

# **Post-registration Foundation Pharmacist Credentialing**

## **E-portfolio guide for Learners**

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#### **Update 17/1/22**

##### **The following sections have been added:**

- 3.4 Entering your programme details
- 5.2 Intermediate progress review
- 8.12 Multi-source feedback
- 8.13 Patient survey
- 12 Archiving records



## 1. Introduction

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

Pharmacists who are developing evidence as part of a structured training programme should be supported by an educational supervisor who will have access to the individual's E-portfolio. Depending on how the independent prescribing part of your training programme is delivered, you may also require your designated prescribing practitioner to have access to your E-portfolio.

## 2. Using the E-portfolio

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


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

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

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

### 2.1 Help and additional information

Throughout the E-portfolio, we have included additional help information to explain what you need to do.

Where there is additional help information, you will see “**click to toggle**” or a question mark symbol. 

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

## Direct Observation of Practical Skills (DOPS)

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



## Direct Observation of Practical Skills (DOPS)

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

### Instructions:

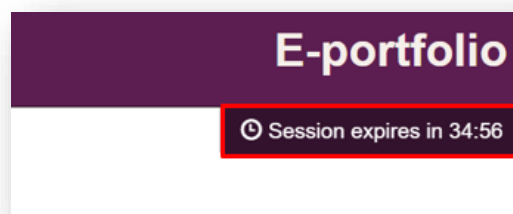
- Provide feedback on what the pharmacist did well and areas for development.
- The overall rating should reflect the expected level of a post-registration foundation pharmacist as defined in the curriculum.
- 'Needs improvement' means that either the pharmacist did not cover the identified area to a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

[◀ Back](#)

## 2.2 Session Timer

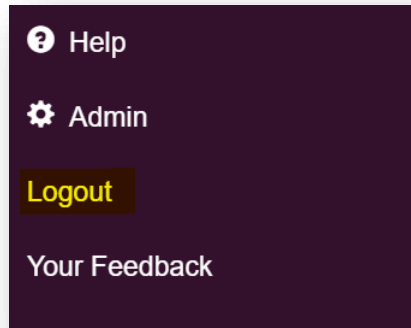
You will notice a timer in the top right-hand corner of the screen. This is a countdown of inactivity. If you are inactive for a period of 35 minutes, you will automatically be logged out of the E-portfolio. It is important you save your work regularly as there is no autosave function.

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



## 2.3 Logging out

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



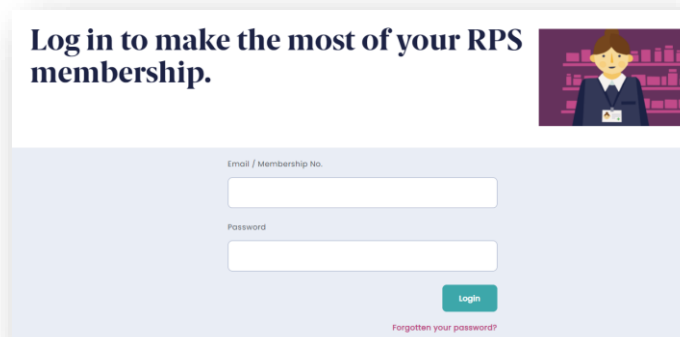
**TIP:** If you are using a shared device, remember to logout to avoid other users accessing your E-portfolio.

## 3. Getting started

### 3.1 E-portfolio registration

To start recording evidence to demonstrate your learning, you will first need to **register** for the E-portfolio. To access the E-portfolio click [portfolio.rpharms.com](https://portfolio.rpharms.com) or enter the link into your URL. You will then be redirected to the RPS website login page.

If you are a RPS member, enter your RPS membership login details and you'll be redirected to the E-portfolio homepage.



The image shows the RPS login page. At the top, it says "Log in to make the most of your RPS membership." with a cartoon pharmacist icon. Below this is a light blue login form. The form has two input fields: "Email / Membership No." and "Password". Below the password field is a green "Login" button. At the bottom of the form, there is a link that says "Forgotten your password?".

**NOTE:** If you are prompted to update your GPhC number and are unable to do this, please contact our E-portfolio support team ([eportfolio@rpharms.com](mailto:eportfolio@rpharms.com)) with your name and GPhC registration number and we will do this for you. You will then be able to enter your RPS membership login details as above.

If you are not a RPS member, scroll down the page and click the 'register' button on the right-hand side at the bottom of the page.

The screenshot shows a registration page titled "Not an RPS member yet...?". It includes a section "Become a registered user\*" with a list of benefits: recording CPD, saving favorite pages, accessing a consultant pharmacist portfolio, and giving feedback. Below this, it asks if the user is a provisionally registered pharmacist in England and provides a "Register" button. A small note at the bottom suggests resetting a password if the user has an old account.

Not an RPS member yet...?

**Become a registered user\***

Even if you're not a member of the Society, you can still register on our website and:

- Record your CPD in **MyCPD Portfolio**
- Save your favourite pages and access them from **anywhere**
- Access your **consultant pharmacist portfolio**
- Give **feedback** on our content.

**Are you a Provisionally Registered pharmacist in England?**

Register to access our new E-portfolio as part of the HEE Interim Foundation Pharmacist Programme (IFPP).

[Register](#)

\*If you think you have had an account before then try resetting your password rather than creating a new account.

You will then need to complete a short registration form. Please be aware that the Post-registration Foundation pathway is only available to registered pharmacists, and you must therefore provide your GPhC registration number when creating your registered user account. If you need to amend this at a later time, you can update these details in the "My Account" section of the website.

The screenshot shows a registration form titled "Become a registered user on www.rpharms.com". It includes a search bar and navigation links for Recognition, Publications, and Development. The form fields are: First name, Last name, and Email. A "Register" button is at the bottom.

Search | Login | Join us | Contact us

Recognition | Publications | Development

**Become a registered user on [www.rpharms.com](http://www.rpharms.com)**

If you are not eligible to become a member of the Royal Pharmaceutical Society or wish to experience more of our services then you can become a registered user.

For more information about becoming a member please visit our [membership](#) section.

**First name \***

**Last name \***

**Email \***

[Register](#)

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

## Registration confirmation

Thank you for registering! In order to access the full features you have access to as a registered user, please log out of your account and clear the cache on your browser, before logging back in. If you experience any further issues, please contact [support@rpharms.com](mailto:support@rpharms.com)

**Sign up to our Pharmacy Newsletter**  
 We want to keep you updated on pharmacy, professional practice and RPS member benefits. You can opt in or out of these email communications at any time using the toggle switches below.

Please visit our [privacy policy](#) to understand how we manage your data.

TYPE	DESCRIPTION	RECEIVE
All	Select all emails below.	<input checked="" type="checkbox"/>
SMS	SMS communication about RPS products and services, important membership updates, renewals deadlines and other relevant information.	<input type="checkbox"/>
Pharmacy Newsletter	Communications about practice, guidance, publications, professional development, our work to raise the profile of pharmacy and all our events. This could include surveys.	<input type="checkbox"/>

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

### 3.2 Selecting your programme

When you first access the E-portfolio you will need to agree to the Portfolio User Terms and Conditions.

### Terms and Conditions

Please read the terms and conditions carefully.

## Portfolio User Terms

[Portfolio User Terms & Conditions](#) [click to toggle view]

☒ Agreement to these Terms & Conditions are required \*

[Continue](#)

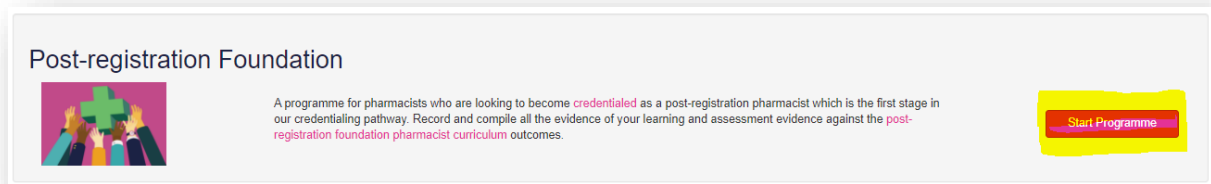
Select your programme from the navigation menu or by clicking **“programmes”**.

Programmes
   
 My Details
   
 Messaging 0
   
 Collaborator View

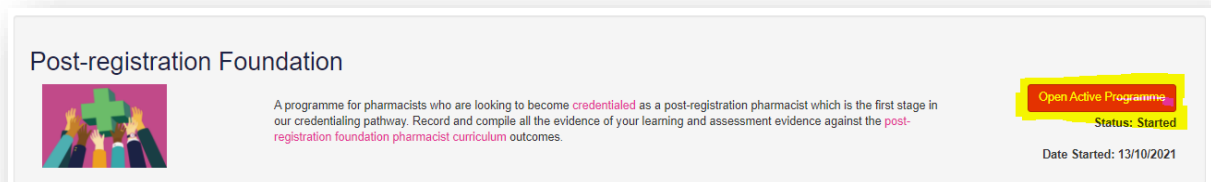
## Welcome

Please go to the **programmes** page to start your portfolio or view an existing one.

You will see an option for **Post-registration Foundation**; select this and click on the “**Start Programme**” button.

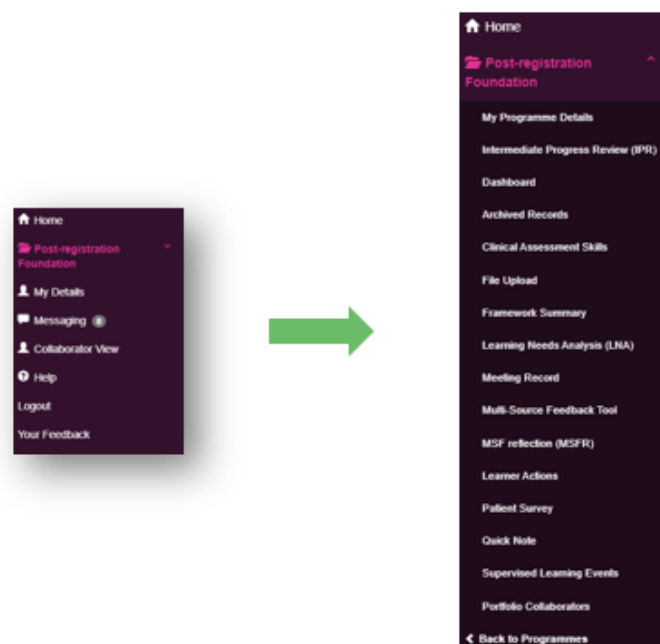


When you next login to the E-portfolio, you will be able to access your selected programme by clicking “**Open Active Programme**”.



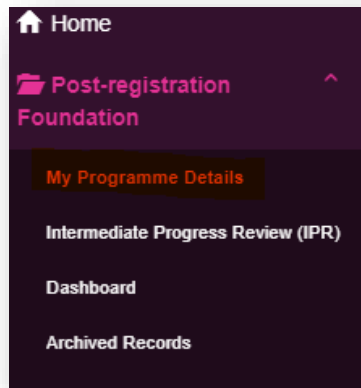
### 3.3 The navigation menu

When you open your post-registration foundation E-portfolio, if you select “**Post-registration Foundation**” on the navigation menu, it will expand, and selecting any of the items will take you to the item’s summary page.



### 3.4 Entering your programme details

You must enter the details of your training programme so that your training provider is able to support you. Select “My Programme Details” from the navigation menu.



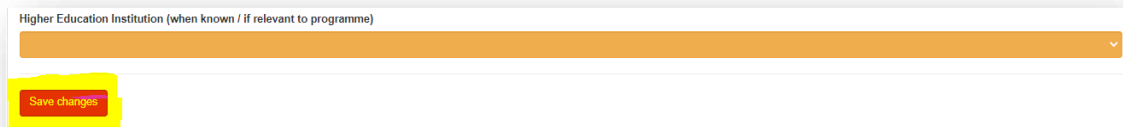
Make sure you select the country you are working in first as this will select the relevant drop-down menus for the remaining fields.

A screenshot of a web form titled 'My Programme Details'. The form has several dropdown menus. The first is 'Country', which is highlighted in yellow and shows 'England' and 'Scotland' as options. Below it is 'Sector of Practice', then 'Training Programme', and 'Type of Programme', all with orange dropdown bars. The last field is 'Current Employer (or None)' with a green dropdown bar. Each dropdown menu has a small downward arrow on the right side.

“Type of programme” refers to how prescribing is incorporated into your training and assessed. If you are doing a standalone independent prescribing course delivered and assessed by the university, this is called ‘Modular’. If the independent prescribing training is integrated throughout your training programme and will be assessed jointly by the RPS and your university, this is called ‘Integrated’. This field will be auto populated based on the information your training provider has given the RPS.

You do not need to complete the “Higher Education Institution” field unless this is relevant to your programme (it can be updated at a later). It refers to the Higher Education Institution providing your independent prescribing course (if relevant). All of the other fields must be completed.

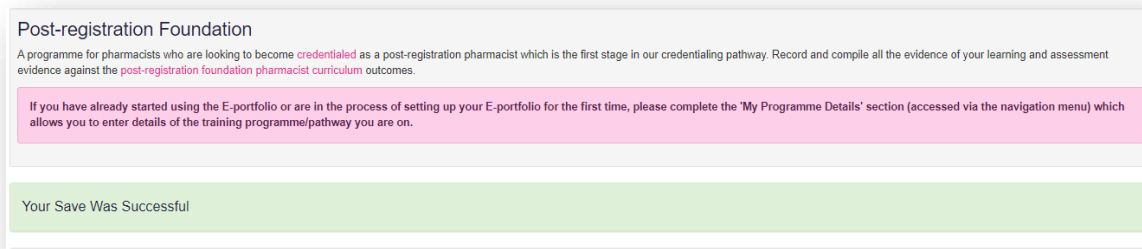
When you have completed all of the fields, click “**Save changes**”



Higher Education Institution (when known / if relevant to programme)

Save changes

You will receive confirmation that the record has been updated.



Post-registration Foundation

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

If you have already started using the E-portfolio or are in the process of setting up your E-portfolio for the first time, please complete the 'My Programme Details' section (accessed via the navigation menu) which allows you to enter details of the training programme/pathway you are on.

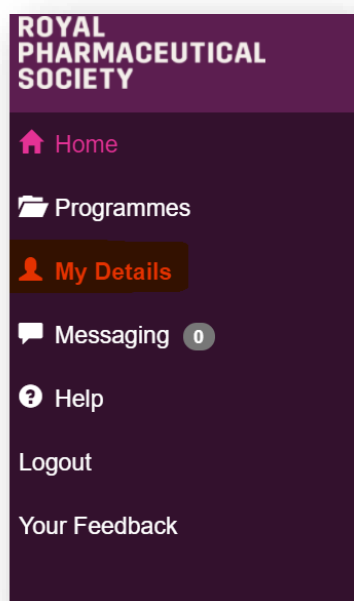
Your Save Was Successful

You can update your programme details at any point by returning to the “My Programme Details” page, editing your information and saving the changes.

