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

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)
MEDICINE QUERIES			
Receive medicine query and capture all relevant information required	OBS/X	X	X
Determine urgency for query	OBS/X	X	X
Demonstrate knowledge of appropriate reference sources	OBS/X	X	X
Demonstrate systemic and logical approach to researching query	OBS/X	X	X
Formulate clear, concise, professional and safe answer	OBS	X	X
Clearly communicate enquiry response with the enquirer	OBS	OBS/X	X
Document enquiry using local enquiry database	OBS	OBS/X	X
PATIENT EDUCATION			
Carry out patient education Examples may include*: - New medication - Directions for use - Recent discharge from hospital - Therapeutic monitoring - High risk medicines - Public health and lifestyle advice *This list is not exhaustive	OBS/X	X	X
HIGH RISK DRUG MONITORING			
Demonstrates knowledge of high risk drug monitoring	OBS/X	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	OBS/X	X
Arrange blood monitoring for high risk medicines	OBS	OBS/X	X
Formulate appropriate care plan for high risk drug medicines and document in the patient medication record	OBS	X	X
Carry out patient education	OBS/X	X	X
CARE PLANNING AND PRIORITISATION			
Identify care issues	OBS/X	X	X
Prioritise care issues for individual patients	OBS/X	X	X
Identify appropriate monitoring needs for individual patients	OBS/X	X	X
Suggest actions to resolve care issues	OBS/X	X	X
Resolve identified care issues through discussion with MDT	OBS/X	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	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
Review acute prescription requests and evaluate clinical appropriateness	OBS	X	X	Case based discussion Reflective account	Pharmacist
Demonstrate clinical decision making for actioning/authorising acute medication requests	OBS	X	X		
Analyse clinical history and appropriate clinical parameters	OBS/X	X	X		
Carry out patient education or consultation (via phone or face to face)	OBS/X	X	X	Mini-CEX	Pharmacy Technician Pharmacist
Make clear and concise journal entry in patient medication record	OBS/X	OBS/X	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	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 the requested medication is on the list of repeat medicines	X	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 | X | | Pharmacy Technician

Pharmacist |
| Assess that patient monitoring for requested medication is appropriate and up to date | OBS/X | X | X | | Pharmacist |
| Re-authorise prescription | OBS | OBS/X | X | | Pharmacist |
| Make clear and concise journal entry in patient medication record | OBS/X | OBS/X | X | Case based discussion

Reflective account

DONCS | Pharmacy Technician |

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	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
Run searches: using GP practice medicines management system, STU tool, PRISM	OBS/X	X	X	DONCS Reflective account	Pharmacy Technician Pharmacist
Develop knowledge of national therapeutic indicators and develop awareness of health board medicines budget	OBS/X	X	X		
Implement prescribing quality and strategy local priorities to enhance patient centred care e.g. follow local medicines protocol to undertake prescribing review	OBS/X	X	X	Cased based discussion Reflective account Mini-CEX	
Carry out medication reviews (e.g. non-clinical medication review (NCMR) or polypharmacy)	OBS/X	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	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 to reconcile medication history and establish ongoing treatment plan.	OBS/X	X	X	Case based discussion

Mini-CEX

Reflective account | Pharmacy Technician

Pharmacist |
| Update patient medication record with medication changes | X | X | X | | |
| Demonstrate an ability to identify and resolve medicines reconciliation issues | OBS/X | OBS/X | X | | |
| Carry out patient education | OBS/X | X | X | DONCS

Reflective account | Pharmacy Technician

Pharmacist |
| Communicate with MDT to resolve issues | OBS/X | X | X | Mini-CEX | Pharmacy Technician

Pharmacist |
| Make clear and concise journal entry in patient medication record | OBS/X | OBS/X | 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	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
Receive medicine query and capture all relevant information required	OBS/X	X	X	Case based discussion	Pharmacy Technician
Determine urgency for query	OBS/X	X	X	Reflective account	Pharmacist
Demonstrate knowledge of appropriate reference sources	OBS/X	X	X	Case based discussion	Pharmacist
Demonstrate systemic and logical approach to researching query	OBS/X	X	X		
Formulate clear, concise, professional and safe answer	OBS	X	X	Reflective account	
Clearly communicate enquiry response with the enquirer	OBS	OBS/X	X		
Document enquiry using local enquiry database	OBS	OBS/X	X		

Patient Education

Local guidance is available for patient education and student pharmacists should undertake this as appropriate.

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

Carry out patient education
Examples may include*:
  - New medication
  - Directions for use
  - Recent discharge from hospital
  - Therapeutic monitoring
  - High risk medicines
  - Public health and lifestyle advice
*This list is not exhaustive
	OBS/X	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	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
Demonstrates knowledge of high risk drug monitoring	OBS/X	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	OBS/X	X		
Arrange blood monitoring for high risk medicines	OBS	OBS/X	X	Case based discussion DONCS Reflective account	
Formulate appropriate care plan for high risk drug medicines and document in the patient medication record	OBS	X	X		
Carry out patient education	OBS/X	X	X	Mini-CEX	

Care Planning and Prioritisation

Student pharmacists 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. As student pharmacists progress on the course, they will 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	X	Case based discussion Reflective account	Pharmacist
Prioritise care issues for individual patients	OBS/X	X	X		
Identify appropriate monitoring needs for individual patients	OBS/X	X	X		
Suggest actions to resolve care issues	OBS/X	X	X		
Resolve identified care issues through discussion with MDT	OBS/X	X	X	Case based discussion DONCS	