



Master of Pharmacy

Facilitator

Experiential Learning Placement Handbook

2023-2024

Disclaimer

Every effort has been taken to ensure that the information in this handbook is correct at the time of going to press (September 2023). Robert Gordon University (RGU) reserves the right to make amendments to the information contained in this handbook because of unforeseen events or circumstances beyond RGU's control or if deemed reasonably necessary by RGU.

This handbook is deemed to be the definitive version of information for all Experiential Learning (EL) facilitators supporting EL placements on this taught programme of study.

If amendments are made, RGU shall take reasonable steps to notify facilitators as soon as possible.

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Placement Handbook Introduction

This handbook is designed to provide essential information about the Experiential Learning (EL) placements that are undertaken as part of the Master of Pharmacy (MPharm) Course at Robert Gordon University (RGU). Every care has been taken to ensure the information contained within this handbook is accurate but there will inevitably be minor changes which occur, and we shall keep you informed of any important changes.

The Professional Experiences (PE) Team

The PE team at RGU leads strategic and operational developments and implementation of professional experiences, including EL placements, within the MPharm course at RGU. If you have any questions, then you can contact the PE team using the MPharm Experiential Learning (EL) Placement Communication Pathway (Appendix I).

Experiential Learning (EL) Placements Overview

The purpose of EL placements is to enable student pharmacists to develop their skills, knowledge and professional behaviours within the practice context and consolidate theoretical aspects of the course by experiencing the professional practice of pharmacy within Scotland. These experiences provide student pharmacists with opportunities to develop their clinical, decision-making and communication skills within a range of practice environments and to reflect on their own personal and professional development.

Learning Outcomes and EL Placement Activities

EL placements are incorporated through all Stages of the MPharm course and in a range of practice settings. There are associated learning outcomes (Appendix II) for each of the Professional Practice Modules and it is anticipated that student pharmacists will achieve these learning outcomes by the end of the relevant stage of study. EL placements provide student pharmacists with opportunities to participate in the day-to-day activities of the pharmacy team. To support facilitators

in planning EL placements, EL frameworks have been developed to map practice-based activities to relevant learning outcomes (Appendix III).

EL Placement Arrangements

Allocation of EL Placement

The PE Team allocates student pharmacists to their EL Placement site via the EL Placement algorithm. This ensures that student pharmacists are matched to the most appropriate site and takes into consideration any disclosure of personal interest that the student pharmacist has made and any specific adjustments that are required. To ensure the quality assurance of EL placement provision, student pharmacists are NOT permitted to organise their own EL placements.

Prior to Attending the EL Placement

Each EL placement will be supported by pre-EL placement activities, and these vary depending on the stage of study. Completion of all required pre-EL placement activities is verified by the PE team prior to the student pharmacist attending an EL placement.

During Experiential Learning (EL) Placement

Student pharmacists are expected to integrate within the team while on EL placement. Facilitators will guide the activities the student pharmacist undertakes during placement and ensure that activities align with the learning outcomes for the EL placement. Regular informal as well as formal feedback from the EL Facilitator should encourage student pharmacists to reflect on all aspects of their EL placement to inform their learning needs and future practice. All student pharmacists are required to obtain formal feedback from their EL facilitator via TURAS portfolio before the end of their EL placement. Please ensure that this feedback is discussed with the student pharmacist before the end of their EL placement. All student pharmacists are required to complete an Experiential Learning Placement Attendance Record during each EL placement which must be signed by the EL Facilitator daily to confirm student pharmacist attendance (Appendix III). The record must be fully completed in

order that the student pharmacist can submit a copy as part of their assessment portfolio.

Post-EL Placement

Student pharmacists are required to submit a portfolio for assessment which will include evidence of completion of pre-EL placement activities; EL placement attendance records; written reflection on feedback received from the EL facilitator via TURAS; written reflections on their EL placement experience; and a range of assessments related to module activities.

EL Placement Hours

Student pharmacists are expected to attend EL placement for the hours stipulated in advance.

In terms of expected placement hours, student pharmacists should be on site for 8 hours each day during core hours (Monday to Friday 8am to 6pm), inclusive of up to 1 hour for lunch/meal break, depending on local circumstances.

Please note, if expected working hours fall outside core hours of Monday to Friday 8am to 6pm or student pharmacists will be on site for less than 8 hours each day (inclusive of lunch/meal break) due to exceptional circumstances, you must contact PharmExpLearning@rgu.ac.uk to have this agreed in advance with a member of the Professional Experiences team at RGU.

EL Facilitator Responsibilities

Pre-EL Placement

- Ensure that all EL facilitator training requirements are up to date.
- Complete appropriate Equality and Diversity training.
- Be familiar with the GPhC Guidance on Tutoring and Supervising Pharmacy Professionals in Training.
- Notify NES of any changes/exceptional circumstances affecting dates of an EL placement.
- Notify NES of any updates to name and contact details of the EL facilitator.
- On receipt of student pharmacist details, contact the student pharmacist by email and use the [pre-experiential learning communication form](#) to share and request key information.
- Notify NES if the named EL facilitator will not be present for the EL placement as soon as is practically possible to enable alternative solutions to be explored.
- Notify RGU of any changes/exceptional circumstances affecting times of an EL placement.
- Ensure the student pharmacist is supernumerary and not considered a replacement member of staff.
- Be familiar with the relevant module learning outcomes and EL frameworks.

- Consider and plan how to support the student pharmacist to undertake relevant tasks within the workplace.
- Be aware of the EL Communication Pathway and how to raise matters related to EL placement with the Professional Experiences (PE) team.
- Be aware of contact details for the NES team.

During EL Placement

- Create a positive learning environment for the student pharmacist.
- Facilitate the student pharmacist's integration within the pharmacy team.
- Support the student pharmacist to achieve learning outcomes within the workplace.
- Support the student pharmacist to undertake relevant tasks.
- Provide constructive feedback to the student pharmacist throughout the EL placement.
- Report absences or matters related to EL placement via the EL Communication Pathway.
- Provide feedback via TURAS portfolio and discuss this with the student pharmacist before the end of the EL placement.

Post EL Placement

- Complete feedback via Questback at the end of each Academic semester regarding EL organisation, processes and communication.

Student Pharmacist Responsibilities

Criminal Record Checks

All student pharmacists from RGU are required to apply for membership of the Protecting Vulnerable Groups (PVG) scheme on entry to the MPharm Course. All student pharmacist PVG certificates have been reviewed and the PE team can confirm that there are no fitness to practise matters outstanding for any student pharmacist scheduled to attend any EL placements. Student pharmacists have a professional responsibility to inform the Course Leader of any changes to their criminal record profile, any matters that may impact on their fitness to practise or any contact with a police department that arise after the PVG check on entry to the course.

Pre-EL Placement

All student pharmacists read and agree to the MPharm Standards of Behaviour – EL Placements (Appendix IV) and Social Media Guide for student pharmacists (Appendix V) at the beginning of each academic year. All student pharmacists must complete pre-EL placement activities and these will be verified by the PE team prior to the student pharmacist attending placement as discussed earlier in the handbook.

During EL Placement

All student pharmacists must present to EL Placement with approved photographic identification (RGU matriculation card), a RGU student pharmacist lanyard and a RGU student pharmacist magnetic badge. During the EL placement, the magnetic badge must be displayed at all times. Student pharmacists must adhere to the MPharm Dress Code Guidance (Appendix VI) at all times during their EL placement. Student pharmacists must complete the EL Placement Attendance Record (Appendix III) and the facilitator must sign this to confirm the details at the end of each day. Student pharmacists are required to submit the Attendance Record to their assessment portfolio within five working days of completing their EL placement.

Post-EL Placement

Student pharmacists are required to submit a short feedback questionnaire to give details on their attendance and feedback on their EL placement. This feedback is important as the PE team use all feedback to inform the development of EL placements. Completion of this questionnaire contributes to NES Quality Management processes.

EL Placement Governance

Induction

EL Facilitators should ensure that appropriate induction is delivered at the beginning of any EL placement. Appendix VII provides a suggested EL Placement Induction Checklist that should be completed.

EL Placement Risk Assessment

EL Placement Risk Assessments are completed at the organisation level at the point of expression of interest to NHS Education for Scotland for RGU EL placements as part of the National Coordination process. If an EL placement requires student pharmacist Occupational Health Clearance, then this MUST be raised during the risk assessment.