### 3.5 Viewing your details

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





A page with your details will appear.

Your Details	
First Name	Joe
Surname	Bloggs
Email Address	Joe.Bloggs@XXXXX.com
GPHC No	xxxxxx
E-Portfolio Start Date	Post-registration Foundation: 13/10/2021
Collaborators	

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

### 3.6 Portfolio collaborators

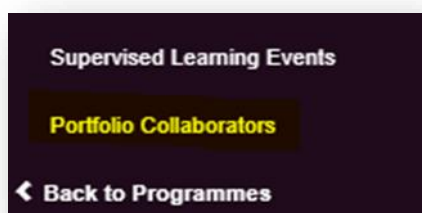
Some of the tools and records in the E-portfolio require input from other colleagues and within the E-portfolio these people are known as “**collaborators**”. In order for them to be able to support your development, you will need to give them access to your E-portfolio. As a learner you have control over who gets to view the content of your E-portfolio. You can add / remove a portfolio collaborator at any point, but please note that once invited and accepted, a portfolio collaborator will be able to view all of the content in your E-portfolio. See the table in **Section 3.5.3** for further details of what the different types of collaborators have access to.

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

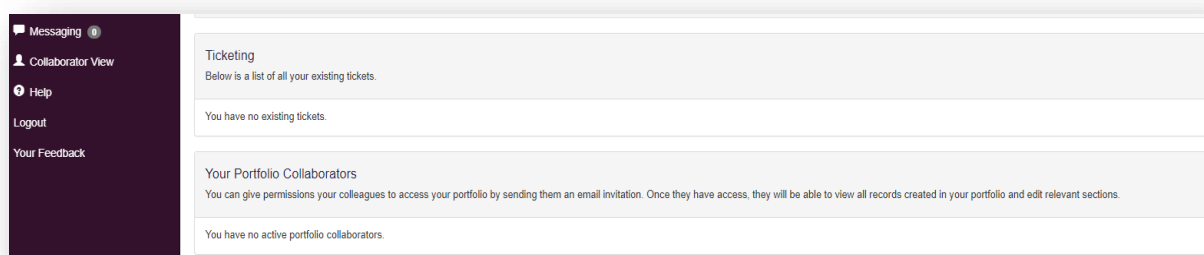
	Portfolio collaborator	Ticketed collaborator
Who does this include?	Educational supervisors, designated prescribing practitioners and education leads	Practice supervisors and other members of the pharmacy and wider team
What can they access?	Educational supervisors and designated prescribing practitioners: full read/write access to your whole E-portfolio Education leads: read-only access to whole E-portfolio	Only the form(s) or record(s) that you share with them
How do they access?	You invite them to set up an E-portfolio account that will be linked to your account	You send the form or record to them via a ticketed process

### 3.6.1 Inviting a portfolio collaborator

To invite a portfolio collaborator to be linked to your portfolio select “**Portfolio Collaborators**” in the navigation menu.



This will take you to a page which will display ticketing information (at the top of the page), and a list of currently invited portfolio collaborators (at the bottom of the page).



When you set up your E-portfolio, your portfolio collaborator(s) won't be linked and you need to invite them.

Scroll down to view “**Your Portfolio Collaborators**”.

Your Portfolio Collaborators

You can give permissions to your colleagues to access your portfolio by sending them an email invitation. Once they have access, they will be able to view all records created in your portfolio and edit relevant sections.

You have no active portfolio collaborators.

[Invite Portfolio Collaborator](#)

Select the “**Invite Portfolio Collaborator**” button to start the invitation process.

Invite a Portfolio Collaborator

**Portfolio Collaborator Role**

Portfolio Collaborator Role

**Portfolio Collaborator Email Address**

Portfolio Collaborator Email Address

[Close](#) [Send invitation](#)

This will open a pop-up window for you to insert the details of your portfolio collaborator, you will need to choose their role type from the dropdown menu (e.g. educational supervisor) and the email address that you will send the invitation to.

Invite a Portfolio Collaborator

**Portfolio Collaborator Role**

Portfolio Collaborator Role

Portfolio Collaborator Role

Designated Prescribing Practitioner



Educational Supervisor


Education Lead

[Close](#) [Send invitation](#)

This will send an email notification to them and their details will then be displayed on the portfolio collaborators page. At any point you can also delete a portfolio collaborator by selecting the cross (x) icon; or you can re-send the invitation if your portfolio collaborator cannot find it.

**NOTE:** Educational supervisors and designated prescribing practitioners will have full (read/write) access to your E-portfolio. Education Leads will have read-only access and could be, for example, education support staff from your employer and / or training provider.


Your Portfolio Collaborators						
You can give permissions to your colleagues to access your portfolio by sending them an email invitation. Once they have access, they will be able to view all records created in your portfolio and edit relevant sections.						
Name	Email Address	Portfolio Collaborator Role	Status	Date Invited	Date Accepted	Actions
-	helen.chang@pharms.com	Educational Supervisor	Pending	13/10/2021	-	 
						<a href="#">Invite Portfolio Collaborator</a>

Your Portfolio Collaborators						
You can give permissions to your colleagues to access your portfolio by sending them an email invitation. Once they have access, they will be able to view all records created in your portfolio and edit relevant sections.						
Name	Email Address	Portfolio Collaborator Role	Status	Date Invited	Date Accepted	Actions
Helen Chang	helen.chang@pharms.com	Educational Supervisor	Accepted	13/10/2021	13/10/2021	
						<a href="#">Invite Portfolio Collaborator</a>

**TIP:** If your portfolio collaborator has not received an email and you have used the right email address, ask them to check their junk folder in case the email has been recognised as junk.


Once a portfolio collaborator has accepted the invitation, you will receive this email.

RPS E-portfolio Educational Supervisor invitation accepted


noreply=messages.axiadigital.co.uk@mg.axia.support on behalf of On Behalf Of support@axiainteractive

Reply
Reply All
Forward
...

Thu 16/09/2021 21:11

 Links and other functionality have been disabled in this message. To turn on that functionality, move this message to the inbox.  
This message was marked as spam using a junk filter other than the Outlook Junk Email filter.  
We could not verify the identity of the sender. [Click here to learn more.](#)  
The actual sender of this message is different than the normal sender. [Click here to learn more.](#)

Dear

The person you invited to act as a Educational Supervisor on the RPS E-portfolio has accepted your invitation.

You can invite further E-portfolio Collaborators from the site.

Thank you.

If you have any questions about the RPS E-portfolio, please email: [membership@rpharms.com](mailto:membership@rpharms.com) or call: 0207 572 2737 (9am to 5pm, Monday to Friday)

Best wishes

RPS team

Your portfolio collaborator will now be displayed in your **"My details"** page.

Your Details	
First Name	Joe
Surname	Bloggs
Email Address	Joe.Bloggs@XXXXX.com
GPHC No	xxxxxx
E-Portfolio Start Date	Post-registration Foundation: 13/10/2021
Collaborators	✓ Helen Chang (2057240 Educational Supervisor)

### 3.6.2 Ticketed collaborators

It is likely that you will wish to seek feedback from colleagues who are not your educational supervisor or designated prescribing practitioner at some point during your training programme. This could be a practice supervisor who provides day-to-day supervision in the workplace and may undertake a few supervised learning events and/or other members of the pharmacy / wider team who undertake multiple supervised learning events, or do them as a one off. It is not necessary for these individuals to be E-portfolio collaborators and have access to your E-portfolio. Instead, these individuals are called 'ticketed collaborators' and will provide feedback to support your learning and development. The process for seeking feedback from ticketed collaborators is known as a ticket, e-ticket, or e-ticketing. Tickets are created for individual assessment tools or forms and you may send several tickets for different tools or forms to the same ticketed collaborator. The ticketed collaborator will then need to access and complete each form separately.

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

### 3.6.3 User roles

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

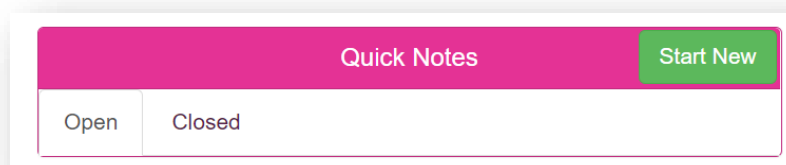
Tool	Learner	Educational Supervisor	Designated Prescribing Practitioner	Ticketed Collaborators e.g., practice supervisor
Dashboard	✓	✓	✓	No access
Learner Actions	✓	✓	✓	No access
Framework Summary	✓	✓	✓	No access
File upload	✓	✓	✓	No access
Learning Needs Analysis	✓	✓	✓	No access
Meeting record	✓	✓	✓	No access
Reflective account	✓	✓	✓	No access
Supervised learning events				
Acute care assessment tool (ACAT)	✓	✓	✓	Access via ticket link
Case-based discussion (CbD)	✓	✓	✓	Access via ticket link
Case presentation (CP)	✓	✓	✓	Access via ticket link
Leadership assessment skills (LEADER)	✓	✓	✓	Access via ticket link
Direct observation of practical skills (DOPS)	✓	✓	✓	Access via ticket link
Direct observation of non-clinical skills (DONCS)	✓	✓	✓	Access via ticket link
Journal club presentation (JCP)	✓	✓	✓	Access via ticket link
Mini clinical evaluation exercise (Mini-CEX)	✓	✓	✓	Access via ticket link
Quality improvement project assessment tool (QIPAT)	✓	✓	✓	Access via ticket link

Teaching observation (TO)	✓	✓	✓	Access via ticket link
---------------------------	---	---	---	------------------------

### 3.7 Quick notes

This tool is like a post-it note within your E-portfolio. You can make a note that may be a reminder or the starting point of a piece of evidence that you will develop fully at later point.

From the dashboard, click “**Start New**” next to ‘Quick Notes’.



The quick note form will open. Complete the mandatory fields.

Quick Note

[click to toggle]

Back

Quick Note

Title \*

MSF

Date \*

13/10/2021

Content \*

Chase MSF as IPR in 2 weeks

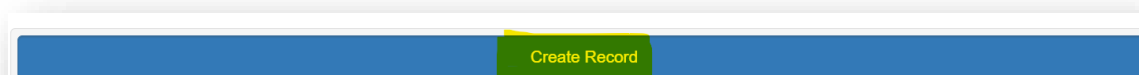
State

☐ Completed

herelol

Update Record

Click “**Create Record**” to save.



You will be redirected to the dashboard where you will be able to see your saved quick note.

Quick Notes

Start New

Open

Closed

MSF

View

Edit

When you click "**edit**" you will be able to edit the text in your quick note or mark it as complete which 'closes' the quick note.

The form will appear. Edit the fields if necessary.

To close the form, select the tick box next to 'Completed'.

Quick Note

[click to toggle]

Back

Quick Note

Title \*

MSF

Date \*

13/10/2021

Content \*

Chase MSF as IPR in 2 weeks

State

☒ Completed

When you mark the quick note as complete, you will be redirected to the dashboard and the quick note will have moved to the list of 'closed' quick notes.

Quick Notes

Start New

Open

Closed

MSF

View

Edit



## 4. Monitoring and reviewing your progress

### 4.1 Dashboard

After opening your programme, you will see your “**Dashboard**” which provides an overview of your progress.

**Post-registration Foundation**

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

Supervised Learning Events		Other Records	
Acute Care Assessment Tool (ACAT)	2 1	File Upload	4
Clinical Evaluation Exercise (mini-CEX)	2 0	Learning Needs Analysis (LNA)	2
Case Based Discussion (CbD)	1 0	Meeting Record	2
Case Presentation (CP)	1 0	Learner Actions	21
Direct Observation of Non-Clinical Skills (DONCS)	2 0		
Direct Observation of Practical Skills (DOPS)	5 0		
Journal Club Presentation (JCP)	0 0		
Leadership Assessment Skills (LEADER)	0 0		
Reflective Account (RA)	1 1		
Teaching Observation (TO)	0 0		

**Quick Notes** [Start New](#)

Open Closed

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

Total number of records started

Total number of records completed

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

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

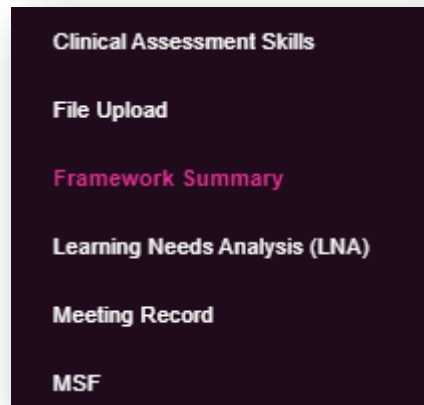
Hovering over the numbers **2 1** provide you with an explanation as to what this relates to.

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

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

## 4.2 Framework summary

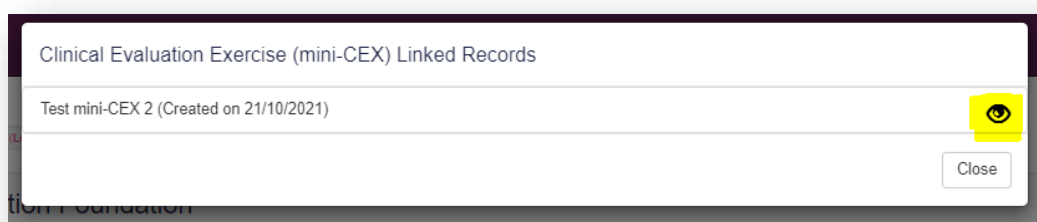
You can view your overall progress against the curriculum outcomes by selecting “**Framework Summary**” from the navigation menu




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

Framework Summary <small>[click to toggle]</small>															
Domain 1. Person-centred care and collaboration	Learning Outcomes	Stakes	ACAT	mini-CEX	CbD	CP	DONCS	DOPS	JCP	LEADER	RA	TO	QIPAT	File upload	Complete
Communicates effectively, placing the person at the centre of any interaction	1.1 Communicates effectively with people receiving care and colleagues.	High	<div>0 / 1</div>	<div>2</div>	<div>2</div>	<div>2</div>	<div>0</div>	<div>1 / 1</div>	<div>2</div>	<div>2</div>	<div>2</div>	<div>2</div>	<div>2</div>	<div>2</div>	<div></div>
	1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice	High	<div>0</div>	<div>2</div>	<div>2</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>2</div>	<div>2</div>	<div>0</div>	<div>2</div>	<div>2</div>	<div></div>

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



When you feel you have enough evidence mapped to an outcome to demonstrate you are performing at the required level, click on the pencil icon. We recommend you discuss with your educational supervisor and/or designated prescribing practitioner if you are ready to mark any outcomes as complete. This can be used to help prioritise your learning and development.

