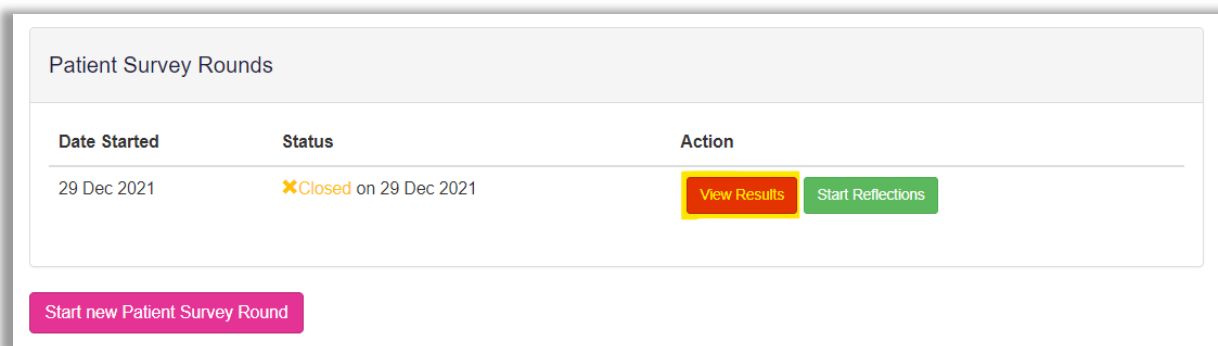
Patient surveys are initiated and conducted by your learner. At the end of the process, your learner will complete a reflection regarding the feedback they have received, and this form

contains a field for you to provide additional comments (however, these are not required, so your learner may complete the process without your input if they wish to).

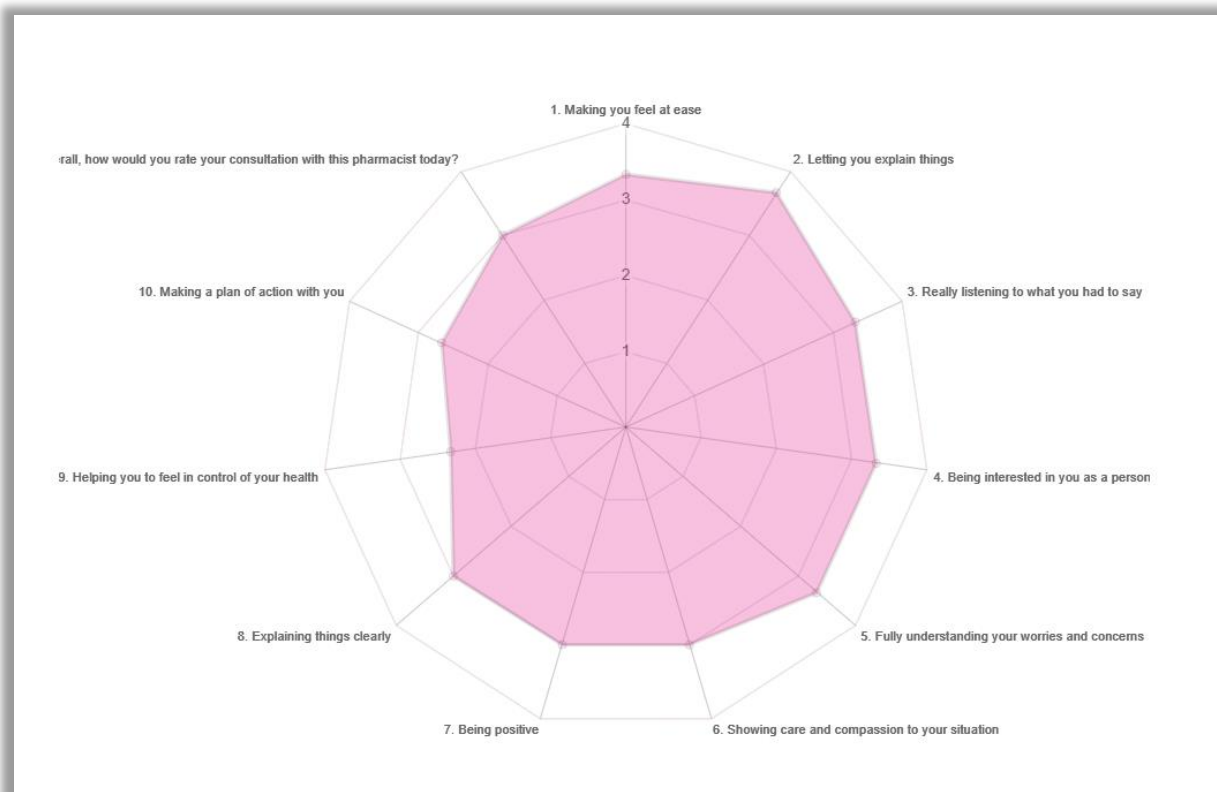
If you wish to provide additional comments for your learner's patient survey, you can do this by accessing their E-portfolio using your supervisor account, and then navigating to the **"Patient Survey"** in the left-hand navigation menu.