EL Placement Feedback

EL Facilitators are required to provide feedback via TURAS portfolio for their student pharmacist. Towards the end of each Academic semester, you will also be requested to complete a short feedback questionnaire about EL organisation, processes and communication more widely. This feedback is important as the PE team use it to inform the development of future EL placements.

Equality and Diversity

The University is committed to the active promotion of equality across its functions and to addressing issues of discriminatory practice towards students, staff and external stakeholders. Further information on this is available at <https://www.rgu.ac.uk/about/governance/equalitydiversity>. If you have any comments regarding discrimination, please contact the Placement Officer as per the Communication Pathway (Appendix I).

Additional Support Needs

Student pharmacists who have additional needs or medical conditions that may affect them on EL placement are encouraged to disclose this to the Placement Officer at RGU. If applicable, reasonable adjustments can be implemented to facilitate the best learning experience for the student pharmacist. The PE team will contact you prior to the EL placement to confirm such arrangements.

Complaints Handling Procedure

Regulation A3 in the University Academic Regulations applies to any EL placement period in the same way as any other activity in connection with study at the University. Student pharmacists are advised to familiarise themselves with both the [Academic Quality Handbook](#) and [Academic Regulations](#).

The University has a [complaints procedure](#) and in the first instance, concerns or complaints regarding EL Placements should be communicated to the Placement Officer as per the Communication Pathway (Appendix I). Alternatively, complaints can also be addressed to Professor Susannah Walsh, Dean of School Pharmacy and Life Sciences, Robert Gordon University (E-mail: susannah.walsh@rgu.ac.uk).

Attendance Requirements

The attendance of every student pharmacist at EL placement activities is monitored by the PE team for a number of reasons including:

- i. Issues Pertaining to Fitness to Practice and Effective Engagement with the MPharm Course
- ii. UK VI Policy for Students studying on Tier 4 Visa
- iii. Attendance at EL placements is mandatory to progress on the MPharm course

Attendance at all EL placements is mandatory for all student pharmacists regardless of their visa status. If a student pharmacist does not attend an EL placement, they are required to follow the Absence Policy.

Reporting Facilitator Absence

Should an EL Facilitator be absent from a scheduled EL Placement, this must be reported to the University using the MPharm EL Placement Communication Pathway (Appendix I) for approval of alternative arrangements.

Reporting Student Pharmacist Absence

Student pharmacists must report any absence from EL placement as per the Absence Policy to both the EL placement site and the University.

Experiential Learning Facilitator – Enforced Student Pharmacist Absence

If an EL facilitator deems a student pharmacist unfit to participate in their EL placement, then they must contact RGU using the Communication Pathway (Appendix I) in the first instance. An EL Facilitator – Enforced Student Pharmacist Absence Form (Appendix VIII) must then be completed and returned to the Placement Officer. This would include late attendance (not pre-approved), illness, absence of required identification, not adhering to the MPharm Dress Code Guidance (this list is not exhaustive).

Any Other Matters Related to EL Placement

For any other matters related to EL placement, please use the MPharm EL Placement Communication Pathway (Appendix I).

Whistleblowing

Whistleblowing is defined in the Standards as when a person 'raises a concern that relates to speaking up, in the public interest, about an NHS service, where an act or omission has created, or may create, a risk of harm or wrong-doing'.

Student pharmacists have been signposted to raise any concerns they have regarding a wrongdoing, patient safety and/or malpractice during any EL placement via the relevant Whistleblowing policy. They have been asked to familiarise themselves with the following Whistleblowing policies before their EL placement:

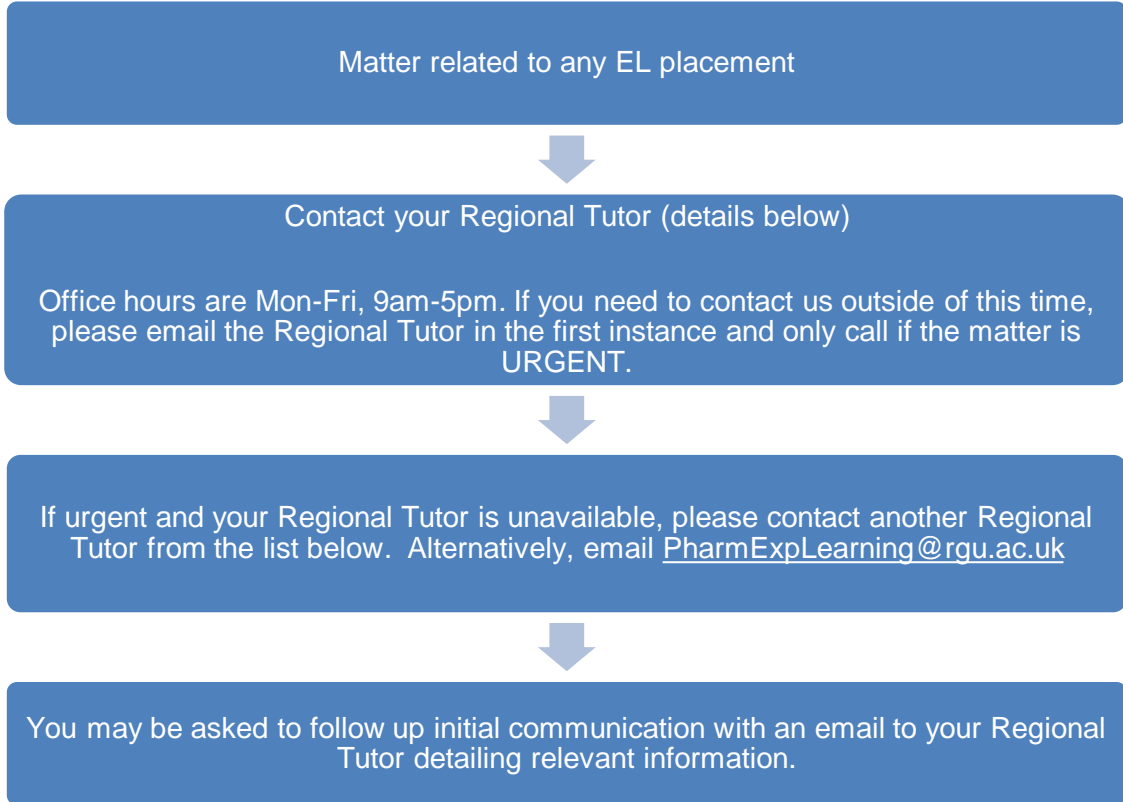
- [NHS Scotland Whistleblowing Policy](#)
- [RGU Whistleblowing Policy](#)

For any other matters or concerns related to EL placements, they have been advised to use the MPharm EL Placement Communication Pathway (Appendix I).

Appendix I: MPharm Experiential Learning (EL) Placement Communication Pathway

MPharm Experiential Learning (EL) Placement Communication Pathway

This pathway is for use by EL placement facilitators, University staff and student pharmacists. The purpose of the pathway is to provide you with clear instructions on who you should contact about any matters related to RGU EL placements.



Key Contact Details		
Name	Role	Phone/Email
Emma McElhinney	Regional Tutor: North Region (East & West) NHS Grampian, Tayside, Highland & Islands, Fife	07734 773396 e.mcelhinney1@rgu.ac.uk
Aly Brown	Regional Tutor: West Region NHS AAA, D&G, GGC, Golden Jubilee, Lanarkshire, Forth Valley, Lothian & Borders	07966 284238 alyson.brown@rgu.ac.uk
Craig McDonald	MPharm Placement Officer Please contact me if Regional Tutors are unavailable.	07384 877779 c.a.mcdonald3@rgu.ac.uk
Ranjit Barry	MPharm Course Leader Stage 1 & Stage 2	01224 262000
Elaine Youngson	MPharm Course Leader Stage 3 & Stage 4	MPharmCourseLeaders@rgu.ac.uk
Nicky Spalding	MPharm Placement Administrator	01224 262671 / 07384 878174 PharmExpLearning@rgu.ac.uk

After contact is made using the Communication Pathway, a member of the Professional Experiences Team may wish to explore this with you to determine whether any further action is required. All communications will be recorded and where necessary, a written report will be submitted to the MPharm Placement Officer. Information may be shared with the MPharm Course Leader and Professional Experiences Team as appropriate.