RA	TO	QIPAT	File upload	Complete
0	0	0	0	


Clicking on the pencil opens a box where you have the option to mark the outcome as complete.

Award Learning Outcome Complete

Undo Mark as Complete

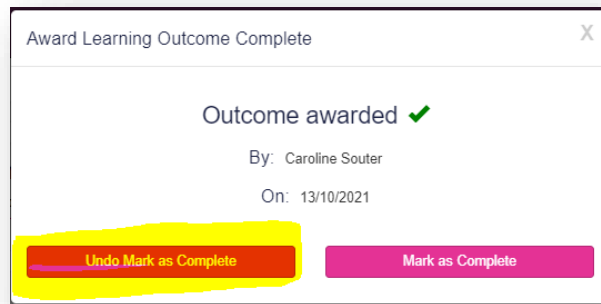
Mark as Complete

When you select “**Mark as Complete**” the pencil changes to a green tick

RA	TO	QIPAT	File upload	Complete
0	0	0	0	

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

If you change your mind about marking the outcome as complete, click on the green tick and you can undo.



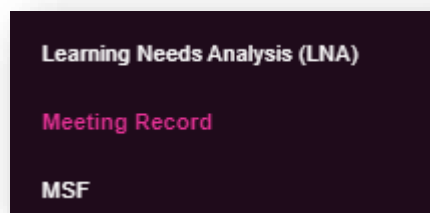
## 5. Review meetings

The E-portfolio includes two different tools to record discussion between you and your supervisor(s) during your training programme:

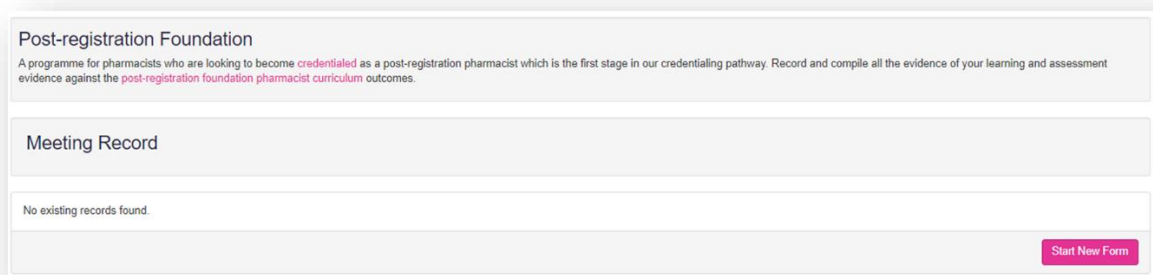
- Meeting record – for informal regular review meetings (see section 5.1)
- Intermediate progress reviews – more formal progress reviews (section 5.2)

### 5.1 Meeting record

It is important to capture discussions of meetings that you have with your educational supervisor, designated prescribing practitioner and other colleagues. You can record meetings using the **"Meeting Record"** form in the E-portfolio.



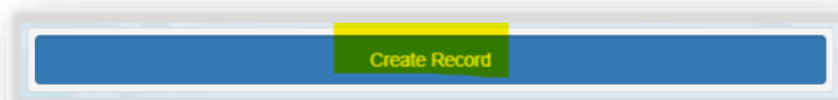
Select **"Start New Form"** to create a new record.



The form will appear. Complete the required fields as instructed.

The screenshot shows a web form titled 'Post-registration Foundation'. Below the title is a descriptive paragraph. The main section is 'Meeting Record', which includes a 'Back' link. Under 'Meeting Details', there are input fields for 'Title \*' and 'Date \*' (with a date picker icon). Below these are three checkboxes for 'Who was present?': 'Educational supervisor', 'Designated prescribing practitioner', and 'Practice supervisor'. At the bottom right of the form is a blue button labeled 'Create Record'.

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



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

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

This screenshot shows the 'Meeting Record' form after submission. A green banner at the top displays the message: 'Success! Your action was completed successfully.' The form fields are now populated: 'Title \*' is 'Meeting with ES Oct', 'Date \*' is '12/10/2021', and the 'Educational supervisor' checkbox is checked. The 'Back' link is visible at the top left.

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

Meeting Record				
Title	Date	Date Created	Completed	Actions
Meeting with ES Oct	12/10/2021	12/10/2021		<a href="#">View</a> <a href="#">Edit</a>

[Start New Form](#)

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

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

### Attachments

Linked Attachments (1)

Test doc

🗑️

### New Attachment

Choose file

No file chosen

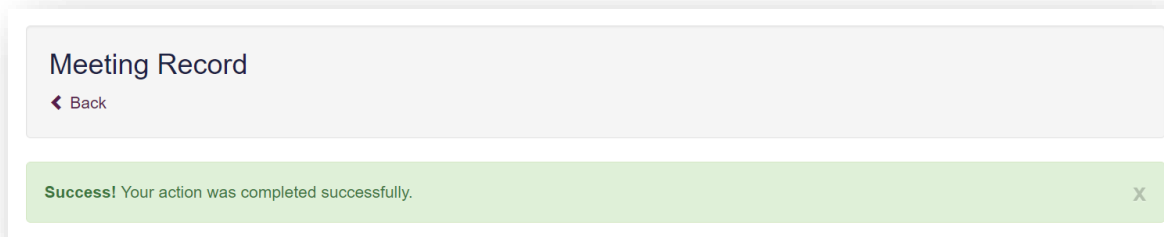
File description:

herelol

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

Update Record

You will receive confirmation that the record has been updated.



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

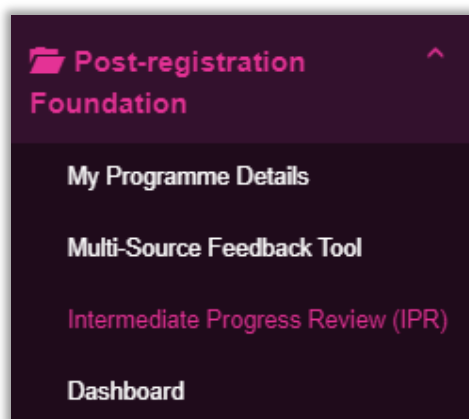
Meeting Record				
Title	Date	Date Created	Completed	Actions
Meeting with ES Oct	12/10/2021	12/10/2021		<a href="#">View</a> <a href="#">Edit</a>
				<a href="#">Start New Form</a>

## 5.2 Intermediate Progress Review (IPR)

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

### 5.2.1 Initiating the Intermediate Progress Review

Select “**Intermediate Progress Review (IPR)**” from the navigation menu.



To initiate the process, select **“Start new Intermediate Progress Review”**.

### Post-registration Foundation

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

### Intermediate Progress Review

There are no Intermediate progress Reviews started

**Start new Intermediate Progress Review**

You will be presented with options to **“Start Reviewers”**, or **“Start Preparation for Review”**. Either of these options can be done first, but **both** sections must be completed before you can move on to the next stage of the process.

### Intermediate Progress Reviews

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

Date Started	Status	Action
03 Jan 2022	✓ Open	<b>Start Reviewers</b> <b>Start Preparation for Review</b>

## Start Reviewers

To initiate the process, select **“Start Reviewers”** and you will be presented with the Reviewer Management page.

### Reviewer Management

[\[click to toggle\]](#)  
◀ Back

For action by the learner

Enter the details of who will be present at the review. Send link granting read only access to anyone who is not your educational supervisor and/or designated prescribing practitioner  
*This section needs to be completed before the meeting.*

No existing view access users found.

[Enable Invites](#) [Add New](#)

**Update Record**

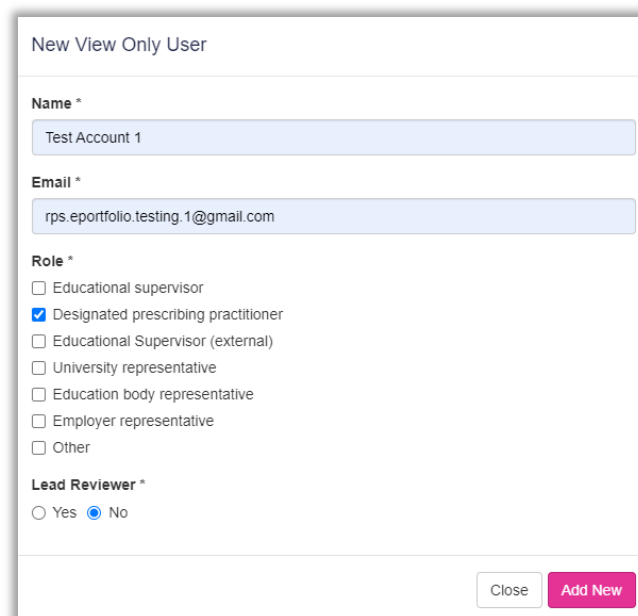


This tool allows you to invite any number of collaborators to assist you in completing the intermediate progress review. You should discuss with your educational supervisor and/or designated prescribing practitioner if there will be any additional colleagues participating in the review and who will be the 'Lead Reviewer'.

**NOTE:** the lead reviewer is required to have full access (read/write) to your E-portfolio and therefore must be either your educational supervisor or designated prescribing practitioner. The lead reviewer has the responsibility of documenting the feedback and ratings agreed by the reviewers and marks each relevant section of the process as complete.

Invited collaborators will be sent a link which grants them read-only access to your E-portfolio so they can sample your evidence and familiarise themselves with the areas of your E-portfolio that will be discussed during the review meeting.

To add a collaborator, click the “**Add New**” button – this will cause a pop up box to appear which will allow you to add a colleague’s details. Click the “**Add New**” button on the bottom of the pop up box to add the user to the list of collaborators.



New View Only User

Name \*

Test Account 1

Email \*

rps.eportfolio.testing.1@gmail.com

Role \*

- ☐ Educational supervisor
- ☒ Designated prescribing practitioner
- ☐ Educational Supervisor (external)
- ☐ University representative
- ☐ Education body representative
- ☐ Employer representative
- ☐ Other

Lead Reviewer \*

☐ Yes ☒ No

Close Add New

Repeat this process for all colleagues that you wish to have participate in your intermediate progress review. The “**Reviewer Management**” page will be updated with all the details of collaborators that you have entered.

Enter the details of who will be present at the review. Send link granting read only access to anyone who is not your educational supervisor and/or designated prescribing practitioner  
*This section needs to be completed before the meeting.*

Name	Email	Role(s)	Lead Reviewer	Date Invited	
Test Account 1	rps.eportfolio.testing.1@gmail.com	Educational supervisor	Yes	N/A	✉ Invites Disabled
Test Account 2	rps.eportfolio.testing.2@gmail.com	University representative	No	N/A	✉ Invites Disabled
Test Account 3	rps.eportfolio.testing.3@gmail.com	Designated prescribing practitioner	No	N/A	✉ Invites Disabled

Enable Invites Add New

Once you have entered the details of the colleagues who will attend your review meeting, click the “**Enable Invites**” button – this will enable you to send a link to all nominated colleagues which will allow them to see a read-only version of your E-portfolio so that they can review your evidence and records.

**NOTE:** these links can be disabled at any time, which will prevent these colleagues from accessing your portfolio.

**NOTE:** you are not required to send an invite to your educational supervisor and/or designated prescribing practitioner as they already have full access to your E-portfolio.




Enter the details of who will be present at the review. Send link granting read only access to anyone who is not your educational supervisor and/or designated prescribing practitioner  
*This section needs to be completed before the meeting.*

Name	Email	Role(s)	Lead Reviewer	Date Invited	
Test Account 1	rps.eportfolio.testing.1@gmail.com	Educational supervisor	Yes	N/A	✉ Send Invite
Test Account 2	rps.eportfolio.testing.2@gmail.com	University representative	No	N/A	✉ Send Invite
Test Account 3	rps.eportfolio.testing.3@gmail.com	Designated prescribing practitioner	No	N/A	✉ Send Invite

Disable Invites Add New

Send out invitations to any colleagues who require a link to be able to view your portfolio. If any of your colleagues require you to resend the link to them, this can be done using the “**Resend Invite**” button.

Enter the details of who will be present at the review. Send link granting read only access to anyone who is not your educational supervisor and/or designated prescribing practitioner  
*This section needs to be completed before the meeting.*

Name	Email	Role(s)	Lead Reviewer	Date Invited	
Test Account 1	rps.eportfolio.testing.1@gmail.com	Educational supervisor	Yes	15/01/2022	 Re-send Invite
Test Account 2	rps.eportfolio.testing.2@gmail.com	University representative	No	15/01/2022	 Re-send Invite
Test Account 3	rps.eportfolio.testing.3@gmail.com	Designated prescribing practitioner	No	15/01/2022	 Re-send Invite

Disable Invites Add New

## Start Preparation for Review

To initiate the process, select “Preparation for Review” and you will be presented with the Preparation for Review form.

Intermediate Progress Reviews  
 [click to toggle]

Date Started	Status	Action
03 Jan 2022	✓ Open	<span>Start Reviewers</span> <span>Start Preparation for Review</span>

You must complete section A of the form by populating all the fields shown in the form, including all checkbox answers.

**Part A. For action by the learner***To be completed before the review*

Update your Learning Needs Analysis	<input type="radio"/> Completed <input type="radio"/> Not Applicable to my Programme
Update your Learner Actions	<input type="checkbox"/> Completed
Map evidence to outcomes	<input type="checkbox"/> Completed
Update your prescribing page	<input type="radio"/> Completed <input type="radio"/> Not Applicable to my Programme

*Consider the period of training before your review and complete the following:*

Progress with the curriculum requirements <i>Consider the period of training before your review</i>	Very poor	Poor	Fair	Good	Excellent
Please rate your progress with the curriculum outcomes *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the curriculum domains and outcomes as your guide, please comment how you feel your training has progressed. Have you encountered any challenges and how have you / do you plan to overcome them? *	<div></div>				

Learning experiences <i>Consider the period of training before your review</i>	Very poor	Poor	Fair	Good	Excellent
Please rate the quality of your learning experiences to support progress with domains 1 & 2? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please comment on your learning experiences for the clinical capabilities (domains 1&2) *	<div></div>				
Is there anything you think you should focus on for the clinical capabilities during your next period of training? *	<div></div>				
Please rate the quality of your learning experiences to support progress with domains 3-5? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please comment on your learning experiences for the non-clinical capabilities (domains 3-5) *	<div></div>				
Is there anything you think you should focus on for the non-clinical capabilities during your next period of training? *	<div></div>				

Monthly meetings						
<p>Has anything been raised during your monthly meetings that you feel is important to discuss at the intermediate progress review? *</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p><i>If tick 'yes' – please provide comments</i></p>						
Comments						
Learning needs analysis						
<p>Consider the period of training before your review</p>						
Please reflect on how your learning needs analysis has changed						
Action plan		Very poor	Poor	Fair	Good	Excellent
Consider the period of training before your review						
Please rate your progress completing your actions *		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please reflect on your progress with your overall action plan *						

Significant events and complaints	
<p><i>It is important to reflect and learn from any significant events (an event that could or did lead to patient harm) or complaints about something you have been involved in either as an individual or part of a team.</i></p> <p><i>Reminder – do not include any patient identifiable information</i></p>	
<p>Have you been involved in any significant events or complaints? *</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p><i>If tick 'yes' – please provide the location of your e-portfolio entry</i></p>	
Location of your e-portfolio entry	
Please provide a brief description including what you have learned	

You can also add any files to this form that may be appropriate to accompany the information you have provided.