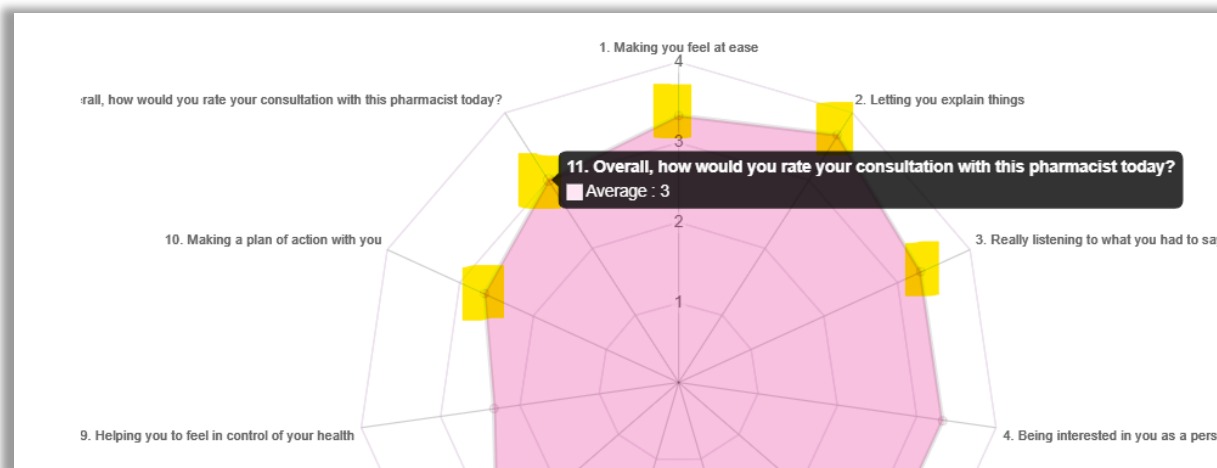
You will be presented with the Patient Survey summary screen. The feedback that your learner has received from the patients that they have surveyed can be viewed by clicking on **"View Results"**.



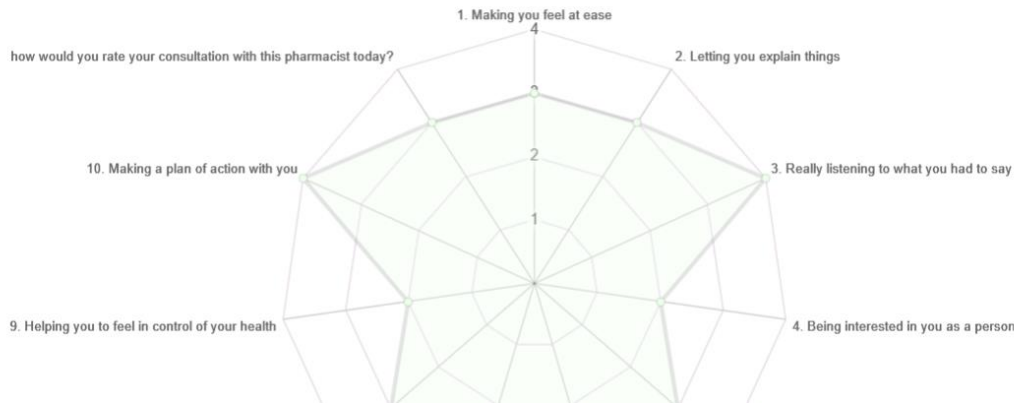
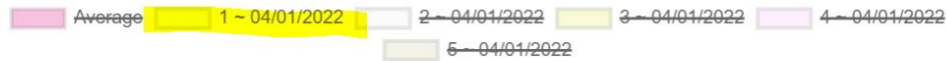
Your learner's results will appear as a spider diagram.