Appendix II: Learning Outcomes

Learning Outcomes

Stage 1

1. Develop an awareness of the role of pharmacy in patient care.
2. Develop an awareness of pharmacy processes and related record keeping.
3. Develop an awareness of the pharmacy team and relevant multidisciplinary teams.
4. Demonstrate appropriate professional behaviours and communication skills.

Stage 2

1. Understand pharmacy processes and related record keeping.
2. Undertake pharmacy calculations in practice.
3. Develop an awareness of the pharmacy team and relevant multidisciplinary teams.
4. Demonstrate appropriate professional behaviours and communication skills.

Stage 3

1. Appreciate the role of evidence-based practice in the care of individual patients.
2. Understand the use of clinical and pharmaceutical skills in the care of patients.
3. Develop an awareness of the role of the pharmacist in the practice environment you are placed.
4. Demonstrate appropriate professional behaviours and communication skills.

Stage 4

1. Integrate an understanding of pathophysiology, pharmacology and therapeutics in the production of pharmaceutical care plans.
2. Document, justify and implement evidence based pharmaceutical care plans for individual patients with multiple problems.
3. Critically evaluate information to inform and justify the rational selection of medicines for individual patients.
4. Demonstrate appropriate professional behaviours and communication skills.

Appendix III: Experiential Learning Frameworks

Introduction

This document gives an overview of defined tasks that student pharmacists could carry out under supervision to meet specified University Learning Outcomes for EL Placements in the community pharmacy setting. These have been categorized as follows:

- Safe Supply of Medicines
- Provision of Pharmacy Services
- Professional Responsibilities, Ethics & Decision Making
- Communication
- Calculations
- Clinical Governance & Quality Improvement
- Leadership & Management

The framework gives an overview of specific tasks within each category and map to relevant stages of the MPharm curriculum depending on complexity and underpinning knowledge and skills. It demonstrates how tasks build in complexity throughout the years and allows for planning of EL placement activities to allow student pharmacists to demonstrate learning outcomes and GPhC Professional Standards during their EL placements.

The individual category frameworks also contain information on suggested supervision for named tasks and gives direction on possible SLE tools that can be used to support reflective practice at each stage.

SLE tool templates can be found on the Pharmacy Turas Learn pages, under Supervision.

<https://learn.nes.nhs.scot/61754>

Each specific task has been mapped to show the level of engagement expected from the student pharmacist and can be defined as follows:

- OBS: student pharmacist should be actively engaged in observing this task take place as it will provide context and information that will be built on throughout their EL placements. It may be possible to delegate parts of the task to the student pharmacist to complete, but this will be decided by the EL facilitator on an individual basis.
- OBS/X: student pharmacists should be actively engaged in observing this task take place and contribute to aspects of the task depending on knowledge and skills. It is acknowledged that some student pharmacists may need more support in being able to actively participate in the task.
- X: student pharmacists should be actively participating and taking responsibility for carrying out the defined task under supervision. It should be noted that supervision may be direct or indirect, and this will be decided by the EL facilitator on an individual basis.

The framework is not exhaustive and there may be other opportunities for learning during EL placements that are appropriate for student pharmacists to be involved in and that will continue to support their learning in practice.

Framework for EL Placement Activities in the Community Pharmacy Setting

Activity	First Year Student Pharmacist (RGU Stage 1/ UoS Year 2)	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)
SAFE SUPPLY OF MEDICINES				
Check the validity of prescriptions	X	X	X	X
Accurately dispense medicinal products	X	X	X	X
Accurately label medicinal products	X	X	X	X
Accurately dispense different 'types' of prescriptions eg Vet, Private, NHS, Dental etc	X	X	X	X
Dispense and supply daily/weekly/instalment prescriptions	X	X	X	X
Accuracy check dispensed medicinal products	X	X	X	X
Clinically check prescribed medicinal products	OBS	OBS	X	X
Resolve supply issues eg antibiotic shortage	X	X	X	X
Accurately complete near miss and error logs	X	X	X	X
Accurately maintain pharmacy records eg CD Register/POM	X	X	X	X
Supply medicines to specific patient groups eg children, elderly, palliative care, pregnancy etc	X	X	X	X
Gather Information using a protocol eg WWHAM	X	X	X	X
Select appropriate OTC/P products for sale or supply	X	X	X	X
Provide appropriate information on medicinal products	X	X	X	X
Safety net consultations	X	X	X	X
Take appropriate action and signpost appropriately when refusing a supply of a medicine	OBS	OBS/X	X	X
Counsel on high risk medicines	OBS	OBS	X	X

Activity	First Year Student Pharmacist (RGU Stage 1/ UoS Year 2)	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)
PROVISION OF PHARMACY SERVICES				
Participate in consultation relating to Pharmacy First Plus	OBS	OBS	X	X
Provide self-care advice or make a supply under Pharmacy First	X	X	X	X
Participate in consultation relating to a PGD	OBS	OBS	X	X
Make a supply under a PGD	OBS	OBS	X	X
Use clinical examination skills in the context of a patient consultation	OBS/X	OBS/X	X	X
Undertake tasks relating to the provision of compliance aids	X	X	X	X
Dispose of medicines (out of date/patient returns) and complete associated record keeping	X	X	X	X
Participate in the delivery of private services (if available) eg travel clinic	OBS	OBS	OBS/X	OBS/X
PROFESSIONAL RESPONSIBILITIES, ETHICS & DECISION MAKING				
Respond appropriately and make adjustments as necessary to address the needs of individual or groups of patients (Equality and Diversity)	X	X	X	X
Respond to requests for prescription-only medicines from patients and health-care professionals	X	X	X	X
Respond to First Aid situations	OBS	OBS	OBS	OBS
Proactively demonstrate an approach to Protect Vulnerable Groups	X	X	X	X
Respond to 'red flag' information	X	X	X	X
Make appropriate referrals eg to the pharmacist, a GP, social support etc	X	X	X	X
Create a plan of care for the patient, including considering arrangements for appropriate follow up	OBS/X	X	X	X
Work with other members of the MDT to provide care	X	X	X	X
Provide a rationale for decision making	X	X	X	X
Provide a rationale for prescribing decisions	OBS	OBS	X	X
Apply good practice guidance for obtaining consent and consider the use of chaperones	OBS/X	OBS/X	X	X
Consider professional responsibilities and ethical situations in the context of prescribing and supply in substance misuse	OBS/X	OBS/X	X	X

Activity	First Year Student Pharmacist (RGU Stage 1/ UoS Year 2)	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)
COMMUNICATION				
Communicate effectively with members of the pharmacy team	X	X	X	X
Communicate effectively with patients	X	X	X	X
Communicate professionally by telephone	X	X	X	X
Communicate professionally by email	OBS/X	OBS/X	X	X
Communicate effectively to resolve issues	OBS	X	X	X
Resolve issues with prescribers	OBS	X	X	X
Use communication tools e.g. SBAR to accurately communicate patient information	OBS	OBS	X	X
Record interventions appropriately eg PCR/PMR	OBS	X	X	X
Provide counselling and education when required to patients, their carers or members of the public.	X	X	X	X
Communicate with the patient about their ideas, concerns & expectations of treatment	OBS	OBS	X	X
CALCULATIONS				
Undertake CD Balance checks	X	X	X	X
Manage balances/owing prescriptions	X	X	X	X
Calculate the duration/quantity needed for treatment	X	X	X	X
Correctly prepare liquid antibiotics	X	X	X	X
Undertake dose based calculations	X	X	X	X
Undertake weight based calculations	X	X	X	X
Calculate and respond to queries about breakthrough pain doses for analgesics	OBS	OBS	X	X

Activity	First Year Student Pharmacist (RGU Stage 1/ UoS Year 2)	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)
CLINICAL GOVERNANCE & QUALITY IMPROVEMENT				
Use the Yellow Card Reporting website to record adverse events	X	X	X	X
Review near miss/error logs and discuss trends and possible interventions	X	X	X	X
Undertake audit activity	X	X	X	X
Analyse and disseminate audit results	OBS	OBS	X	X
Undertake QI activity	OBS/X	OBS/X	X	X
Analyse and disseminate QI results	OBS	OBS	X	X
Be involved in service development/review	OBS	OBS	X	X
LEADERSHIP & MANAGEMENT				
Undertake prescription management processes eg counting/submission	X	X	X	X
Manage stock and participate in the ordering medicinal products	OBS	OBS/X	X	X
Delegate tasks within the team	OBS	OBS	OBS/X	X
Support the delivery of team training	OBS	OBS	OBS/X	X

SAFE SUPPLY OF MEDICINES

The safe supply of medicines is a collection of processes that are relevant to all stages of the undergraduate MPharm course as student pharmacists move from undertaking the technical and process driven aspects of medicine supply through to applying their clinical and professional knowledge in clinical and screening activities. At each stage, facilitators are encouraged to explore the student pharmacist’s decision making processes. This will develop as student pharmacists progress through the course, where justification and rationale for decisions should be explored in the context of becoming a pharmacist.