Attachments	
Linked Attachments (0)	<b>New Attachment</b> Choose file <input type="button" value="Choose files"/> No file chosen <b>File description:</b> <input type="text"/> <input type="button" value="Save"/>

You can update the form at any time to save the changes you have made by clicking the **“Update Record”** button.

Update Record
---------------

Once you have completed all sections of the IPR preparation form and saved your changes, you should prompt your nominated colleagues to review your portfolio (including this form) in advance of your IPR meeting.

## Part B. For action by the reviewers

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

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

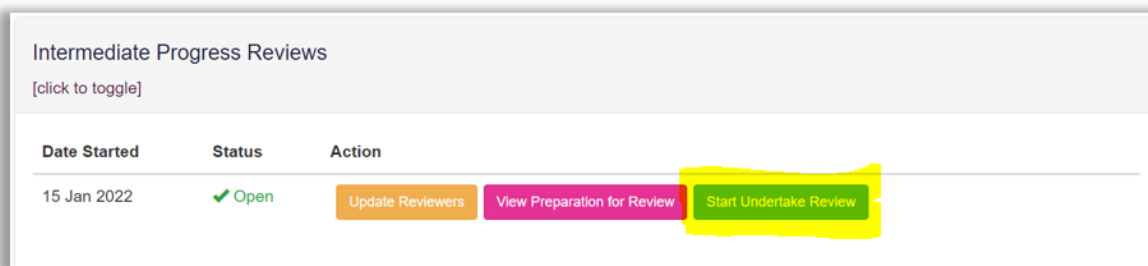
You should also review the learner’s self-assessment and comments in Part A of this form, and familiarise yourself with the content of their E-portfolio, particularly the following areas (accessed via navigation menu): learning needs analysis, framework summary, clinical assessment skills, multi-source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

**Section 2. To be completed during the review**

At this point your assigned lead reviewer is required to access your portfolio, and navigate to the IPR Preparation Form, by ensuring all required fields are populated, and then clicking the **“Update and Complete Record”** button.

### 5.2.2 Undertaking the Intermediate Progress Review meeting

Once the “**Preparation for Review**” form has been populated and marked as complete, a new button will appear on the intermediate progress review summary page allowing you to select “**Start Undertake Review**”.



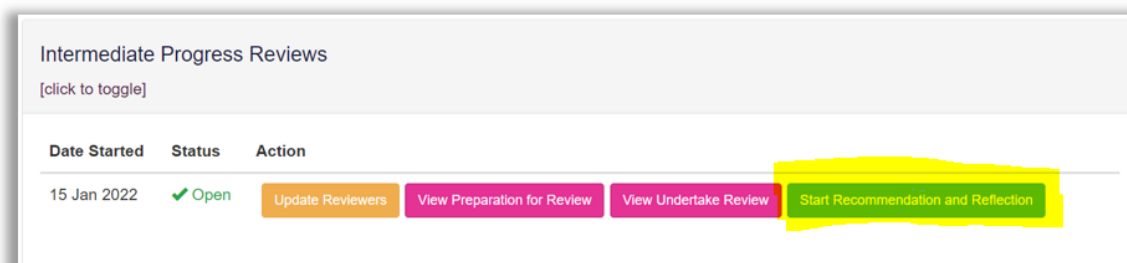
Intermediate Progress Reviews			
[click to toggle]			
Date Started	Status	Action	
15 Jan 2022	✓ Open	<a href="#">Update Reviewers</a>	<a href="#">View Preparation for Review</a> <a href="#">Start Undertake Review</a>

During your intermediate progress review meeting, the lead reviewer should click “**Start Undertake Review**” to access the review meeting form. Following discussion between you and the reviewer(s), the lead reviewer will complete the fields.

**NOTE:** The E-portfolio session will expire in 35 minutes if inactive and we suggest the lead reviewer saves the form periodically during the review.

### 5.2.3 Recommendation and Reflection

Once the “**Undertake Review**” has been populated and marked as complete by the lead reviewer, the “**Start Recommendation and Reflection**” button will appear on the intermediate progress review summary page”. This form allows the lead reviewer to rate your overall progress and make a recommendation for progressing with the training programme. You also have the opportunity to add any comments you have about the review and reflections about the feedback you have received during the process.



Intermediate Progress Reviews			
[click to toggle]			
Date Started	Status	Action	
15 Jan 2022	✓ Open	<a href="#">Update Reviewers</a>	<a href="#">View Preparation for Review</a> <a href="#">View Undertake Review</a> <a href="#">Start Recommendation and Reflection</a>

The lead reviewer should click this button to access the Recommendation and Reflection form, and provide their recommendations. They will be required to fill in the form by populating all required fields. Once they have completed their recommendations, you are required to access the form to provide your reflections in the “Learner’s Reflection” section and update the record to save your changes.



The record can be saved at any point by selecting “**Update record**”

Learner's reflection

Please add your reflections about the content of this report \*

Update Record

Once the required fields within the form (including your reflections) have been saved, the form will present you with an option to confirm that you agree the process is complete.

Agree Completion

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

Learner completion confirmation \* ☐ Yes

Lead Reviewer completion confirmation \* ☐ Yes

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

Intermediate Progress Reviews

[click to toggle]

Date Started	Status	Action
15 Jan 2022	✖ Closed on 15/01/2022	<a href="#">Update Reviewers</a> <a href="#">View Preparation for Review</a> <a href="#">View Undertake Review</a> <a href="#">View Recommendation and Reflection</a>

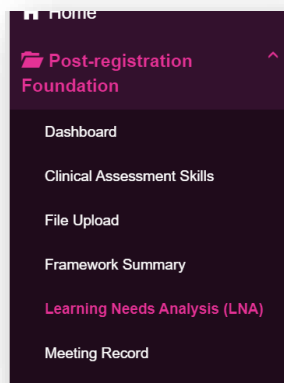
[Start new Intermediate Progress Review](#)

## 6. Learning needs analysis (LNA)

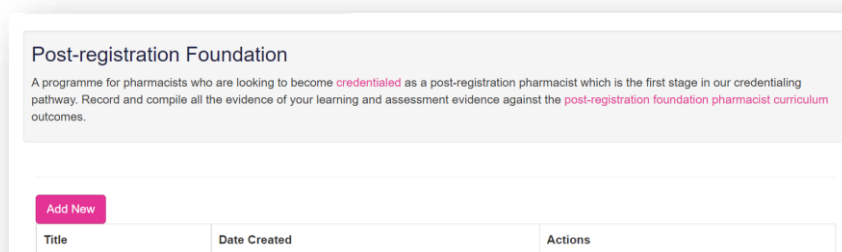
The Learning Needs Analysis (LNA) tool enables you to assess your practice against the post-registration foundation pharmacist curriculum outcomes. It is recommended you complete a Learning Needs Analysis at the start of your training and before every intermediate progress review or when your practice changes significantly, such as a change in role or change in responsibilities. If you are undertaking a formal training programme, check the requirements of your training provider as they may require you to complete the learning needs analysis tool more frequently.

### 6.1 Completing your Learning Needs Analysis

To complete the Learning Needs Analysis tool, select the “**Learning Needs Analysis (LNA)**” option from the navigation menu.



Select “**Add New**” to open a new Learning Needs Analysis.



The newly created Learning Needs Analysis will appear in the summary table. Click “**Edit**” to open it.

Title	Date Created	Actions
	05/10/2021	<a href="#">View</a> <a href="#">Edit</a>

The Learning Needs Analysis will appear.

Learning Needs Analysis  
[click to toggle]

Learning Needs Analysis Details

Learning Needs Analysis Details

Title \*

Date \*

Domain 1. Person-centred care and collaboration	Learner rating	Priority	
Communicates effectively, placing the person at the centre of any interaction	1.1 Communicates effectively with people receiving care and colleagues.	<div>High</div> <div>Medium</div> <div>Low</div>	<div>High</div> <div>Medium</div> <div>Low</div>
	1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or	<div>High</div> <div>Medium</div> <div>Low</div>	<div>High</div> <div>Medium</div> <div>Low</div>

Save Changes

Work through the sections and assess yourself against all the outcomes from the framework. You will need to indicate your **current ability** and the **priority** in demonstrating the outcome. The current ability and priority ratings are **High**, **Medium** or **Low**. For an explanation of the different ratings see **section 6.2**.

Once you have completed assessing yourself select the “**Save Changes**” button will save your decisions.

Domain 1. Person-centred care and collaboration		Current ability	Priority
Communicates effectively, placing the person at the centre of any interaction	1.1 Communicates effectively with people receiving care and colleagues.	<div>High</div> <div>Medium</div> <div>Low</div>	<div>High</div> <div>Medium</div> <div>Low</div>
	1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice	<div>High</div> <div>Medium</div> <div>Low</div>	<div>High</div> <div>Medium</div> <div>Low</div>
Delivers person-centred care	1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour	<div>High</div> <div>Medium</div> <div>Low</div>	<div>High</div> <div>Medium</div> <div>Low</div>
	1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person	<div>High</div> <div>Medium</div> <div>Low</div>	<div>High</div> <div>Medium</div> <div>Low</div>

Save Changes

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

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

Communicates effectively, placing the person at the centre of any interaction	1.1 Communicates effectively with people receiving care and colleagues.	High	High
		Medium	Medium
		Low	Low

Clicking on the action prompt icon will allow you to create an action – see section 6.2 below.

When you have completed the ratings for all outcomes, you and your educational supervisor / designated prescribing practitioner can add further comments in the fields at the bottom of the form.

toggle menu

Participates in research

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

High

Medium

Low

Session expires in 3

High

Medium

Low

Learner Comments

Insert any comments here

Educational Supervisor Comments / Designated Prescribing Practitioner

Save Changes

Mark as Complete

When you have completed the Learning Needs Analysis, you or your educational supervisor / designated prescribing practitioner can mark the tool as complete by clicking **“Mark as Complete”**. After this point, the Learning Needs Analysis will be closed and cannot be edited any further.

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

**TIP:** You can quickly identify any incomplete ratings as they are highlighted in orange text.

	Learner rating	Priority
1	High	High
	Medium	Medium
	Low	Low
2	High	High
	Medium	Medium
	Low	Low
3	High	High
	Medium	Medium
	Low	Low
4	High	High
	Medium	Medium
	Low	Low

When you have marked the Learning Needs Analysis as complete, the heat map will appear in your summary page which provides a visual summary of your progress.

### Post-registration Foundation

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

Add New

Title	Date Created	Actions
Start of training programme	11/10/2021	<div>View</div>

Progress

An explanation of Progress(click to toggle)

You can view a summary of your progress here once you have completed a learning needs analysis

		Domain 1. Person-centred care and collaboration										Domain 2. Professional practice										Domain 3. Leadership and management										Domain 4. Education					Domain 5. Research		
Completed Date	Rating Type	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	2.12	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	4.1	4.2	4.3	4.4	4.5	5.1
12/10/2021	Ability																																						
	Relevance																																						

## 6.2 Learning Needs Analysis ratings and icons

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







### Current ability

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

### Priority

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

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

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

### 6.3 Creating and managing tasks

Clicking on the action icon will enable you to create an action. You should create an action and decide the target date for when it will be achieved. The evaluation field is to be filled in once you have carried out the action.

Learning Needs Action

X

Task Priority: 1

Action (What am I going to do?)

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

Target Date

DD/MM/YYYY

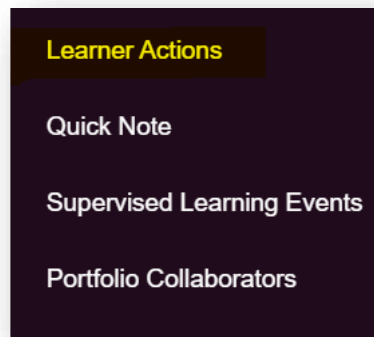
Save Action

Complete the fields and click **“Save Action”**.

Once you have created an action, the icon changes to an *action* icon .

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

To view your actions, go to the navigation menu and click the **“Learner Actions”** area.



Your tasks are saved under the **My Actions** list. This list contains all of the actions raised throughout your E-portfolio (for example from supervised learning events, meeting records, learning needs analysis, etc.).

Click **“Mark as Complete”** next to an action that has been completed.

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

Enter the **completion date** and select **“Mark as Completed”**.




### Mark Action as Completed

**Action Details**

**Evidence Type** Learning Needs Analysis (LNA)  
**Title** Learning Needs Analysis 1  
**Target Date** 28/10/2021  
**Action** Test  
**Evaluation and outcome** Test Test Test

**Date Completed**


DD/MM/YYYY 

Completed actions will display the following icon




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

Show  entries Search:

Date	Evidence Title	Evidence Type	Action	Completed	Completed Date
26/11/2021	Start of training programme	Learning Needs Analysis (LNA)	Learn about different consultation models		24/11/2021

Showing 1 to 1 of 1 entries Previous  Next

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

	Current ability	Priority
1.1 Communicates effectively with people receiving care and colleagues.  	<input type="button" value="High"/>	<input checked="" type="button" value="High"/>
	<input checked="" type="button" value="Medium"/>	<input type="button" value="Medium"/>
	<input type="button" value="Low"/>	<input type="button" value="Low"/>

To go back to your Learning Needs Analysis, click on **“Learning Needs Analysis (LNA)”**, from the navigation menu.

The summary screen will appear. You can access the Learning Needs Analysis by selecting **“Edit”**.

### Post-registration Foundation

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

Please complete your existing Learning Needs assessment before starting a new one.

Title	Date Created	Actions
Start of training programme	11/10/2021	<a href="#">View</a> <a href="#">Edit</a>

## 7. Completing assessment tools and forms

As you work through your E-portfolio you will be prompted to create and complete various online assessment tools and forms. These will become records of your learning and development throughout your post-registration foundation portfolio. Please refer to **Section 3.5.3** for a full list of the E-portfolio assessment tools and forms and their associated permissions.