Hoovering over the total score for each area will provide you with an average score for their practice.



The default spider graph displays the average score but you can view individual responses by selecting which survey results you would like to see; you can do this by clicking on / off the respondents as show below:



8.13.2 Reflecting on the feedback

Your learner is required to reflect on the feedback that they have received by clicking on **“Start Reflections”** on the Patient Survey summary page. If they have not started these reflections yet, you are able to start the reflection process, however, you will not be able to complete the majority of the form since this is designed for the learner’s reflections.

Patient Survey Rounds		
Date Started	Status	Action
29 Dec 2021	✖Closed on 29 Dec 2021	View Results Start Reflections

[Start new Patient Survey Round](#)

If your learner has already started their reflections, then you can access the form by clicking the **“Update Reflections”** button.

Patient Survey Rounds		
Date Started	Status	Action
17 Jan 2022	✖Closed on 17 Jan 2022	View Results Update Reflections

Once you have accessed the form, you will be able to leave any additional comments for your learner in the “Educational Supervisor /Designated Prescribing Practitioner Comments” field.

Educational Supervisor /Designated Prescribing Practitioner Comments

Click on the **“Update Record”** button to save the record.

Update Record

You will receive confirmation that the record has been updated and saved.

Patient Survey Summary Reflection (PSSR)

[click to toggle]

◀ Back

Success! Your action was completed successfully.

X

Click on **“Back”** to return to the main **Patient Survey** page.

The Patient Survey can only be marked as complete by your learner.

8.14 Attaching a file to an assessment tool

You will have noticed that you were not able to attach files when first completing any supervised learning event or other tools. A file can only be attached once you have saved the form by selecting **“Create Record”**. To upload an attachment as additional evidence for the assessment tool, select **“Edit”** to view the record you have just created and upload a file.

For example, if you would like to attach a file to an Acute Care Assessment Tool, go to the Acute Care Assessment Tool summary page and select **“Edit”**.

Acute Care Assessment Tool (ACAT)

[click to toggle]

Title	Date of Assessment	Date Created	Completed	Actions
Morning session with Educational Supervisor	13/10/2021	13/10/2021		View Edit

Start New Form

Scroll down the form until you get to the ‘Attachments’ section. Add the upload by selecting **“Choose files”**. You must enter a file description. Click **“Save”** once completed.

Attachments	
Linked Attachments (0)	New Attachment Choose file Choose files TEST DOCUMENTS.docx File description: Test doc File was uploaded successfully.

You can upload as many files as you wish and delete any that are no longer relevant by clicking on the trash can icon.

Attachments	
Linked Attachments (2) A test pdf A test Word	New Attachment Choose file Choose files No file chosen File description: Save

When done select **“Update Record”**.

Attachments	
Linked Attachments (2) A test pdf A test Word	New Attachment Choose file Choose files No file chosen File description: Save
Update Record	

You will receive confirmation that the record has been updated.

You can view and edit the form as per instructions provided in **section 7.3**.

9 Clinical assessment skills

The 'Clinical Assessment Skills' areas provides a summary of your learner's progress with the clinical assessment skills, helping to focus and prioritise their learning.

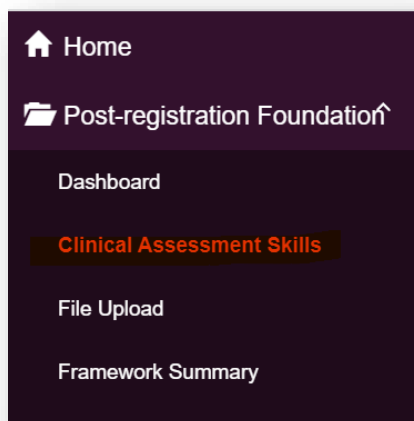
Your learner is required to have a total of three “**Direct Observation of Practical Skills**” for each skill with an overall rating of either 'Able to perform the procedure with limited supervision / assistance' **or** 'Competent to perform the procedure unsupervised and deal with complications' one of the two highest ratings on the form.