Activity	First Year Student Pharmacist (RGU Stage 1/ UoS Year 2)	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Check the validity of prescriptions	X	X	X	X		<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician
Accurately dispense medicinal products	X	X	X	X	Reflective account	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician
Accurately label medicinal products	X	X	X	X		<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician
Accurately dispense different ‘types’ of prescriptions eg Vet, Private, NHS, Dental etc	X	X	X	X		<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician
Dispense and supply daily/weekly/instalment prescriptions	X	X	X	X		<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician
Accuracy check dispensed medicinal products	X	X	X	X	DONCS	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician
Clinically check prescribed medicinal products	OBS	OBS	X	X	DONCS	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist
Resolve supply issues eg antibiotic shortage	X	X	X	X	DONCS	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist
Accurately complete near miss and error logs	X	X	X	X	Reflective account	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician
Accurately maintain pharmacy records eg CD Register/POM	X	X	X	X	Reflective account	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician

Supply medicines to specific patient groups eg children, elderly, palliative care, pregnancy etc	X	X	X	X	Case based discussion	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist
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Activity	First Year Student Pharmacist (RGU Stage 1/ UoS Year 2)	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Gather Information using a protocol eg WWHAM	X	X	X	X	Case based discussion Mini-Cex	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician
Select appropriate OTC/P products for sale or supply	X	X	X	X	Case based discussion Mini-Cex	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician
Provide appropriate information on medicinal products	X	X	X	X	Case based discussion Mini-Cex	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician
Safety net consultations	X	X	X	X	Case based discussion Mini-Cex	<ul style="list-style-type: none"> • Pharmacist
Make appropriate referrals	OBS	OBS	X	X	Case based discussion Mini-Cex	<ul style="list-style-type: none"> • Pharmacist
Take appropriate action and signpost appropriately when refusing a supply of a medicine					Case based discussion	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician •
Counsel on high risk medicines	OBS	OBS	X	X	Mini-Cex	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist

PROVISION OF PHARMACY SERVICES

This section focuses mainly on NHS Scotland Core and Extended Services, but acknowledges that there will be other activities taking place that may be part of a private contract. Student pharmacists with previous community pharmacy experience may progress through the framework at an advanced pace, but in all situations, student pharmacists should be able to justify and consider their responsibilities in the context of each activity.

Activity	First Year Student Pharmacist (RGU Stage 1/ UoS Year 2)	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Participate in consultation relating to Pharmacy First Plus	OBS	OBS	X	X	Case based discussion Mini-Cex	<ul style="list-style-type: none"> Pharmacist
Provide self-care advice or make a supply under Pharmacy First	X	X	X	X		<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Participate in consultation relating to a PGD	OBS	OBS	X	X	Case based discussion Mini-Cex	<ul style="list-style-type: none"> Pharmacist
Make a supply under a PGD	OBS	OBS	X	X		<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Use clinical examination skills in the context of a patient consultation	OBS/X	OBS/X	X	X	Direct observation of practical skills (DOPS) Mini-Cex	<ul style="list-style-type: none"> Pharmacist
Undertake tasks relating to the provision of compliance aids	X	X	X	X		<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Dispose of medicines (out of date/patient returns) and complete associated record keeping	X	X	X	X	Reflective account	<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Participate in the delivery of private services (if available) eg travel clinic	OBS	OBS	OBS/X	OBS/X		<ul style="list-style-type: none"> Pharmacist

PROFESSIONAL RESPONSIBILITIES, ETHICS & DECISION MAKING

Throughout the MPharm course, student pharmacists will develop their understanding of professional responsibilities and apply these in the practice environment. They will also develop an approach to responding to ethical situations and decision making and should be probed on their development of these processes alongside the rationale for any decision that they make while on placement.

Activity	First Year Student Pharmacist (RGU Stage 1/ UoS Year 2)	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Respond appropriately and make adjustments as necessary to address the needs of individual or groups of patients (Equality and Diversity)	X	X	X	X		<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Respond to requests for prescription-only medicines from patients and health-care professionals	X	X	X	X		<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Respond to First Aid situations	OBS	OBS	OBS	OBS		<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Proactively demonstrate an approach to Protect Vulnerable Groups	X	X	X	X		<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Respond to 'red flag' information	X	X	X	X	Case based discussion	<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Make appropriate referrals eg to the pharmacist, a GP, social support etc	X	X	X	X	Case based discussion	<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Create a plan of care for the patient, including considering arrangements for appropriate follow up	X	X	X	X	Case based discussion Mini-Cex	<ul style="list-style-type: none"> Pharmacist
Work with other members of the MDT to provide care	X	X	X	X	Case based discussion	<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist
Provide a rationale for decision making	X	X	X	X	Case based discussion	<ul style="list-style-type: none"> Pharmacist
Provide a rationale for prescribing decisions	OBS	OBS	X	X	Case based discussion	<ul style="list-style-type: none"> Pharmacist

Framework for EL Placements in Community Pharmacy



Apply good practice guidance for obtaining consent and considering the use of chaperones	OBS/X	OBS/X	X	X	Case based discussion	<ul style="list-style-type: none"> Pharmacist
Consider professional responsibilities and ethical situations in the context of prescribing and supply in substance misuse	OBS/X	OBS/X	X	X	Case based discussion	<ul style="list-style-type: none"> Pharmacist

COMMUNICATION

Throughout the MPharm course, student pharmacists will be developing their communication and consultation skills in a range of on-campus activities, simulations and during their EL Placements. EL Placements are an opportunity to demonstrate and develop communication and consultation skills with the opportunity for regular feedback. Community Pharmacy provides an opportunity for a range of situations where student pharmacists will need to communicate, both in written and in verbal form, whilst also acknowledging that non-verbal skills are important.

Activity	First Year Student Pharmacist (RGU Stage 1/ UoS Year 2)	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Communicate effectively with members of the pharmacy team	X	X	X	X	Case based discussion	<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Communicate effectively with patients	X	X	X	X	Case based discussion Mini-Cex	<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Communicate professionally by telephone	X	X	X	X	DONCS	<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Communicate professionally by email	OBS/X	OBS/X	X	X	DONCS	<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Communicate effectively to resolve issues with patients	OBS	X	X	X	DONCS	<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Communicate effectively to resolve issues with prescribers eg GP	OBS	X	X	X	Case based discussion DONCS	<ul style="list-style-type: none"> Pharmacist
Use communication tools e.g. SBAR to accurately communicate patient information	OBS	OBS	X	X	DONCS	<ul style="list-style-type: none"> Pharmacist
Record interventions appropriately eg PCR/PMR	OBS	X	X	X	DONCS	<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Provide counselling and education when required to patients, their carers or members of the public.	X	X	X	X	Mini-Cex	<ul style="list-style-type: none"> Pharmacist Trainee Pharmacist Pharmacy Technician
Communicate with the patient about their ideas, concerns & expectations of treatment	OBS	OBS	X	X	Mini-Cex	<ul style="list-style-type: none"> Pharmacist

CALCULATIONS

Being able to calculate accurately is a core skill required for all pharmacy professionals. Student pharmacists are required to demonstrate this skill throughout their MPharm study and should be proactively seeking opportunities to practise this during their EL placements.

Activity	First Year Student Pharmacist (RGU Stage 1/ UoS Year 2)	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Undertake CD Balance checks	X	X	X	X	DONCS	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician
Manage balances/owing prescriptions	X	X	X	X		
Calculate the duration/quantity needed for treatment	X	X	X	X		
Correctly prepare liquid antibiotics	X	X	X	X		
Undertake dose based calculations	X	X	X	X		
Undertake weight based calculations	X	X	X	X		
Calculate and respond to queries about breakthrough pain doses for analgesics	OBS	OBS	X	X		

CLINICAL GOVERNANCE & QUALITY IMPROVEMENT

Throughout EL placements in all areas of practice, student pharmacists are expected to engage in clinical governance and quality improvement activities alongside staff. Opportunities may vary between EL placement sites and this framework provides suggested activities that student pharmacists can be involved in and build upon throughout each year of study.