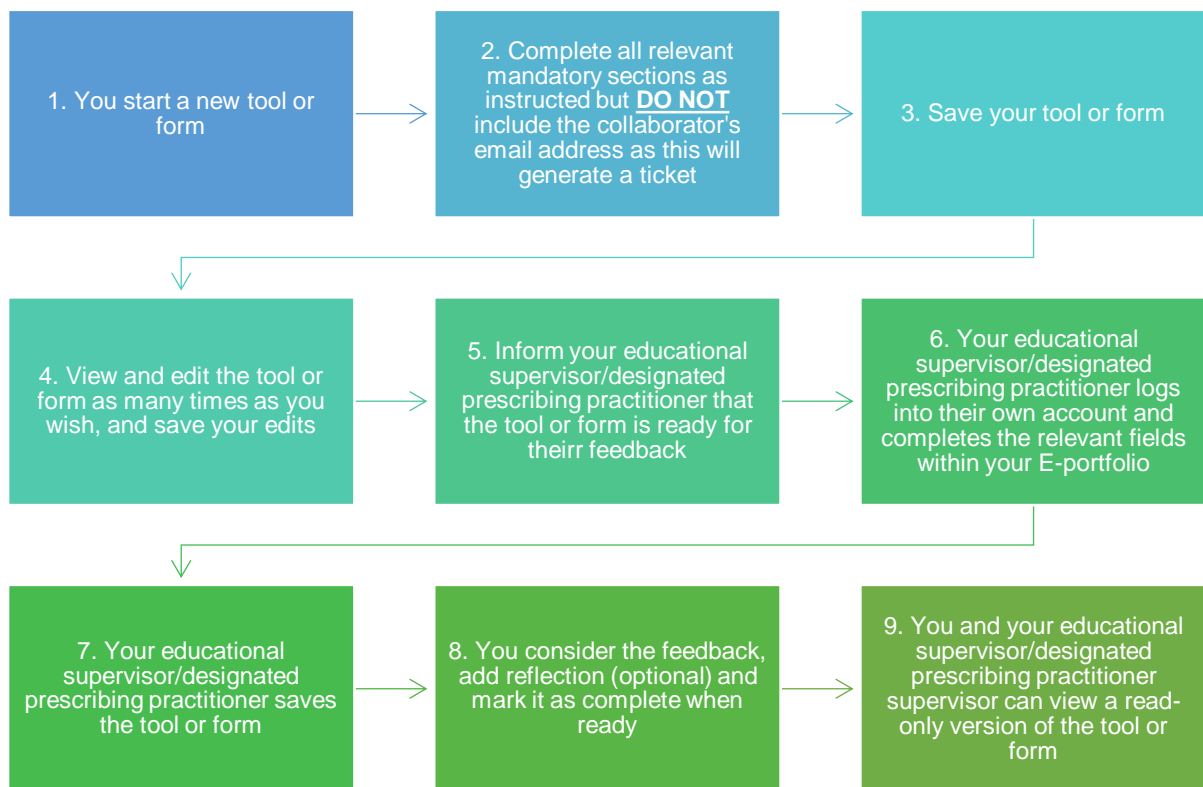
There are two main ways of completing an online assessment tool or form:

- Online with your educational supervisor or designated prescribing practitioner
- Online with a ticketed collaborator

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

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

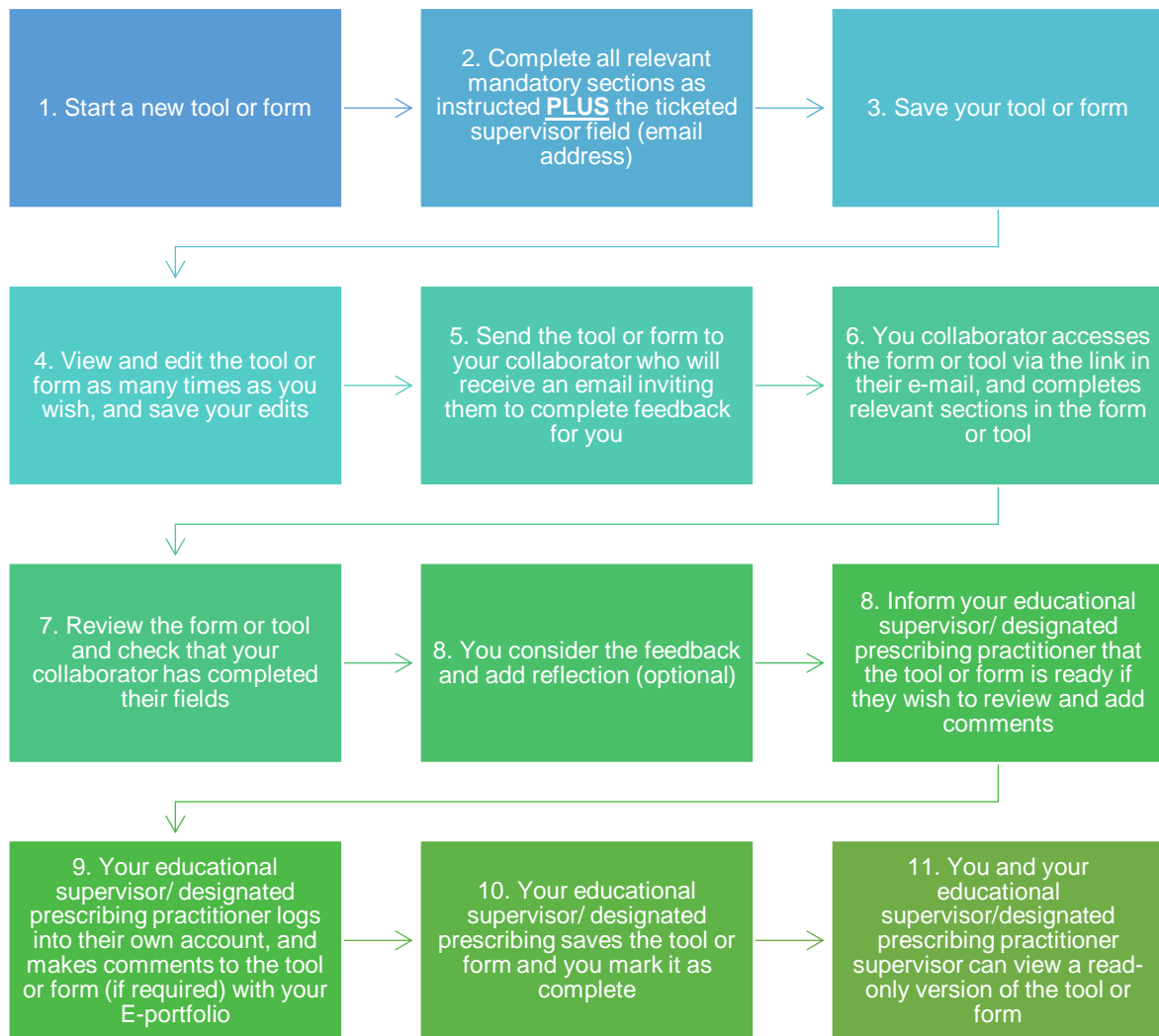
This process enables your educational supervisor or designated prescribing practitioner to complete the forms directly within the E-portfolio as they will have a registered E-portfolio account linked to yours. The process is outlined below:



## 7.2 Online process with ticketed collaborator

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

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

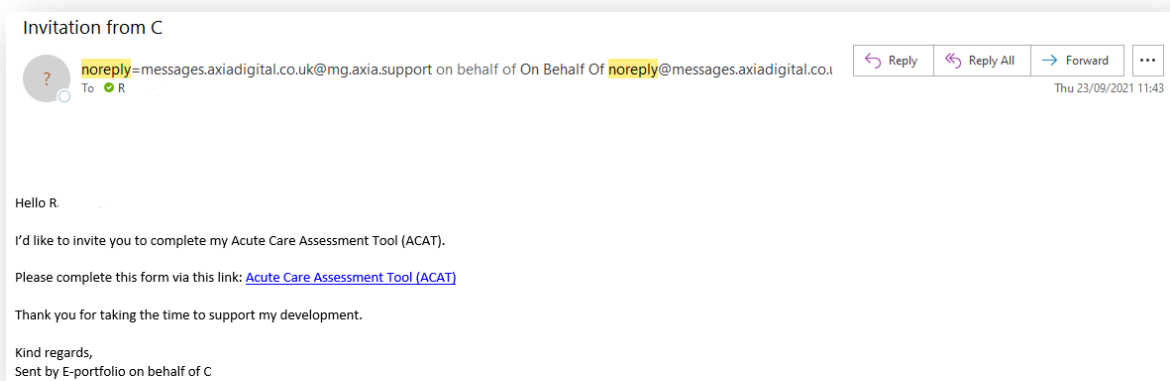


When you add the ticketed collaborator's email address, it triggers the option to send the form via an email link to them.

Collaborator Position *	Pharmacist
Update Record and Send Email to Collaborator	
Update Record	

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

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



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

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

You can re-send them reminders if the email has not been received or has been deleted in error. If you have entered the incorrect email address, you can cancel the invitation, enter in the correct email, and send a new ticket invitation.

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

If your ticketed collaborator is not able to provide feedback, you have the option of sending the invitation to another ticketed collaborator. Simply cancel the invitation and enter in the details for the alternative ticketed collaborator.

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

When you have sent a ticket it will appear in your list of created tickets at the top of the supervised learning event summary page.

Created Tickets			
Date Invited	Recipient	Form	Status
13/10/2021	rachael.parsons@rpharms.com	Acute Care Assessment Tool (ACAT)	Sent

When the ticketed collaborator has completed the form, the status will change to submitted.

### 7.3 Editing and viewing tools and forms

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

You will be able to make edits until you mark the form as complete.

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

### 7.4 Marking tools and forms complete

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

Update and Complete Record
Update Record

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

Discussion of complex Stroke Patient	20/09/2021	21/09/2021	J ... on 21/09/2021	<a href="#">View</a>
Discussion of a Cardiology Patient	20/09/2021	20/09/2021	J ... on 20/09/2021	<a href="#">View</a>
				<a href="#">Start New Form</a>

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

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

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

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

## 8. Assessment tools including supervised learning events

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

### Supervised learning events

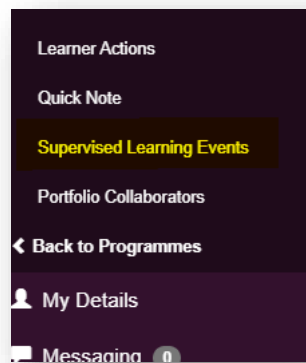
- Acute care assessment tool (ACAT)
- Case Based Discussion (CbD)
- Case presentation (CP)
- Clinical Evaluation Exercise (mini-CEX)
- Direct Observation of Non-Practical Skills (DONCS)
- Direct Observation of Practical Skills (DOPS)
- Journal Club Presentation (JCP)
- Leadership assessment skills (LEADER)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

## Other tools

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

These tools should be completed with your educational supervisor, designated prescribing practitioner or a ticketed collaborator. They are a record of feedback given from a collaborator on a learning event and allow you to demonstrate progress against the curriculum outcomes and clinical assessment skills. The collaborator will either directly observe you in practice or will have a discussion with you about a clinical / non-clinical encounter you have been involved in. They will provide you with feedback on how well you have demonstrated specific knowledge, skills, or attributes, and help to identify your learning and development needs.

Most of these tools can be accessed by selecting "**Supervised Learning Events**" in the navigation menu.



Supervised learning events can also be accessed directly from the dashboard.

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



Supervised Learning Events	Other Records
Acute Care Assessment Tool (ACAT) 2 2	File Upload 2
Clinical Evaluation Exercise (mini-CEX) 3 1	Learning Needs Analysis (LNA) 2
Case Based Discussion (CbD) 3 0	Meeting Record 3
Case Presentation (CP) 2 0	Learner Actions 24
Direct Observation of Non-Clinical Skills (DONCS) 1 1	
Direct Observation of Practical Skills (DOPS) 11 0	
Journal Club Presentation (JCP) 2 0	
Leadership Assessment Skills (LEADER) 2 0	
Reflective Account (RA) 0 2	
Teaching Observation (TO) 2 0	
Quality Improvement Project Assessment Tool (QIPAT) 2 0	

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

## 8.1 Acute care assessment tool (ACAT)

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

### 8.1.1 Creating and completing an Acute Care Assessment Tool

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

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

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

Acute Care Assessment Tool (ACAT)

[click to toggle]

Title	Date of Assessment	Date Created	Completed	Actions
ACAT 1	15/10/2021	12/10/2021		<a href="#">View</a> <a href="#">Edit</a>

Start New Form

The ‘Acute Care Assessment Tool’ form will appear. Complete the required fields as instructed EXCEPT the ‘Collaborator Email’ field which triggers the ticketed process.

Acute Care Assessment Tool (ACAT)

[click to toggle]

[← Back](#)

ACAT Details

Title \*

Date of Assessment \*

DD/MM/YYYY

Collaborator

Collaborator Name

Collaborator Email

Collaborator Position \*

Collaborator Profession \*

Create Record

Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for, and map it to all that apply.

Framework Mapping

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

## Domain 1. Person-centred care and collaboration

### Domain 1. Person-centred care and collaboration

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

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

Delivers person- centred care

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

Create Record

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your educational supervisor, designated prescribing practitioner or ticketed collaborator to complete.

Continue and complete the rest of the form as instructed. When you have completed the mandatory fields, select **“Create record”**.

Create Record

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

Acute Care Assessment Tool (ACAT)

[click to toggle]

[Back](#)

Success! Your action was completed successfully.

X

ACAT Details

You should inform your educational supervisor or designated prescribing practitioner that the form is ready for their feedback.

Your educational supervisor or designated prescribing practitioner will complete their sections of the form and either you or your collaborator will populate the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in “**Learner Actions**”.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select “**Update Record**”.

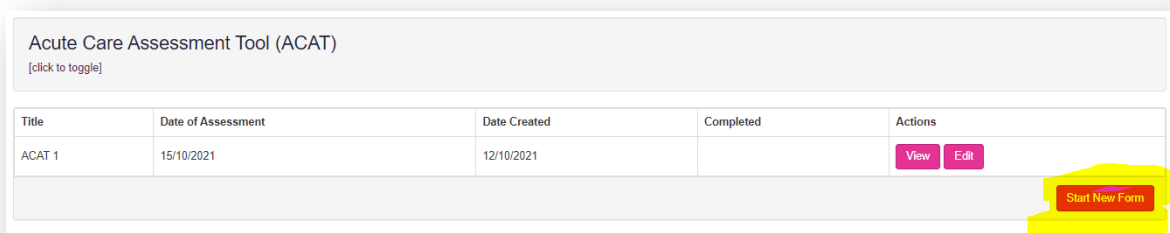
When the form is finished, select “**Update and Complete Record**” and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.




### 8.1.2 Seeking feedback on an Acute Care Assessment Tool via a ticket

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

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



The ‘Acute Care Assessment tool’ form will appear. Complete the required fields as instructed INCLUDING the collaborator email address field.