Based on your observation of this procedure, rate the overall ability to perform the procedure: *

- ☐ Unable to perform the procedure
- ☐ Able to perform the procedure under direct supervision/assistance
- ☒ Able to perform the procedure with limited supervision/assistance
- ☒ Competent to perform the procedure unsupervised and deal with complications

9.1 Accessing Clinical Assessment Skills

To access the list of clinical assessment skills, select “**Clinical Assessment Skills**” from the navigation menu.



The list of clinical assessment skills will appear.

Clinical Assessment	DOPS	Complete
Blood pressure - manual	0	
Blood pressure - automated	0	
Heart rate and rhythm - manual	0	
Heart rate and rhythm - automated	0	
Temperature	0	
Respiratory rate	0	

If your learner has started a “Direct Observation of Practical Skills” for one of the clinical assessment skills listed above and mapped it to the relevant clinical assessment skill, it will appear as the right-hand number in the count for the clinical skill (see below). When your learner marks the form as complete, it will change from “0/1” to “1/1”.

Clinical Assessment Skills [click to toggle]		
Clinical Assessment	DOPS	Complete
Blood pressure - manual	0/1	
Blood pressure - automated	0/1	
Heart rate and rhythm - manual	0	
Heart rate and rhythm - automated	0	
Temperature	0	
Respiratory rate	0	
Peak expiratory flow rate	0	
Chest (respiratory) examination	0	
Ear examination	0	
Nose examination	0	
Throat examination	0	
Peripheral oxygen saturation	0	
Urinalysis	0	
Height, weight, BMI	0	
Blood glucose (capillary)	0	
National Early Warning Score 2	0	
Mental and cognitive state examination	0	
Depression and anxiety screening	0	

10 File Upload

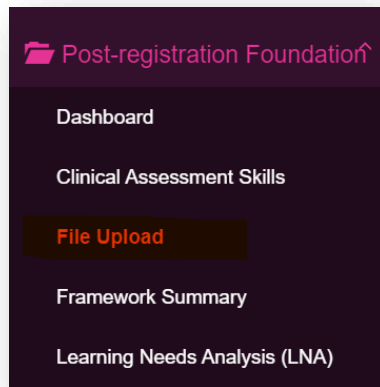
This area of the E-portfolio allows you or your learner to upload any files that are relevant to your learner’s learning and development. This could include other supervised learning events, documents and training certificates. This ensures that all information linked to the learner’s post-registration foundation pharmacist programme is saved in one place.

TIP: If your pieces of evidence are linked, then upload altogether in one file upload and add naming conventions.

For example if you upload a Direct Observation of Non-Clinical Skills (DONCS) and want to add a copy of a guideline your learner was involved in developing and is linked to the DONCS, upload them at the same time with the same naming conventions:

DONCS_(1) 10.10.21
Guideline_(1) 10.10.21

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



Select “**Start New Form**” to start the creation of your file upload.

The 'File Upload' page has a header with the title 'File Upload' and a '[click to toggle]' link. Below the header, a message states 'No existing records found.' In the bottom right corner, there is a pink button labeled 'Start New Form'.

The ‘File Upload’ form will appear. Completed the required fields as instructed.

The 'File Upload' form contains a header with the title 'File Upload', a '[click to toggle]' link, and a '< Back' link. The form is divided into sections: 'Details' with fields for 'Title *' (containing 'Test doc') and 'Date *' (containing 'DD/MM/YYYY' and a calendar icon), and 'Attachments' with a sub-section 'Linked Attachments' containing the instruction 'Please complete the fields above and save before adding attachments.' At the bottom of the form is a blue button labeled 'Create Record'.

Click “**Create Record**” to save.

Success! Your action was completed successfully. X

Details

Title *

Test doc

Date *

DD/MM/YYYY

Attachments

Linked Attachments (0)

New Attachment

Choose file

Choose files

No file chosen

File description:

Save

Update Record

You'll see confirmation that the record has been saved. Add your file by selecting '**Choose files**'.

Attachments

Linked Attachments (0)

New Attachment

Choose file

Choose files

TEST DOCUMENTS.docx

File description:

Test doc

Save

The file will upload.