Activity	First Year Student Pharmacist (RGU Stage 1/ UoS Year 2)	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Use the Yellow Card Reporting website to record adverse events	X	X	X	X	Case based discussion	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician
Review near miss/error logs and discuss trends and possible interventions	X	X	X	X		
Undertake audit activity	X	X	X	X		
Analyse and disseminate audit results	OBS	OBS	X	X		
Undertake QI activity	OBS/X	OBS/X	X	X		
Analyse and disseminate QI results	OBS	OBS	X	X		
Be involved in service development/review	OBS	OBS	X	X		

LEADERSHIP AND MANAGEMENT

Community pharmacy provides a unique opportunity for student pharmacists to contextualise and be involved in leadership and management activities. Opportunities will vary between EL placement sites, but it is acknowledged that there are a wide variety of tasks that will encourage student pharmacists to develop their skills in this area.

Activity	First Year Student Pharmacist (RGU Stage 1/ UoS Year 2)	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Undertake prescription management processes eg counting/submission	X	X	X	X		<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician
Manage stock and participate in the ordering medicinal products	OBS	OBS/X	X	X		<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist • Pharmacy Technician
Delegate tasks within the team	OBS	OBS	OBS/X	X	DONCS	<ul style="list-style-type: none"> • Pharmacist
Support the delivery of team training	OBS	OBS	OBS/X	X	Teaching observation Reflective account	<ul style="list-style-type: none"> • Pharmacist • Trainee Pharmacist

Introduction

This document gives an overview of defined tasks that student pharmacists could carry out under supervision to meet specified University Learning Outcomes for EL Placements in the hospital setting. These have been categorised as follows:

- Safe Supply of Medicines
- Medicines Reconciliation
- Care Planning and Prioritisation
- Calculations
- DOAC Patient Education
- Discharge Screening and Patient Education

The framework gives an overview of specific tasks within each category and map to relevant stages of the MPharm curriculum depending on complexity and underpinning knowledge and skills. It demonstrates how tasks build in complexity throughout the years and allows for planning of EL placement activities to allow student pharmacists to demonstrate learning outcomes and GPhC Professional Standards during their EL placements. The individual category frameworks also contain information on suggested supervision for named tasks and give direction on possible SLE tools that can be used to support reflective practice at each stage.

SLE tool templates can be found on the Pharmacy Turas Learn pages, under Supervision.
<https://learn.nes.nhs.scot/61754>

Each specific task has been mapped to show the level of engagement expected from the student pharmacist and can be defined as follows:

- OBS: student pharmacist should be actively engaged in observing this task take place as it will provide context and information that will be built on throughout their EL placements. It may be possible to delegate parts of the task to the student pharmacist to complete, but this will be decided by the EL facilitator on an individual basis.
- OBS/X: student pharmacists should be actively engaged in observing this task take place and contribute to aspects of the task depending on knowledge and skills. It is acknowledged that some student pharmacists may need more support in being able to actively participate in the task.
- X: student pharmacists should be actively participating and taking responsibility for carrying out the defined task under supervision. It should be noted that supervision may be direct or indirect, and this will be decided by the EL facilitator on an individual basis.

The framework is not exhaustive and there may be other opportunities for learning during EL placements that are appropriate for student pharmacists to be involved in and that will continue to support their learning in practice.

Framework for EL Placement Activities in the Hospital Setting

Activity	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)
SAFE SUPPLY OF MEDICINES			
Check the validity of prescriptions	X	X	X
Accurately dispense medicinal products	X	X	X
Accuracy check dispensed medicinal products	X	X	X
Clinically check prescribed medicinal products	OBS	OBS/X	X
Accurately complete near miss and error logs	X	X	X
Accurately maintain pharmacy records eg CD Register	X	X	X
Provide patient education for medicines	OBS/X	X	X
Provide patient education for high risk medicines	OBS	X	X
MEDICINES RECONCILIATION			
Gather information from patient and at least one other source	X	X	X
Identify discrepancies from information gathered	X	X	X
Discuss and resolve any issues identified with MDT	OBS	X	X
Provide patient education relating to any issues identified	OBS	X	X
CARE PLANNING AND PRIORITISATION			
Identify care issues	OBS	X	X
Prioritise care issues for individual patients	OBS	X	X
Identify appropriate monitoring needs for individual patients	OBS	X	X
Identify RAG rating for individual patients	OBS	X	X
Make suggestions on how to resolve care issues	OBS	X	X
Discuss and resolve any issues identified with MDT	OBS	OBS/X	X
Prioritise and manage care for groups of patients	OBS	OBS/X	X
CALCULATIONS			
Undertake dispensary calculations	X	X	X
Accurately calculate doses for safe administration of medicines	X	X	X
Undertake pharmacokinetic calculations	X	X	X
Undertake ward based calculations	OBS/X	X	X
Calculate renal clearance	OBS/X	X	X
Undertake calculations for high risk medicines (eg gentamicin & vancomycin)	OBS/X	X	X
DOAC PATIENT EDUCATION			
Provide patient education relating to DOAC prescribing	OBS	X	X
DISCHARGE SCREENING & PATIENT EDUCATION			
Undertake discharge screening for individual patients	OBS	OBS/X	X
Provide patient education (as appropriate)	OBS	OBS/X	X
Discuss and resolve any issues identified with MDT	OBS	OBS/X	X
Consider and make recommendations on the continuity of care for individual patients	OBS	OBS/X	X

Safe Supply of Medicines

Dispensing as a process is relevant to all stages of the undergraduate MPharm course as student pharmacists move from undertaking the technical and process driven aspects of dispensing through to applying their clinical and professional knowledge in clinical and screening activities.

Safe Supply of Medicines	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Check the validity of prescriptions	X	X	X		<ul style="list-style-type: none"> Pharmacy Technician Pharmacist
Accurately dispense medicinal products	X	X	X	<ul style="list-style-type: none"> DONCS Reflective account (reflect on approach e.g. develop accuracy checking checklist) 	<ul style="list-style-type: none"> Pharmacy support worker Pharmacy Technician Trainee pharmacist Pharmacist
Accuracy check dispensed medicinal products	X	X	X		<ul style="list-style-type: none"> Pharmacy Technician Pharmacist
Clinically check prescribed medicinal products	OBS	OBS/X	X	<ul style="list-style-type: none"> Case based discussion 	<ul style="list-style-type: none"> Pharmacist
Accurately complete near miss and error logs	X	X	X	<ul style="list-style-type: none"> Reflective account (reflect on use and importance of error logs) 	<ul style="list-style-type: none"> Pharmacy Technician Pharmacist
Accurately maintain pharmacy records eg CD Register	X	X	X		<ul style="list-style-type: none"> Pharmacy Technician Pharmacist
Provide patient education for medicines	OBS/X	X	X	<ul style="list-style-type: none"> Mini-Cex 	<ul style="list-style-type: none"> Pharmacy Technician (specifically trained for eg Roaccutane) Pharmacist
Provide patient education for high risk medicines	OBS	X	X	<ul style="list-style-type: none"> Mini-Cex 	<ul style="list-style-type: none"> Pharmacist

Medicines Reconciliation

Medicines Reconciliation can be broken down into 3 distinct processes for student pharmacist placements. In the early stages of the undergraduate course, this will focus on gathering information and identifying, moving on to resolving issues and patient education in the latter stages of the course. It may be that this links with care planning activities for the final two stages of the course depending on the case being worked on.

Medicines Reconciliation	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Gather information from patient and at least one other source	X	X	X	<ul style="list-style-type: none"> • Mini-CEX 	<ul style="list-style-type: none"> • Pharmacy Technician • Pharmacist • signed off Trainee Pharmacist
Identify discrepancies from information gathered	X	X	X	<ul style="list-style-type: none"> • Case based discussion 	<ul style="list-style-type: none"> • Pharmacy Technician • Pharmacist • signed off Trainee Pharmacist
Discuss and resolve any issues identified with MDT	OBS	X	X	<ul style="list-style-type: none"> • Case based discussion • Mini-CEX 	<ul style="list-style-type: none"> • Pharmacist
Provide patient education relating to any issues identified	OBS	X	X	<ul style="list-style-type: none"> • Mini-CEX 	<ul style="list-style-type: none"> • Pharmacist

Care Planning and Prioritisation

Student pharmacists in the final two years of the undergraduate curriculum will be expected to consider care planning, firstly for individual patients and then for groups of patients. This should include consideration of how to prioritise patients both individually and as groups. In the final stage of the course, student pharmacists would be expected to have discussions with member of the MDT to resolve care issues.