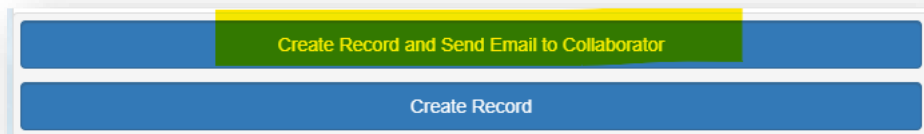
ACAT Details	
Title *	ACAT 3
Date of Assessment *	08/10/2021 
Collaborator	
Collaborator Name	Test user
Collaborator Email	testuser@gmail.com
Collaborator Position *	Advanced Pharmacist
Collaborator Profession *	Pharmacy
Collaborator Declaration: I can confirm I have read the RPS collaborator guidance and have the appropriate experience to complete this assessment. I confirm I have completed the <input type="radio"/> Yes	
<div>Create Record and Send Email to Collaborator</div> <div>Create Record</div>	

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your collaborators.

Continue and complete the rest of the form as instructed. Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for, and map it to all that apply.

Domain 1. Person-centred care and collaboration
Domain 1. Person-centred care and collaboration Communicates effectively, placing the person at the centre of any interaction <input type="checkbox"/> 1.1 Communicates effectively with people receiving care and colleagues. <input checked="" type="checkbox"/> 1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice Delivers person-centred care <input type="checkbox"/> 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour <input checked="" type="checkbox"/> 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person <input checked="" type="checkbox"/> 1.5 Always keeps the person at the centre of their approach to care <input checked="" type="checkbox"/> 1.6 Supports and facilitates the seamless continuity of care for each person Collaborates with the wider pharmacy and multidisciplinary team <input type="checkbox"/> 1.7 Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes <input type="checkbox"/> 1.8 Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; seeking to use appropriate language to influence others
<div>Create Record and Send Email to Collaborator</div> <div>Create Record</div>

When you have completed all the required fields, select **“Create Record and Send Email to Collaborator”**.



The form will update, and you will receive confirmation that the email has been sent.

Acute Care Assessment Tool (ACAT)

[click to toggle]  
◀ Back

**Success!** Your action was completed successfully. X

**ACAT Details**

Title \* ACAT 3

Date of Assessment \* 08/10/2021

**Collaborator**

Collaborator Name Test user

Collaborator Email testuser@gmail.com (Invited)  
Resend Invitation / Cancel Invitation

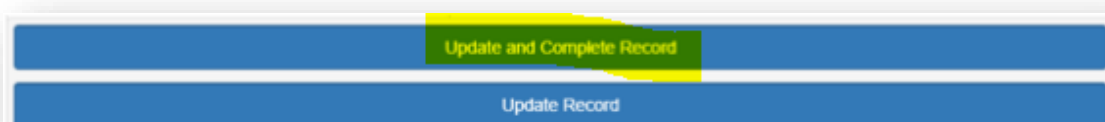
Once your ticketed collaborator has provided their feedback, you should inform your educational supervisor or designated prescribing practitioner that the form is ready to be reviewed.

Your educational supervisor or designated prescribing practitioner will complete any additional fields on the form, and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in '**Learner Actions**'.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select "**Update Record**".

When the form is finished, select "**Update and Complete Record**" and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.

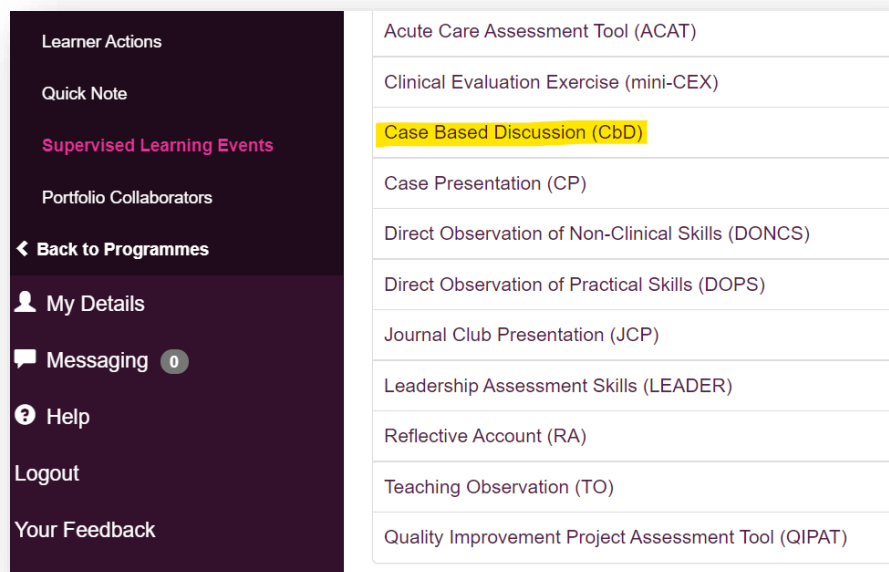


## 8.2 Case Based Discussion (CbD)

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

### 8.2.1 Creating and completing a Case Based Discussion

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



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

A screenshot of the 'Case Based Discussion (CbD)' form. At the top, it says 'Post-registration Foundation' and provides a brief description. Below this, the title 'Case Based Discussion (CbD)' is displayed with a '[click to toggle]' link. Underneath is a table with five columns: 'Date of Assessment', 'Title', 'Date Created', 'Completed', and 'Actions'. The table is currently empty. A yellow button labeled 'Start New Form' is located at the bottom right of the table area.

The ‘Case Based Discussion’ form will appear. Complete the required fields as instructed EXCEPT the ‘Collaborator Email’ field which triggers the ticketed process.

## Case Based Discussion (CbD)

[click to toggle]

◀ Back

### Assessment Details

Title \*

CbD

Date of Assessment \*

22/09/2021

### Collaborator

Collaborator Name

Collaborator Email

Collaborator Position \*

ES

Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for, and map it to all that apply.

### Framework Mapping\*

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

## Domain 1. Person-centred care and collaboration

### Domain 1. Person-centred care and collaboration

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

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

Delivers person- centred care

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

Create Record

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your educational supervisor, designated prescribing practitioner or ticketed collaborator to complete.

Continue and complete the rest of the form as instructed. When you have completed the mandatory fields, select **“Create record”**.





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

A screenshot of a web form titled "Case Based Discussion (CbD)". At the top left, there is a link "[click to toggle]" and a "Back" button. A green success message bar reads "Success! Your action was completed successfully." Below this, the "Assessment Details" section contains fields for "Title" (CbD), "Date of Assessment" (22/09/2021), and a "Collaborator" section with fields for "Collaborator Name" (Joe Bloggs), "Collaborator Email (required for sending tickets only)", and "Collaborator Position" (ES).

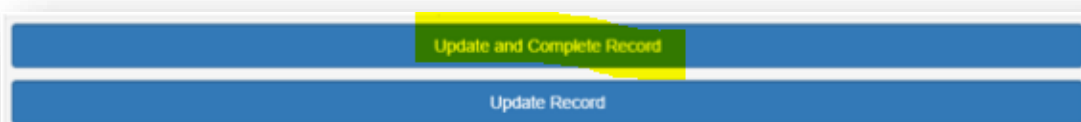
You should inform your educational supervisor or designated prescribing practitioner that the form is ready for their feedback.

Your educational supervisor or designated prescribing practitioner will complete their sections of the form, and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in "**Learner Actions**".

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

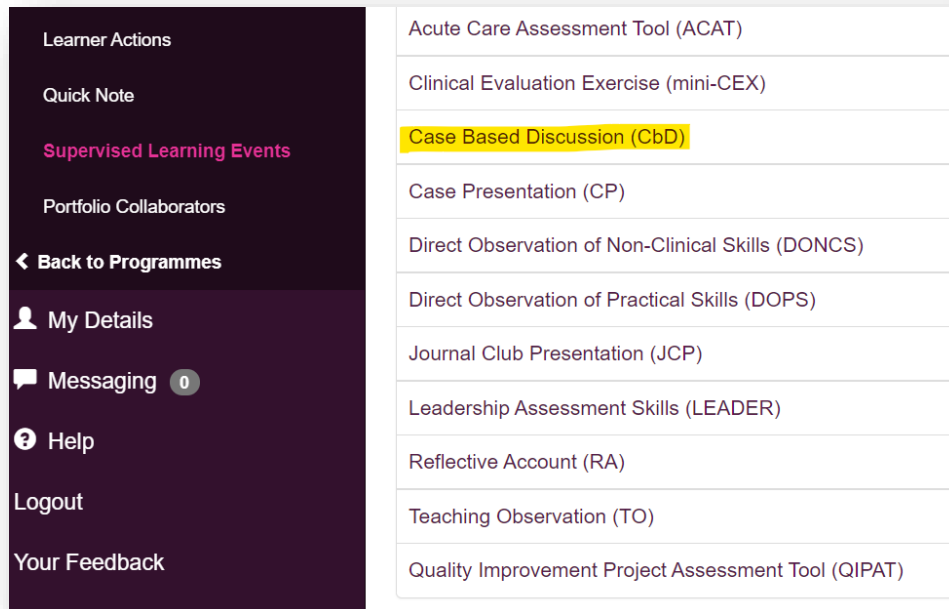
If at any point you want to **save any edits** made to the form, select "**Update Record**".

When the form is finished, select "**Update and Complete Record**" and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.



### 8.2.2 Seeking feedback on a Case Based Discussion via a ticket

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



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

The image shows the header and top section of the 'Case Based Discussion (CbD)' form. The header includes the title 'Post-registration Foundation' and a description: 'A programme for pharmacists who are looking to become **credentialed** as a post-registration pharmacist which is the first stage in our credentialing pathway. Record and compile all the evidence of your learning and assessment evidence against the **post-registration foundation pharmacist curriculum outcomes**.' Below the header is a section titled 'Case Based Discussion (CbD)' with a link '[click to toggle]'. At the bottom, there is a table with the following columns: 'Date of Assessment', 'Title', 'Date Created', 'Completed', and 'Actions'. A yellow button labeled 'Start New Form' is located in the bottom right corner of the table area.

The ‘Case Based Discussion tool’ form will appear. Complete the required fields as instructed INCLUDING the collaborator email address field.

**Case Based Discussion (CbD)**  
[click to toggle]  
[Back](#)

---

**Assessment Details**

Title \*

Date of Assessment \*

---

**Collaborator**

Collaborator Name

Collaborator Email

Collaborator Position \*

[Create Record and Send Email to Collaborator](#)

[Create Record](#)

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your ticketed collaborators.

Continue and complete the rest of the form as instructed. Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for, and map it to all that apply.

**Domain 1. Person-centred care and collaboration**

Domain 1. Person-centred care and collaboration

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

☐ 1.1 Communicates effectively with people receiving care and colleagues.

☒ 1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice

Delivers person-centred care

☐ 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour

☒ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person

☒ 1.5 Always keeps the person at the centre of their approach to care

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

Collaborates with the wider pharmacy and multidisciplinary team

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

☐ 1.8 Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; seeking to use appropriate

[Create Record and Send Email to Collaborator](#)

[Create Record](#)

When you have completed all the required fields, select **“Create Record and Send Email to Collaborator”**.

[Create Record and Send Email to Collaborator](#)

[Create Record](#)

The form will update, and you will receive confirmation that the email has been sent.

The screenshot shows a web form titled "Case Based Discussion (CbD)". At the top left, there is a "[click to toggle]" link and a "Back" button with a left-pointing arrow. Below the title is a green success message: "Success! Your action was completed successfully." with a close "X" button on the right. The form is divided into sections: "Assessment Details" and "Collaborator". Under "Assessment Details", there are two input fields: "Title \*" with the value "Asthma review" and "Date of Assessment \*" with the value "12/10/2021" and a calendar icon. Under "Collaborator", there are two input fields: "Collaborator Name" with the value "Rachael Parsons" and "Collaborator Email" with the value "rachael.parsons@rpharms.com (Invited)". Below the email field, there are links for "Resend Invitation / Cancel Invitation".

Once your ticketed collaborator has provided their feedback, you should inform your educational supervisor or designated prescribing practitioner that the form is ready to be reviewed.

Your educational supervisor or designated prescribing practitioner will complete any additional fields on the form, and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in '**Learner Actions**'.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select "**Update Record**".

When the form is finished, select "**Update and Complete Record**" and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.

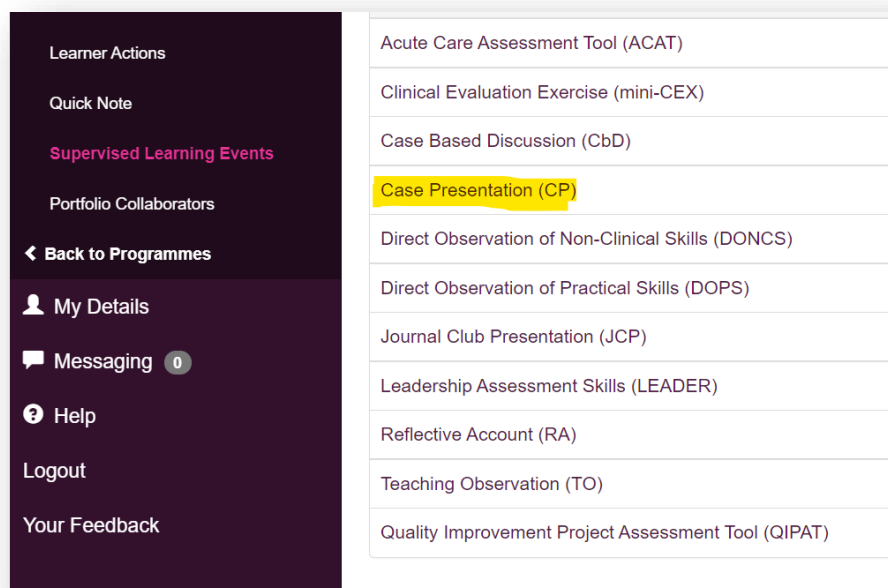
The screenshot shows two blue buttons at the bottom of the form. The top button is labeled "Update and Complete Record" and has a yellow highlight on its right side. The bottom button is labeled "Update Record".

## 8.3 Case Presentation (CP)

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

### 8.3.1 Creating and completing a Case Presentation

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



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

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

The form will appear. Complete the required fields as instructed EXCEPT the ‘Collaborator Email’ field which triggers the ticketed process.

## Case Presentation (CP)

[click to toggle]

◀ Back

### Assessment Details

Title \*

CP 1

Date of Assessment \*

05/10/2021

### Collaborator

Collaborator Name \*

Joe Bloggs

Collaborator Email (required for sending tickets only)

Collaborator Position \*

ES

Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for, and map it to all that apply.