TIP: You can upload as many files as you wish and delete any that are no longer relevant by clicking on the trash can icon.

Attachments

Linked Attachments (1)	New Attachment
Test doc	Choose file Choose files No file chosen File description: Save

You have the option to select the mapping which will be supported by this file upload. Remember to select **“Update Record”** once completed.

Framework Mapping*

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

Domain 1. Person-centred care and collaboration

Domain 1. Person-centred care and collaboration

Communicates effectively, placing the person at the centre of any interaction

- ☒ 1.1 Communicates effectively with people receiving care and colleagues.
- ☒ 1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice

Delivers person- centred care

- ☒ 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour
- ☐ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person
- ☐ 1.5 Always keeps the person at the centre of their approach to care
- ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

11 Learner Actions

This section displays a list of actions that have been generated within other tool and forms within the E-portfolio. This will become your learner’s ‘to-do’ list for their learning and development. Your learner can view actions and mark them as complete as they progress through their training. You will be able to review actions and provide feedback on them.

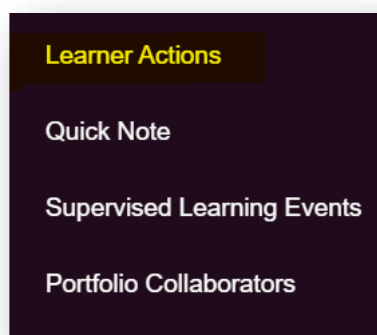
11.1 Creating and viewing actions

All supervised learning event forms, meeting records and other records contain a field allowing your learner and you to create an action. Anything inputted in the **“Agreed action(s)”** section of a tool or form will create an action that will appear in the **“Learner Actions”** section.

More information about completing supervised learning events can be found in **section 8**.

Other relevant comments or feedback	
Agreed Action(s)	
Optional reflection <i>Describe what you have learned. How will it change your practice in the future?</i>	

To view your learner's actions, select the **"Learner Actions"** option in the navigation menu.



You can view all of the different actions generated throughout your learner's portfolio.

My Actions
Here is a list of all of the actions raised throughout your portfolio (e.g. from supervised learning events, meeting records, learning needs analysis and intermediate progress reviews).

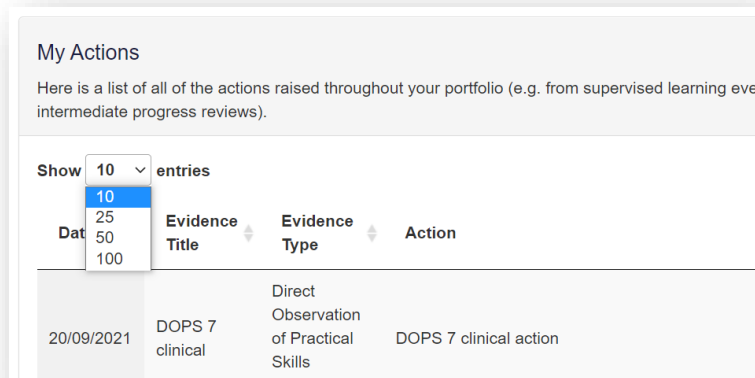
Show entries Search:

Date	Evidence Title	Evidence Type	Action	Completed	Completed Date
21/10/2021	Polypharmacy	Case Based Discussion (CbD)	Read and apply the guidance for using patient decision aids to next polypharmacy review (where this is appropriate)	Mark as Complete	
17/11/2021	LNA 1	Learning Needs Analysis (LNA)	To complete an SLE demonstrating my communications skills.	☒	15/11/2021

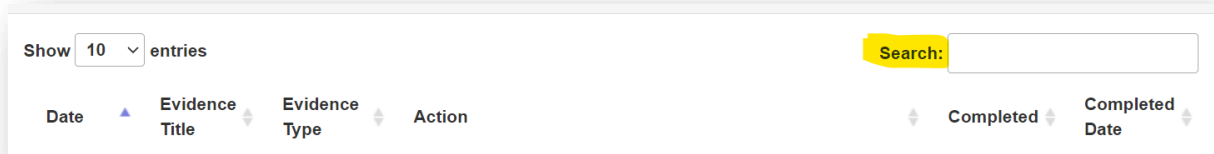
Showing 1 to 2 of 2 entries Previous Next

NOTE: you will not be able to make any edits to actions from this page; if you would like to edit an action, you will need to back to the original record where it was created. You will also not be able to mark the action as complete; only learners have permission to do this.