Care Planning and Prioritisation	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Identify care issues	OBS	X	X	<ul style="list-style-type: none"> Case based discussion 	<ul style="list-style-type: none"> Pharmacist
Prioritise care issues for individual patients	OBS	X	X	<ul style="list-style-type: none"> Case based discussion 	<ul style="list-style-type: none"> Pharmacist
Identify appropriate monitoring needs for individual patients	OBS	X	X	<ul style="list-style-type: none"> Case based discussion 	<ul style="list-style-type: none"> Pharmacist
Identify RAG rating for individual patients	OBS	X	X	<ul style="list-style-type: none"> Case based discussion 	<ul style="list-style-type: none"> Pharmacist
Make suggestions on how to resolve care issues	OBS	X	X	<ul style="list-style-type: none"> Case based discussion 	<ul style="list-style-type: none"> Pharmacist
Discuss and resolve any issues identified with MDT	OBS	OBS/X	X	<ul style="list-style-type: none"> Case based discussion DONCS 	<ul style="list-style-type: none"> Pharmacist
Prioritise and manage care for groups of patients	OBS	OBS/X	X	<ul style="list-style-type: none"> Case based discussion ACAT 	<ul style="list-style-type: none"> Pharmacist

Calculations

Calculations are a fundamental skill required at all levels of practice. Suggested activities move from simple calculations to more complex calculations and should be included in all EL placements.

Calculations	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Undertake dispensary calculations	X	X	X		<ul style="list-style-type: none"> Pharmacy Technician Pharmacist
Accurately calculate doses for safe administration of medicines	X	X	X		<ul style="list-style-type: none"> Pharmacist
Undertake pharmacokinetic calculations	X	X	X		<ul style="list-style-type: none"> Pharmacist
Undertake ward based calculations	OBS/X	X	X		<ul style="list-style-type: none"> Pharmacist
Calculate renal clearance	OBS/X	X	X	<ul style="list-style-type: none"> Case based discussion 	<ul style="list-style-type: none"> Pharmacist
Undertake calculations for high risk medicines (eg gentamicin & vancomycin)	OBS/X	X	X	<ul style="list-style-type: none"> Case based discussion 	<ul style="list-style-type: none"> Pharmacist

DOAC Patient Education

Local guidance is available for DOAC patient education and student pharmacists in the final two years of the course should undertake this as appropriate.

DOAC patient education	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Provide patient education relating to DOAC prescribing	OBS	X	X	<ul style="list-style-type: none"> Mini-CEX 	<ul style="list-style-type: none"> Pharmacy Technician Pharmacist signed off Trainee Pharmacist

Discharge Screening and Patient Education

Discharge screening and patient education encourages students to consider professional responsibilities in the context of the final pharmacy processes prior to discharge. This should consolidate student pharmacists' knowledge and skills and encourage responsibility for clinical checking, screening and professional decisions.

Discharge Screening and Patient Education	Second Year Student Pharmacist (RGU Stage 2/ UoS Year 3)	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Undertake discharge screening for individual patients	OBS	OBS/X	X	<ul style="list-style-type: none"> Case based discussion 	<ul style="list-style-type: none"> Pharmacist
Provide patient education (as appropriate)	OBS	OBS/X	X	<ul style="list-style-type: none"> Mini-CEX 	<ul style="list-style-type: none"> Pharmacist
Discuss and resolve any issues identified with MDT	OBS	OBS/X	X	<ul style="list-style-type: none"> Case based discussion 	<ul style="list-style-type: none"> Pharmacist
Consider and make recommendations on the continuity of care for individual patients	OBS	OBS/X	X	<ul style="list-style-type: none"> Case based discussion 	<ul style="list-style-type: none"> Pharmacist

Introduction

This document gives an overview of defined tasks that student pharmacists could carry out to meet specified University Learning Outcomes for EL Placements in the primary care setting. These have been categorised as follows:

- Acute Prescription Requests
- Re-authorisation of Repeat Prescriptions
- Prescribing Quality and Strategy
- Medicines Reconciliation
- Medicine Queries
- Patient Education
- High Risk Drug Monitoring
- Care Planning and Prioritisation

The framework gives an overview of specific tasks within each category and map to relevant stages of the MPharm curriculum depending on complexity and underpinning knowledge and skills. It demonstrates how tasks build in complexity throughout the years and allows for planning of EL placement activities to allow student pharmacists to demonstrate learning outcomes and GPhC Professional Standards during their EL placements. The individual category frameworks also contain information on suggested supervision for named tasks and give direction on possible SLE tools that can be used to support reflective practice at each stage.

SLE tool templates can be found on the Pharmacy Turas Learn pages, under Supervision.

<https://learn.nes.nhs.scot/61754>

Each specific task has been mapped to show the level of engagement expected from the student pharmacist and can be defined as follows:

- OBS: student pharmacist should be actively engaged in observing this task take place as it will provide context and information that will be built on throughout their EL placements. It may be possible to delegate parts of the task to the student pharmacist to complete, but this will be decided by the EL facilitator on an individual basis.
- OBS/X: student pharmacists should be actively engaged in observing this task take place and contribute to aspects of the task depending on knowledge and skills. It is acknowledged that some student pharmacists may need more support in being able to actively participate in the task.
- X: student pharmacists should be actively participating and taking responsibility for carrying out the defined task under supervision. It should be noted that supervision may be direct or indirect, and this will be decided by the EL facilitator on an individual basis.

The framework is not exhaustive and there may be other opportunities for learning during EL placements that are appropriate for student pharmacists to be involved in and that will continue to support their learning in practice.

Framework for EL Placement Activities in the Primary Care Setting

Activity	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)
ACUTE PRESCRIPTION REQUESTS		
Review acute prescription requests and evaluate clinical appropriateness	X	X
Demonstrate clinical decision making for actioning/authorising acute medication requests	X	X
Analyse clinical history and appropriate clinical parameters	X	X
Carry out patient education or consultation (via phone or face to face)	OBS/X	X
Make clear and concise journal entry in patient medication record	OBS	X
RE-AUTHORISATION OF REPEAT PRESCRIPTIONS		
Identify the requested medication is on the list of repeat medicines	X	X
Check that the patient has received the medication for an appropriate and current indication	X	X
Assess that patient monitoring for requested medication is appropriate and up to date	OBS/X	X
Re-authorise prescription	OBS	X
Make clear and concise journal entry in patient medication record	OBS	X
PRESCRIBING QUALITY AND STRATEGY		
Run searches: using GP practice medicines management system, STU tool, PRISM	X	X
Develop knowledge of national therapeutic indicators and develop awareness of health board medicines budget	X	X
Implement prescribing quality and strategy local priorities to enhance patient centred care e.g. follow local medicines protocol to undertake prescribing review	X	X
Carry out medication reviews (e.g. non-clinical medication review (NCOMR) or polypharmacy)	X	X
MEDICINES RECONCILIATION		
Gather information to reconcile medication history and establish ongoing treatment plan.	X	X
Update patient medication record with medication changes	X	X
Demonstrate an ability to identify and resolve medicines reconciliation issues	OBS/X	X
Carry out patient education	X	X
Communicate with MDT to resolve issues	OBS/X	X
Make clear and concise journal entry in patient medication record	OBS	X

Activity	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)
MEDICINE QUERIES		
Receive medicine query and capture all relevant information required	X	X
Determine urgency for query	X	X
Demonstrate knowledge of appropriate reference sources	X	X
Demonstrate systemic and logical approach to researching query	OBS	X
Formulate clear, concise, professional and safe answer	X	X
Clearly communicate enquiry response with the enquirer	OBS/X	X
Document enquiry using local enquiry database	OBS	X
PATIENT EDUCATION		
Carry out patient education Examples may include*: <ul style="list-style-type: none"> - New medication - Directions for use - Recent discharge from hospital - Therapeutic monitoring - High risk medicines - Public health and lifestyle advice *This list is not exhaustive	X	X
HIGH RISK DRUG MONITORING		
Demonstrates knowledge of high risk drug monitoring	X	X
Discuss appropriate follow up and review of high risk medicines with members of the MDT to ensure clear plan for patient review	OBS	X
Arrange blood monitoring for high risk medicines	OBS	X
Formulate appropriate care plan for high risk drug medicines and document in the patient medication record	X	X
Carry out patient education	X	X
CARE PLANNING AND PRIORITISATION		
Identify care issues	X	X
Prioritise care issues for individual patients	OBS/X	X
Identify appropriate monitoring needs for individual patients	X	X
Suggest actions to resolve care issues	X	X
Resolve identified care issues through discussion with MDT	OBS/X	X

Acute Prescription Requests

Acute prescription requests are core task undertaken in the primary care setting. Student pharmacists will apply their clinical and professional knowledge in assessing appropriateness of acute prescription requests. Complexity of requests will increase based on experience and year of study.