## Framework Mapping\*

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

### Domain 1. Person-centred care and collaboration

Domain 1. Person-centred care and collaboration

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

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

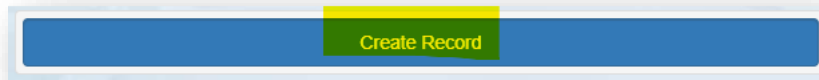
Delivers person- centred care

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

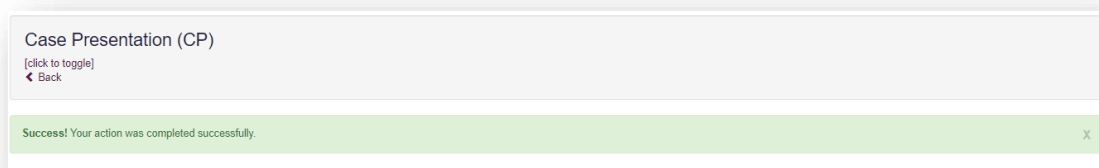
Create Record

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your educational supervisor, designated prescribing practitioner or ticketed collaborator to complete.

Continue and complete the rest of the form as instructed. When you have completed the mandatory fields, select **“Create record”**.



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



You should inform your educational supervisor or designated prescribing practitioner that the form is ready for their feedback.

Your educational supervisor or designated prescribing practitioner will complete their sections of the form and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in **“Learner Actions”**.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select **“Update Record”**

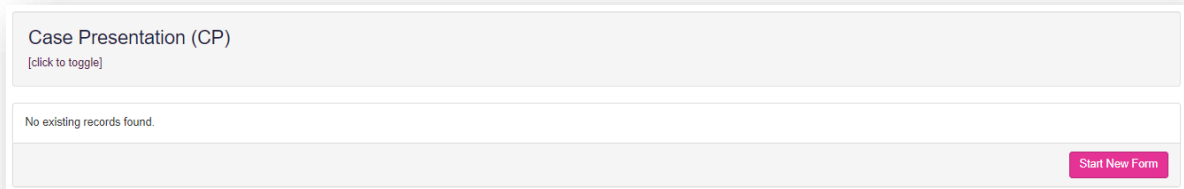
When the form is finished, select **“Update and Complete Record”** and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.



### 8.3.2 Seeking feedback on a Case Presentation via a ticket

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

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

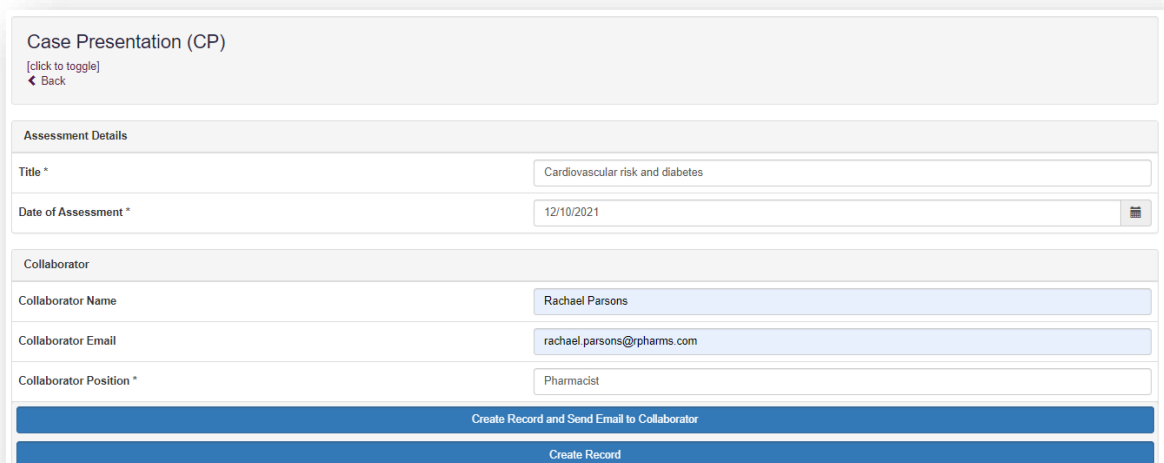


Case Presentation (CP)  
[click to toggle]

No existing records found.

Start New Form

The ‘Case Presentation’ form will appear. Complete the required fields as instructed INCLUDING the collaborator email address field.



Case Presentation (CP)  
[click to toggle]  
◀ Back

Assessment Details

Title \* Cardiovascular risk and diabetes

Date of Assessment \* 12/10/2021

Collaborator

Collaborator Name Rachael Parsons

Collaborator Email rachael.parsons@pharms.com

Collaborator Position \* Pharmacist

Create Record and Send Email to Collaborator

Create Record

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your ticketed collaborators.

Continue and complete the rest of the form as instructed. Remember to complete the framework mapping.



## Domain 1. Person-centred care and collaboration

### Domain 1. Person-centred care and collaboration

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

Collaborates with the wider pharmacy and multidisciplinary team

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

Create Record and Send Email to Collaborator

Create Record

When you have completed all the required fields, select **“Create Record and Send Email to Collaborator”**.

Create Record and Send Email to Collaborator

Create Record

The form will update, and you will receive confirmation that the email has been sent.

Case Presentation (CP)

[click to toggle]

◀ Back

Success! Your action was completed successfully. X

Assessment Details

Title \* Cardiovascular risk and diabetes

Date of Assessment \* 12/10/2021

Collaborator

Collaborator Name Rachael Parsons

Collaborator Email rachael.parsons@pharms.com (Invited)  
Resend Invitation / Cancel Invitation

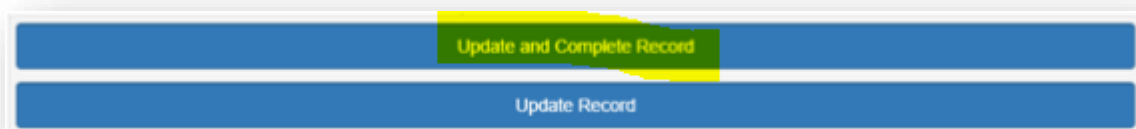
Once your ticketed collaborator has provided their feedback, you should inform your educational supervisor or designated prescribing practitioner that the form is ready to be reviewed.

Your educational supervisor or designated prescribing practitioner will complete any additional fields on the form, and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in ‘**Learner Actions**’.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select “**Update Record**”.

When the form is finished, select “**Update and Complete Record**” and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.

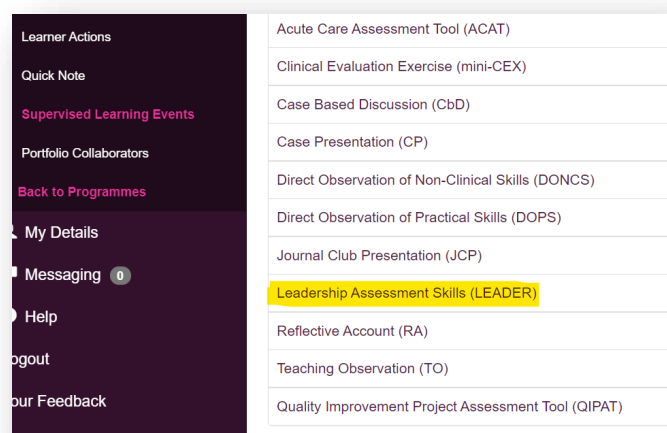


## 8.4 Leadership Assessment Skills (LEADER)

This tool is an evaluation of your leadership and team working capabilities.

### 8.4.1 Creating and completing a Leadership Assessment Skills

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



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

## Leadership Assessment Skills (LEADER)

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

No existing records found.

Start New Form


The 'Leadership Assessment Skills' form will appear. Complete the required fields as instructed EXCEPT the 'Collaborator Email' field which triggers the ticketed process.

## Leadership Assessment Skills (LEADER)

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

[← Back](#)

### Assessment Details

Title *	LEADER
Date of Assessment *	05/10/2021 

### Collaborator

Collaborator Name *	Joe Bloggs
Collaborator Email (required for sending tickets only)	
Collaborator Position *	ES

Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for, and map it to all that apply.

Framework Mapping\*

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

## Domain 1. Person-centred care and collaboration

### Domain 1. Person-centred care and collaboration

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- ☒ 1.5 Always keeps the person at the centre of their approach to care
- ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

Create Record

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your educational supervisor, designated prescribing practitioner or ticketed collaborator to complete.

Continue and complete the rest of the form as instructed. When you have completed the mandatory fields, select **“Create record”**.

Create Record

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

Leadership Assessment Skills (LEADER)

[click to toggle]
Back

Success! Your action was completed successfully.

Assessment Details

Title \*

LEADER

Date of Assessment \*

05/10/2021

Collaborator

Collaborator Name \*

Joe Bloggs

Collaborator Email (required for sending tickets only)

Collaborator Position \*

ES

Update Record

You should inform your educational supervisor or designated prescribing practitioner that the form is ready for their feedback.

Your educational supervisor or designated prescribing practitioner will complete their sections of the form and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in ‘**Learner Actions**’.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select “**Update Record**”.

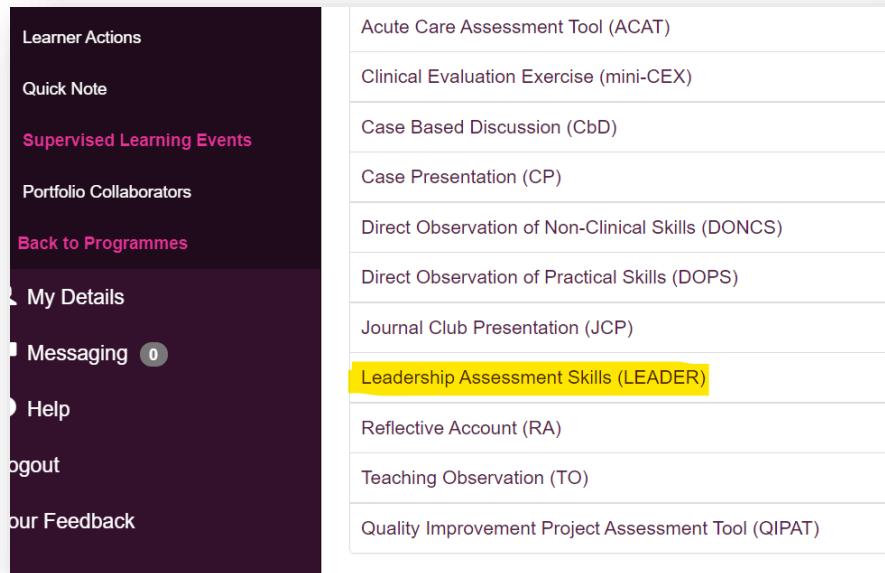
When the form is finished, select “**Update and Complete Record**” and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.

Update and Complete Record

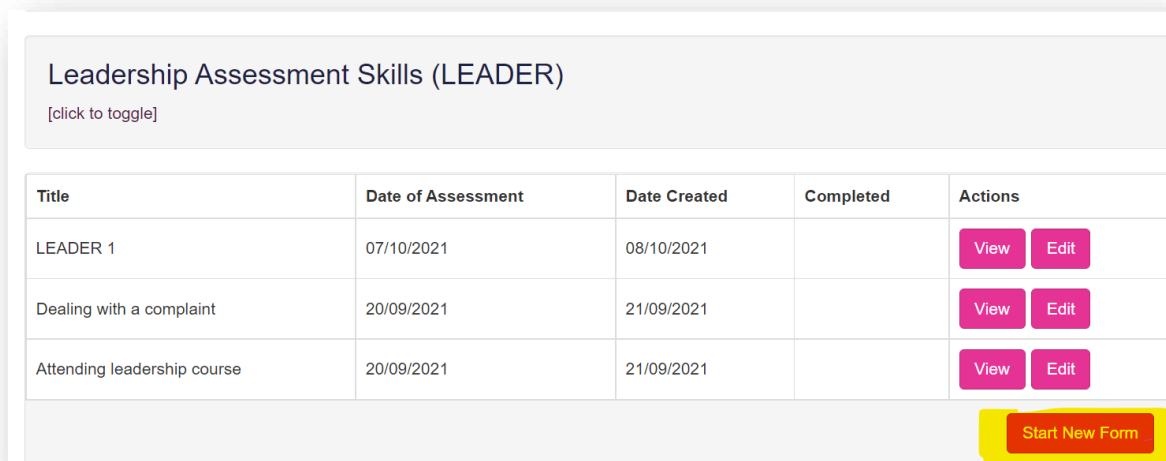
Update Record

### 8.4.2 Seeking feedback on a Leadership Assessment Skills via a ticket ii)

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



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



The 'Leadership Assessment Skills' form will appear. Complete the required fields as instructed INCLUDING the collaborator email address.

Toggle menu

Session expires in 33:29

Leadership Assessment Skills (LEADER)

[click to toggle]

Back

Assessment Details

Title \*

LEADER 1

Date of Assessment \*

07/10/2021

Collaborator

Collaborator Name

Test user

Collaborator Email

testuser@gmail.com

Collaborator Position \*

Education Lead

Create Record and Send Email to Collaborator

Create Record

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your collaborators.

Continue and complete the rest of the form as instructed. Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for, and map it to all that apply.

Domain 1. Person-centred care and collaboration

Domain 1. Person-centred care and collaboration

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

Collaborates with the wider pharmacy and multidisciplinary team

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

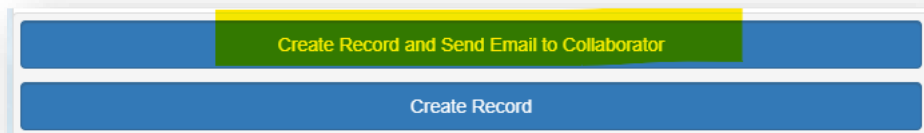
☐ 1.8 Demonstrates confidence in speaking to healthcare professionals across the multidisciplinary team; seeking to use appropriate language to influence others

Create Record and Send Email to Collaborator

Create Record

When you have completed all the required fields, select **“Create Record and Send Email to Collaborator”**.

75



The form will update, and you will receive confirmation that the email has been sent.

The screenshot shows a web form titled 'Leadership Assessment Skills (LEADER)'. At the top left, there is a '[click to toggle]' link and a 'Back' button with a left arrow. A green success message bar states 'Success! Your action was completed successfully.' with a close 'X' button. The form is divided into two main sections: 'Assessment Details' and 'Collaborator'. The 'Assessment Details' section contains 'Title \*' (LEADER 1) and 'Date of Assessment \*' (07/10/2021) with a calendar icon. The 'Collaborator' section contains 'Collaborator Name' (Test user), 'Collaborator Email' (testuser@gmail.com (Invited) with links for 'Resend Invitation / Cancel Invitation'), and 'Collaborator Position \*' (Education Lead). A blue 'Update Record' button is at the bottom.

Once your ticketed collaborator has provided their feedback, you should inform your educational supervisor or designated prescribing practitioner that the form is ready to be reviewed.

Your educational supervisor or designated prescribing practitioner will complete any additional fields on the form, and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in '**Learner Actions**'.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select "**Update Record**".

When the form is finished, select "**Update and Complete Record**" and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.