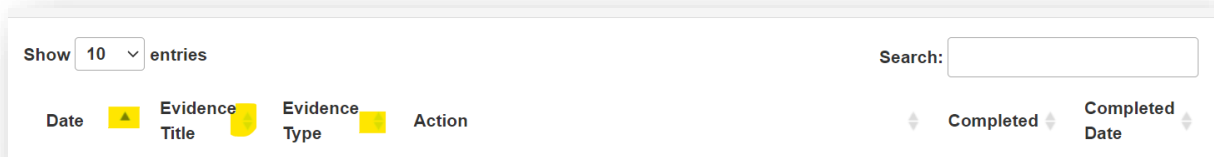
You can choose to view more action items on a page by selecting “Show” and selecting the number of items you want displayed from the drop-down list.



You can search for actions by typing text in the search field.



You can also sort actions by clicking on the arrows next to each column.



To view more actions on subsequent pages, use the page options at the bottom of the screen.



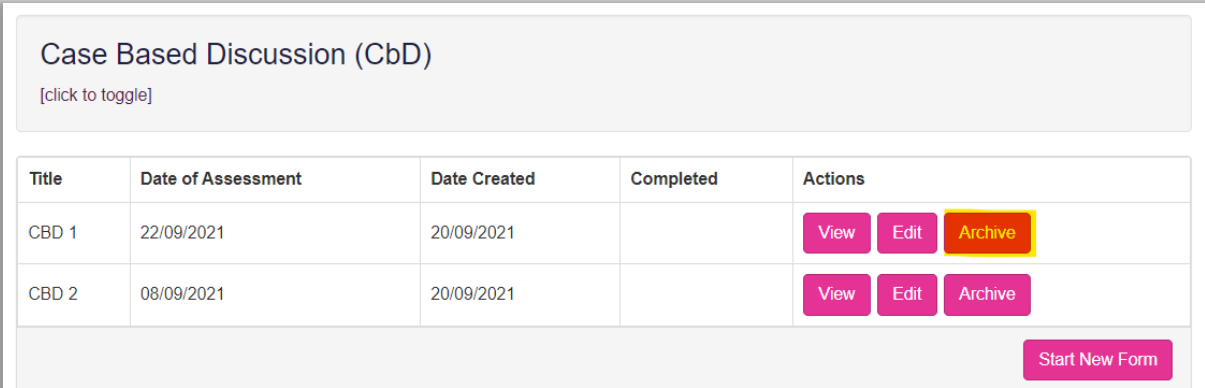
12 Archiving records

You can archive any records that you/your learner may have started in error but no longer want to keep. The records that you can archive are:

- Supervised learning events
- Meeting records

NOTE: Archived records are not permanently deleted and can be retrieved at any time.

To archive a record, select “**Archive**” within the main record area.



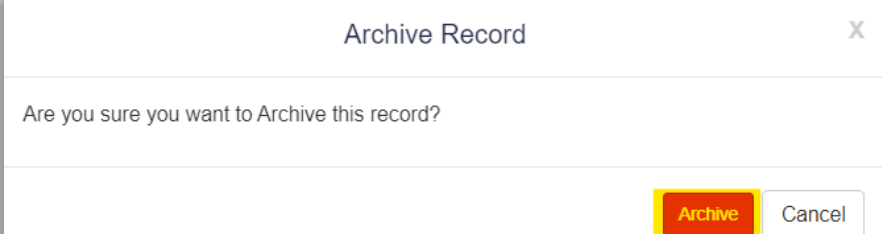
Case Based Discussion (CbD)

[\[click to toggle\]](#)

Title	Date of Assessment	Date Created	Completed	Actions
CBD 1	22/09/2021	20/09/2021		View Edit Archive
CBD 2	08/09/2021	20/09/2021		View Edit Archive

[Start New Form](#)

Confirm that you want to archive the record by selecting “**Archive**” when the pop-up box appears.