Acute Prescription Requests	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Review acute prescription requests and evaluate clinical appropriateness	X	X	Case based discussion Reflective account	Pharmacist
Demonstrate clinical decision making for actioning/authorising acute medication requests	X	X		
Analyse clinical history and appropriate clinical parameters	X	X		
Carry out patient education or consultation (via phone or face to face)	OBS/X	X	Mini-CEX	Pharmacy Technician Pharmacist
Make clear and concise journal entry in patient medication record	OBS	X	DONCS Reflective account	Pharmacy Technician Pharmacist

Re-authorisation of Repeat Prescriptions

Student pharmacists will apply their clinical and professional knowledge in assessing appropriateness of repeat prescription requests. Complexity of requests will increase based on experience and year of study.

Re-authorisation of repeat prescriptions	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/UoS Year 5)	Supportive SLEs	Staff supervision
Identify the requested medication is on the list of repeat medicines	X	X	Case based discussion Reflective account	Pharmacy Technician
Check that the patient has received the medication for an appropriate and current indication	X	X		Pharmacy Technician Pharmacist
Assess that patient monitoring for requested medication is appropriate and up to date	OBS/X	X		Pharmacist
Re-authorise prescription	OBS	X		Pharmacist
Make clear and concise journal entry in patient medication record	OBS	X		Case based discussion Reflective account DONCS



Prescribing Quality and Strategy

Prescribing quality and strategy encourages student pharmacists to consider professional responsibilities in the context of the primary care pharmacist.

Prescribing quality and strategy	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Run searches: using GP practice medicines management system, STU tool, PRISM	X	X	DONCS Reflective account	Pharmacy Technician Pharmacist
Develop knowledge of national therapeutic indicators and develop awareness of health board medicines budget	X	X		
Implement prescribing quality and strategy local priorities to enhance patient centred care e.g. follow local medicines protocol to undertake prescribing review	X	X	Cased based discussion Reflective account Mini-CEX	
Carry out medication reviews (e.g. non-clinical medication review (NCMR) or polypharmacy)	X	X	Mini-CEX Case based discussion DONCS	

Medicines Reconciliation

Medicines Reconciliation can be broken down into distinct processes for student pharmacist EL placements. In the early stages of the undergraduate course, this will focus on gathering information and identifying, moving on to resolving issues and patient education in the latter stages of the course. It may be that this links with care planning activities depending on the case being worked on.

Medicines Reconciliation	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Gather information to reconcile medication history and establish ongoing treatment plan.	X	X	Case based discussion Mini-CEX Reflective account	Pharmacy Technician Pharmacist
Update patient medication record with medication changes	X	X		
Demonstrate an ability to identify and resolve medicines reconciliation issues	OBS/X	X		
Carry out patient education	X	X	DONCS Reflective account	Pharmacy Technician Pharmacist
Communicate with MDT to resolve issues	OBS/X	X	Mini-CEX	Pharmacy Technician Pharmacist
Make clear and concise journal entry in patient medication record	OBS	X	Case based discussion DONCS	Pharmacist

Medicine Queries

Answering medicine queries are a fundamental skill required at all levels of practice and all areas of pharmacy. Suggested activities move from simple queries to more complex queries and should be included in all EL placements.

Medicine queries	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Receive medicine query and capture all relevant information required	X	X	Case based discussion	Pharmacy Technician
Determine urgency for query	X	X	Reflective account	Pharmacist
Demonstrate knowledge of appropriate reference sources	X	X	Case based discussion Reflective account	Pharmacist
Demonstrate systemic and logical approach to researching query	OBS	X		
Formulate clear, concise, professional and safe answer	X	X		
Clearly communicate enquiry response with the enquirer	OBS/X	X		
Document enquiry using local enquiry database	OBS	X		
Receive medicine query and capture all relevant information required	X	X		

Patient Education

Local guidance is available for patient education and student pharmacists in the final two years of the course should undertake this as appropriate.

Patient education	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Carry out patient education Examples may include*: <ul style="list-style-type: none"> - New medication - Directions for use - Recent discharge from hospital - Therapeutic monitoring - High risk medicines - Public health and lifestyle advice *This list is not exhaustive	X	X	Mini-CEX	Pharmacy Technician Pharmacist

High Risk Drug Monitoring

Student pharmacists should be able to demonstrate their clinical knowledge of high risk medications and understand how these patients are managed in the primary care setting.

High risk medicines include warfarin, insulin, methotrexate, lithium, DOACs.

High risk drug monitoring	Third Year Student Pharmacist (RGU Stage 3/ UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/ UoS Year 5)	Supportive SLEs	Staff supervision
Demonstrates knowledge of high risk drug monitoring	X	X	Case based discussion Reflective account	Pharmacist
Discuss appropriate follow up and review of high risk medicines with members of the MDT to ensure clear plan for patient review	OBS	X	Case based discussion DONCS Reflective account	
Arrange blood monitoring for high risk medicines	OBS	X		
Formulate appropriate care plan for high risk drug medicines and document in the patient medication record	X	X		
Carry out patient education	X	X	Mini-CEX	



Care Planning and Prioritisation

Student pharmacists in the final two years of the undergraduate curriculum will be expected to consider care planning, firstly for individual patients and then for groups of patients. This should include consideration of how to prioritise patients both individually and as groups. In the final stage of the course, student pharmacists would be expected to have discussions with member of the MDT to resolve care issues.

Care Planning and Prioritisation	Third Year Student Pharmacist (RGU Stage 3/UoS Year 4)	Fourth Year Student Pharmacist (RGU Stage 4/UoS Year 5)	Supportive SLEs	Staff supervision
Identify care issues	X	X	Case based discussion Reflective account	Pharmacist
Prioritise care issues for individual patients	OBS/X	X		
Identify appropriate monitoring needs for individual patients	X	X		
Suggest actions to resolve care issues	X	X		
Resolve identified care issues through discussion with MDT	OBS/X	X	Case based discussion DONCS	

Appendix IV: Experiential Learning Placement Attendance Record

Appendix V: MPharm Standards of Behaviour – Experiential Learning Placements

MPharm Standards of Behaviour – Experiential Learning Placements

While you are on Experiential Learning (EL) placement as a student pharmacist, you will not only be representing yourself as a future pharmacist but you will also be representing Robert Gordon University. RGU and EL facilitators expect all student pharmacists to behave in a professional manner being courteous to all members of staff, patients/service users and members of the public.

You must read, agree and adhere to the following standards at all times during EL placements:

- You must adhere to the [GPhC Standards for Pharmacy Professionals](#) at all times.
- You must adhere to the MPharm Dress Code Guidance for all EL placements.
- You must bring your RGU matriculation card and display this for the duration of the placement in your RGU student pharmacist lanyard (this identifies you as a RGU student pharmacist who is authorised to be on EL placement and without it you will not be allowed to attend the EL placement).
- You must wear your RGU student pharmacist magnetic badge at all times during your EL placement.
- You must arrive at your EL placement at the time agreed with your EL facilitator. Allow enough travel time to make sure you arrive on time (transport may be slower than normal at peak times).
- You should not take unnecessary materials or valuables with you as there may not be anywhere to safely store such items.
- You must adhere to organisation-specific requirements.
- You should only consume food (including chewing gum) and drinks in designated areas.
- Mobile phones should only be used for learning purposes with the agreement of your EL facilitator during EL placement hours.
- You must not attend the placement if you have been drinking alcohol or are hungover. You will be asked to leave the placement immediately and a report raised with the MPharm Placement Officer.
- Smoking or use of e-cigarettes are not permitted on or around the premises (as specified by the organisation concerned).
- You must always behave in a professional manner.
- You must respect the patients'/service users' right to privacy and if a patient/service user does not want you present during their consultation, please accept this and move on to another activity.
- You must report any absences in accordance with the MPharm Professional Experiences Absence Policy.
- You must treat all information (whether about patients/service users or the organisation) you receive as confidential. You must ensure that you do not record any patient/service user details. It is a criminal offence under the Data Protection Act to divulge any information about patient records.
- You should always be polite and courteous to service users, patients, staff and members of the public.
- You must not impersonate a pharmacist or member of pharmacy support staff.
- You must always observe safe working practice, taking care of yourself and others.
- You should be familiar with procedures in the event of a fire or emergency.
- If you are involved in an accident, you must report it immediately to the pharmacist in charge and to the Professional Experiences team as soon as possible.