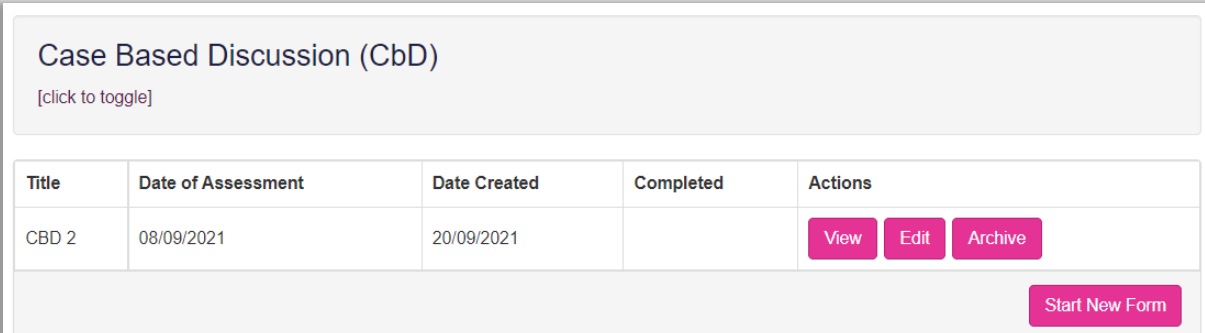


Archive Record ✕

Are you sure you want to Archive this record?

[Archive](#) [Cancel](#)

The record will be removed from your learner’s list of records.



Case Based Discussion (CbD)

[\[click to toggle\]](#)

Title	Date of Assessment	Date Created	Completed	Actions
CBD 2	08/09/2021	20/09/2021		View Edit Archive

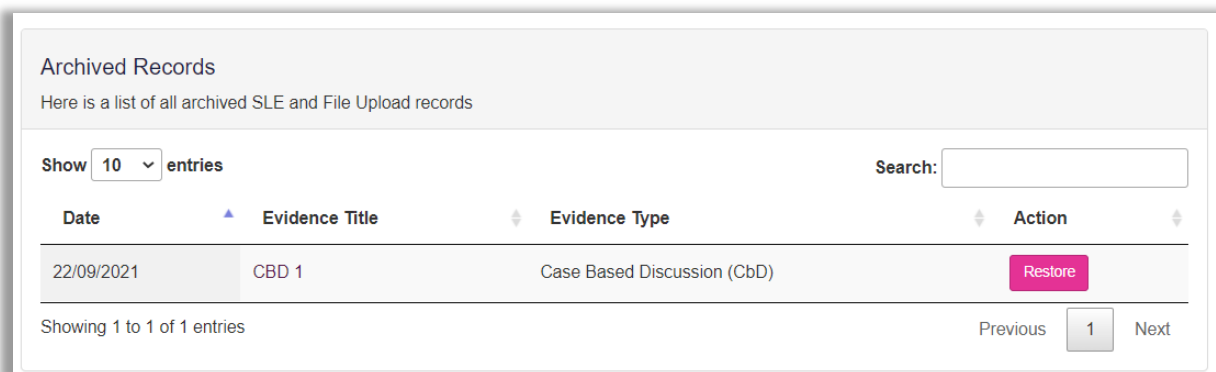
[Start New Form](#)

12.1 Viewing and retrieving archived records

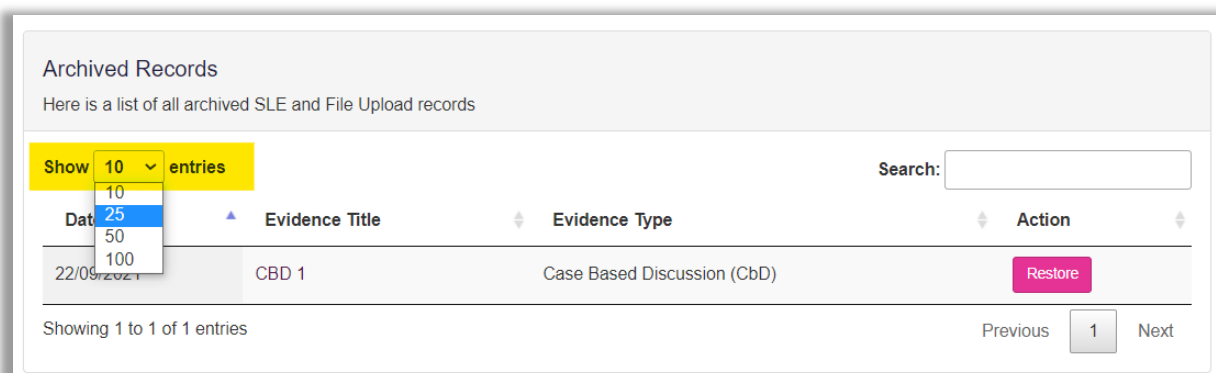
Select “**Archived Records**” from the navigation menu to view your learners’ archived records.



The list of archived records will appear. To view a record, click on the title of the record.



You can choose to view more records on a page by selecting “**Show**” and selecting the number of items you want displayed from the drop-down list.



You can search for records by typing text in the search field.

Archived Records

Here is a list of all archived SLE and File Upload records

Show 10 entries

Search:

Date	Evidence Title	Evidence Type	Action
22/09/2021	CBD 1	Case Based Discussion (CbD)	Restore

Showing 1 to 1 of 1 entries

Previous

1

Next

You can additionally sort your records by clicking on the arrows next to each column.

Archived Records

Here is a list of all archived SLE and File Upload records

Show 10 entries

Search:

Date	Evidence Title	Evidence Type	Action
22/09/2021	CBD 1	Case Based Discussion (CbD)	Restore

Showing 1 to 1 of 1 entries

Previous

1

Next

To view more records on subsequent pages, use the page options at the bottom of the screen or the “**Next**” and “**Back**” buttons.

To restore a record click on the “**Restore**” button next to the relevant record.

Archived Records

Here is a list of all archived SLE and File Upload records

Show 10 entries

Search:

Date	Evidence Title	Evidence Type	Action
22/09/2021	CBD 1	Case Based Discussion (CbD)	Restore

Showing 1 to 1 of 1 entries

Previous

1

Next

Confirm that you want to restore the record by selecting “**Restore**” when the pop-up box appears.

Restore Record

Are you sure you want to restore this record?

Restore
Cancel

The record will be removed from the archived records list.

Archived Records

Here is a list of all archived SLE and File Upload records

Show 10 entries

Search:

Date	Evidence Title	Evidence Type	Action
No data available in table			

Showing 0 to 0 of 0 entries
Previous Next

The restored record can then be found in its original location.

Case Based Discussion (CbD)

[\[click to toggle\]](#)

Title	Date of Assessment	Date Created	Completed	Actions
CBD 1	22/09/2021	20/09/2021		View Edit Archive
CBD 2	08/09/2021	20/09/2021		View Edit Archive

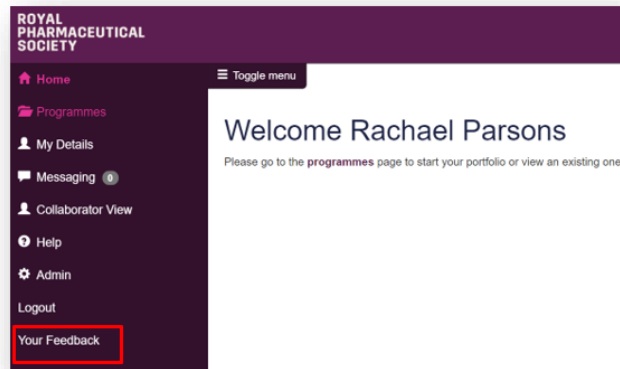
Start New Form

13 Feedback

We would love to capture feedback from your experiences using the RPS E-portfolio. The results will be reviewed on a periodic basis to identify elements which can be updated to ensure that it is as user friendly as possible.

To provide feedback, please complete this [survey](#). The survey should take approximately 5 minutes to complete and all responses are anonymous.

Alternatively you can complete the feedback form directly from the E-portfolio. On the homepage, click on **"Your Feedback"** from the menu on the left hand side. You will then be redirected to the survey.



14 Contact Details

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

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

Email: support@rpharms.com

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

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

Email: eportfolio@rpharms.com

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

Acknowledgements

RPS E-Portfolio designed by AXIA

AXIA Digital, Suite 58, Batley Business Park, Batley, West Yorkshire, WF17 6ER