Appendix VI: Social Media Guide for Student Pharmacists

Social Media Guide for Student Pharmacists

Scope

This guide is a reminder of your responsibilities for using social media appropriately as a student pharmacist and refers to all social media and online platforms. First and foremost, you are required to adhere to the GPhC guidance document [Demonstrating professionalism online](#) which should be read in conjunction with the [Standards for Pharmacy Professionals](#). It is important to consider and fully understand your responsibilities online as a student pharmacist and as an RGU student.

Guidance Principles

These apply to your use of social media as a student pharmacist. You should be aware that there is no distinction between your personal and professional use of social media. As a student pharmacist, your online behaviours should always remain appropriate.

- You should adhere to all relevant regulatory, professional and organisational guidance for the use of social media.
- Information created online can remain available for a long period of time and caution should be used in posting content, including images.
- You should refrain from posting content that is defamatory, pornographic, harassing or libellous in nature.
- You must not share any information which is considered confidential or which may be business sensitive. This may not always be immediately obvious e.g. a prescriber code or name of a hospital or GP surgery, or an invoice from a business and care should be taken to ensure that any information shared does not breach confidentiality.
- You must not share information relating to patients.
- You must have appropriate permission to share any information from an EL placement site.
- You must not share any ID badges or staff badges with company or NHS Board information visible.
- Your use of social media should not interfere with your responsibilities either in class or on EL placement.
- You must not share photographs or information about students, staff, patients, public or placement facilitators without permission.
- Whilst many social media platforms provide the option for 'private' conversations to take place, care should be exercised as due to the online nature of such platforms, content is never guaranteed to be fully private.

Appendix VII: MPharm Dress Code Guidance



RGU School of Pharmacy and Life
Sciences
MPharm Dress Code Guidance

MPharm Dress Code Guidance

This Dress Code Guidance applies to all Professional Experiences. It is not exhaustive but provides a guide for you to follow. Professional Experiences include the following:

- Experiential Learning (EL) placements in the hospital setting.
- EL placements in the community pharmacy setting.
- EL placements in sheltered housing
- Simulated environments (including N501 and the Clinical Skills Centre)
- Any situation where you will encounter patients (including simulated patients).
- Any other EL placement.

Information specific to the hospital and community pharmacy settings is provided in this document, and where additional information is required, this will be emailed to you by the Professional Experiences team or by your EL facilitator prior to your EL placement.

If you cannot comply with this Dress Code Guidance, you **MUST** inform the Professional Experiences team as soon as possible, but prior to any Professional Experience. Adjustments will be accommodated whenever possible.

Contacts

MPharm Placement Officer: Craig McDonald

E: c.a.mcdonald3@rgu.ac.uk

T: +44 (0)7384 877779

MPharm Professional Experiences Team
Regional Tutors and MPharm Placement Administrator:

E: PharmExpLearning@rgu.ac.uk

General Information

Student pharmacists are expected to present themselves in a manner appropriate to working in a professional pharmacy environment.

For ALL EL placements and professional experiences:

- Photo ID badges must be presented in an RGU Student Pharmacist lanyard to confirm identification (please note these may have to be removed during an EL placement depending on setting requirements).
- RGU Student Pharmacist magnetic badges must be worn.
- All clothes must be suitable for work - clean, pressed and in good repair.

Personal hygiene

- High standards of personal cleanliness must be observed.
- Sores, cuts and grazes must be covered with a clean dressing or plaster.

The following is guidance on acceptable professional dress. If further information is required in addition to what is provided in this document, this will be communicated to you by the Professional Experiences team or your EL facilitator.

The following are considered appropriate options for Professional Experiences:

- Smart blouse/shirt/top.
- Smart trousers.
- Skirt/dress - should be of an appropriate length.
- Tie (appropriate to the professional environment).

The following would NOT be considered appropriate options:

- Tops that are revealing and/or have thin straps.
- Denim jeans, jeggings, shorts, short skirts.
- Clothing which exposes the midriff or underwear.

Dress Code Guidance – Setting Specific Information

Hospital Settings

Compliance with Hand Hygiene Protocol:

- Sleeves will be either short, $\frac{3}{4}$ length or rolled up away from the wrists to enable effective hand decontamination to be carried out and reduce risk of cross infection.
- Fingernails must be kept short and clean. False fingernails including gel nails are not appropriate. Nail varnish must not be worn.
- Rings with stones, ridges, sharp edges or crevices must not be worn. A plain, smooth 'wedding' band is acceptable.
- Wrist watches must not be worn.

Other Key Points:

- Ties should not be worn.
- Hair must be clean, neat and tidy. Longer hair must be clipped back from the face and always tied up off the collar in clinical areas.
- Head wear must be clean and must not obscure the face while delivering patient care. Headscarves will be worn in a way which avoids contact with patients and their immediate surroundings.
- Make up should be minimal.
- Necklaces and long dangling earrings should not be worn. A maximum of one pair of stud earrings can be worn.
- Soft soled, closed toe shoes must be worn to protect against spillage or sharps.

Community setting

- Enclosed footwear must be worn - trainers, flip-flops or similar are not permitted.
- High-heeled shoes may pose a health and safety risk and are not appropriate for the professional environment.

Appendix VIII: EL Placement Induction Checklist

EL Placement Induction Checklist

Suggested Task	Complete
Introduction to workplace and tour of site	
Introduction to experiential learning facilitator and staff	
Timekeeping	
Tea/meal breaks and facilities	
General health and safety, including handling sharps	
Dealing with hazardous materials	
Fire alarm system explained	
Escape routes and assembly points identified	
Action to be taken on discovering fire	
Location and use of fire-fighting equipment	
Smoking policy explained	
First aid and facilities	
Reporting of accident and safety issues	
Hand washing and general hygiene	
Confidentiality and sensitivity of patient information	
Dealing with threatening and/or violent behaviour	
Discussion about aims and objectives for placement based on pre-EL communication form and framework	

I have received information, instruction and advice on the areas detailed above. I understand the health & safety and governance issues concerning my Experiential Learning and will, as far as is reasonably practicable, ensure that the procedures and practices are followed in accordance with the specifications. I am aware of and agree to abide by the Health and Safety Regulations of the host organisation and the governance procedures.

Signed (Student Pharmacist) & Date		
Name (Student Pharmacist)		
Signed (EL Facilitator) & Date		
Name (EL Facilitator)		

Appendix IX: Experiential Learning Facilitator – Enforced Student Pharmacist Absence

EL Facilitator: Enforced Student Pharmacist Absence Form

This form must be completed by the EL Facilitator if they have enforced the absence of a student pharmacist from an EL placement.

Student Pharmacist Name	
EL Facilitator Name	
EL Site Address	
Date & Time	
Reason for enforced absence (please check the box which applies)	<input type="checkbox"/> Health/illness related reason <input type="checkbox"/> Issue related to professional dress (including student pharmacist presentation without all three of the following: student ID badge, student pharmacist lanyard, magnetic student pharmacist badge) <input type="checkbox"/> Issue related to professional behaviour <input type="checkbox"/> Other (describe below)
Please document further details below to justify reason(s) for enforced absence. N.B. this form will be used by the student pharmacist as supporting evidence of their absence from EL placement. Attendance at EL placement is mandatory and contributes to assessment portfolio for the MPharm course.	
Signed (EL Facilitator)	
Date (EL Facilitator)	

Please email the completed form to the Professional Experiences team PharmExpLearning@rgu.ac.uk.

This form will be reviewed and discussed with the student pharmacist.