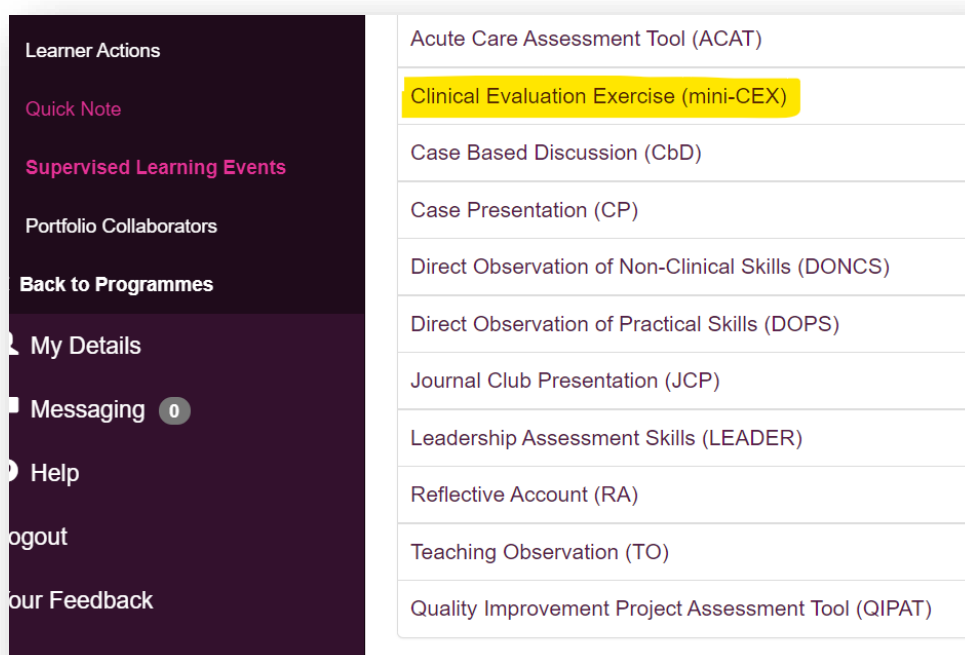


## 8.5 Clinical Evaluation Exercise (mini-CEX)

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

### 8.5.1 Creating and completing a mini-Clinical Evaluation Exercise


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



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

Clinical Evaluation Exercise (mini-CEX)				
[click to toggle]				
Title	Date of Assessment	Date Created	Completed	Actions
Blood Pressure	02/09/2021	21/09/2021	on 21/09/2021	<a href="#">View</a>
Medicines Reconciliation process	20/09/2021	21/09/2021		<a href="#">View</a> <a href="#">Edit</a>
				<a href="#">Start New Form</a>

The 'Clinical Evaluation Form' form will open. Complete the required fields as instructed EXCEPT the 'Collaborator Email' field which triggers the ticketed process.

Clinical Evaluation Exercise (mini-CEX)	
[click to toggle]	
<a href="#">Back</a>	
Mini-CEX Details	
Title *	mini-CEX 1
Date of Assessment *	18/10/2021 
Collaborator	
Collaborator Name	Joe Bloggs
Collaborator Email	
Collaborator Position *	ES
Collaborator Profession *	Pharmacy

Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for, and map it to all that apply.

## Framework Mapping<sup>\*</sup>

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

## Domain 1. Person-centred care and collaboration

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Delivers person- centred care

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

Create Record

Continue and complete the rest of the form as instructed. When you have completed the mandatory fields, select **“Create record”**.

Create Record

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

### Clinical Evaluation Exercise (mini-CEX)

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

Success! Your action was completed successfully

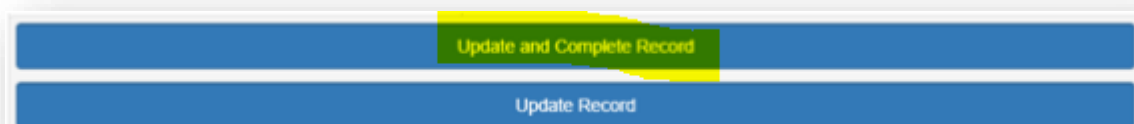
You should inform your educational supervisor or designated prescribing practitioner that the form is ready for their feedback.

Your educational supervisor or designated prescribing practitioner will complete their sections of the form and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in '**Learner Actions**'.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

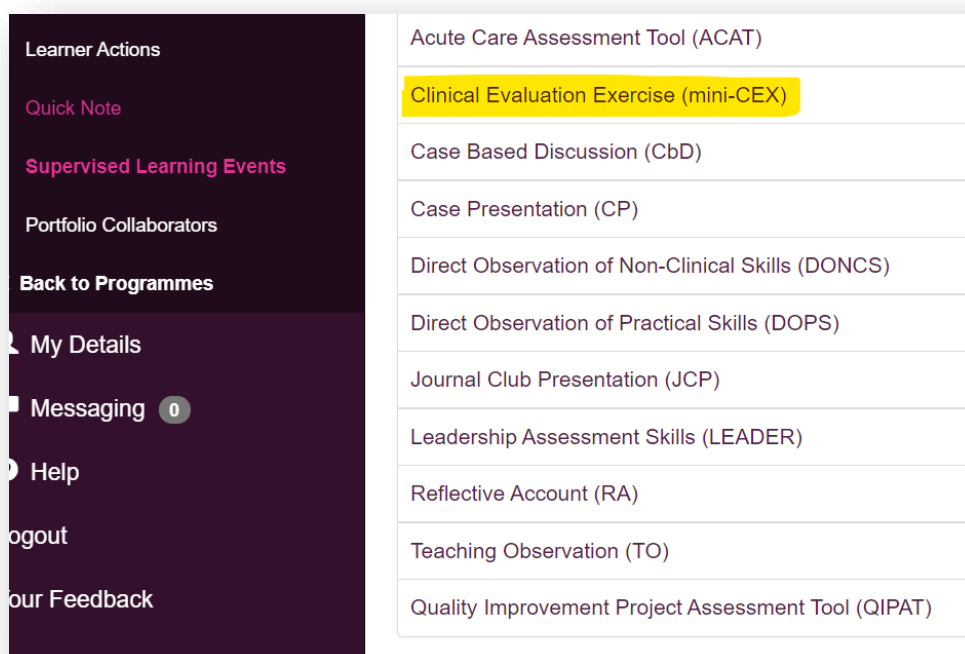
If at any point you want to **save any edits** made to the form, select "**Update Record**".

When the form is finished, select "**Update and Complete Record**" and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.



## 8.5.2 Seeking feedback on a mini-Clinical Evaluation Exercise via a ticket

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



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

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

[Start New Form](#)

The form will appear. Complete the required fields as instructed INCLUDING the collaborator email address fields.

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

Mini-CEX Details

Title \*
Anticoagulant choice

Date of Assessment \*
12/10/2021

Collaborator

Collaborator Name
Rachael Parsons

Collaborator Email
rachael.parsons@pharms.com

Collaborator Position \*
Pharmacist

Collaborator Profession \*
Pharmacy

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

Case Outline

Summary of Case(s) \*
I was asked by the doctor to provide some advice about choice of anticoagulant for a patient. I consulted with the patient,

Create Record and Send Email to Collaborator

Create Record

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your collaborators.

Continue and complete the rest of the form as instructed. Remember to complete the framework mapping.

## Domain 1. Person-centred care and collaboration

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- ☒ 1.5 Always keeps the person at the centre of their approach to care
- ☒ 1.6 Supports and facilitates the seamless continuity of care for each person

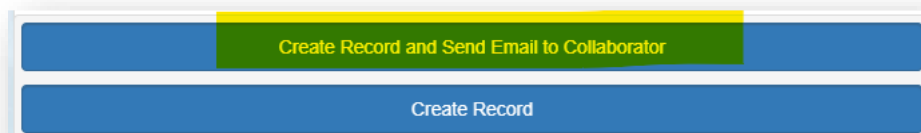
Collaborates with the wider pharmacy and multidisciplinary team

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

Create Record and Send Email to Collaborator

Create Record

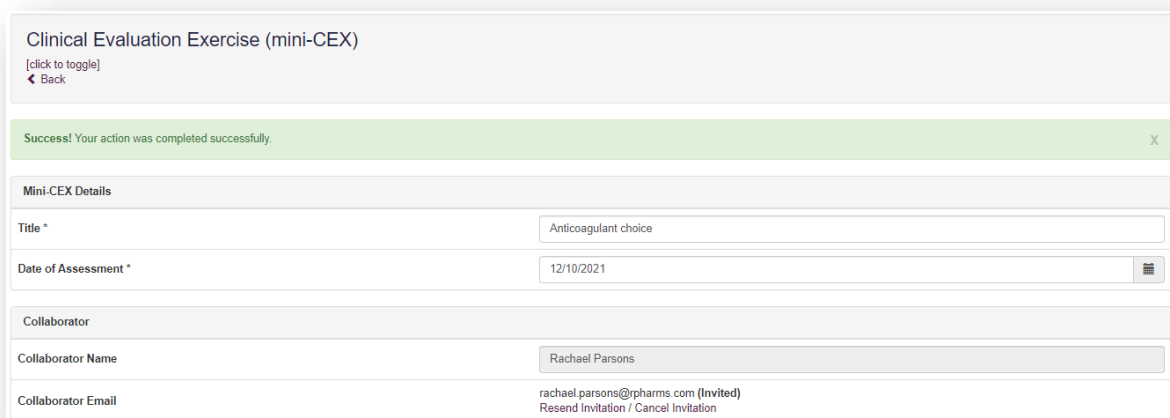
When you have completed all the required fields, select “**Create Record and Send Email to Collaborator**”.



Create Record and Send Email to Collaborator

Create Record

The form will update, and you will receive confirmation that the email has been sent.



Clinical Evaluation Exercise (mini-CEX)

[click to toggle]

← Back

Success! Your action was completed successfully.

Mini-CEX Details

Title \* Anticoagulant choice

Date of Assessment \* 12/10/2021

Collaborator

Collaborator Name Rachael Parsons

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

Once your ticketed collaborator has provided their feedback, you should inform your educational supervisor or designated prescribing practitioner that the form is ready to be reviewed.

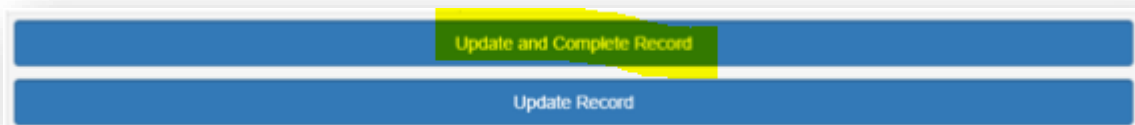
Your educational supervisor or designated prescribing practitioner will complete any additional fields on the form, and either you or your collaborator will complete the **Agreed**

**action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in ‘**Learner Actions**’.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select “**Update Record**”.

When the form is finished, select “**Update and Complete Record**” and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.

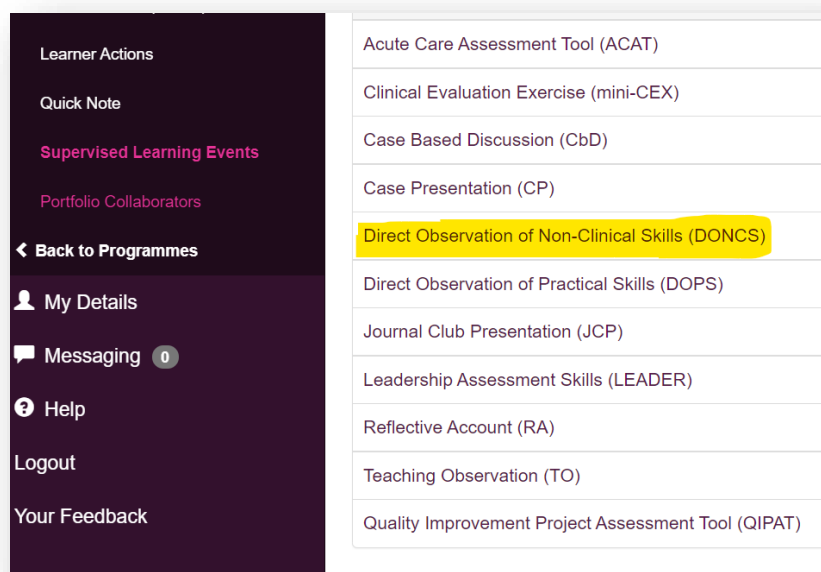


## 8.6 Direct Observation of Non-Clinical Skills (DONCS)

This tool is an evaluation of your non-clinical skills.

### 8.6.1 Creating and completing a Direct Observation of Non-Clinical Skills

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



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

### Direct Observation of Non-Clinical Skills (DONCS)

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

Title	Date of Assessment	Date Created	Completed	Actions
Chairing a MDT	20/09/2021	21/09/2021		<a href="#">View</a> <a href="#">Edit</a>
Giving feedback to a junior	20/09/2021	21/09/2021	Josh Miller on 21/09/2021	<a href="#">View</a>

[Start New Form](#)

The “Direction Observation of Non-Clinical Skills” from will appear. Complete the required fields as instructed EXCEPT the ‘Collaborator Email’ field which triggers the ticketed process.

### Direct Observation of Non-Clinical Skills (DONCS)

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

#### Assessment Details

Title \*

Chairing a meeting

Date of Assessment \*

13/10/2021

#### Collaborator

Collaborator Name

Rosie Brown

Collaborator Email

Collaborator Position \*

Practice Manager

Collaborator profession \*

Manager

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

☐ Yes I confirm

#### Summary of Scenario

Brief Summary of Scenario \*

I was involved in chairing a meeting at one of the GP practices about the local formulary|

Create Record

Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for and map to all that apply



### Domain 3. Leadership and management

#### Domain 3. Leadership and management

Promotes pharmacy services and develops the profession

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

Recognises opportunities for change, innovation and quality improvement

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

Demonstrates self-awareness, resilience and adaptability

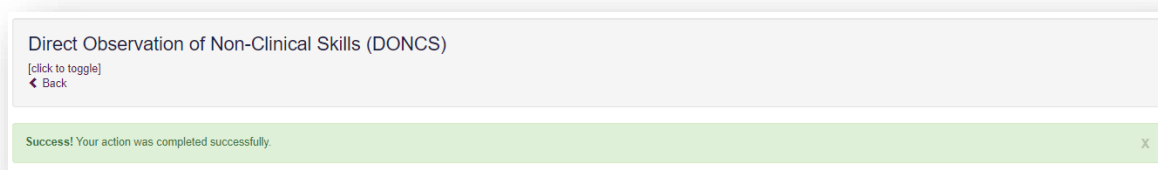
- ☒ 3.7 Demonstrates self-awareness and emotional intelligence within the role, reflects on and understands the impact a situation may have on one's own health and wellbeing
- ☒ 3.8 Remains composed even in challenging or high-pressured situations; develops and draws upon support network in challenging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

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your educational supervisor, designated prescribing practitioner or ticketed collaborator to complete.

Continue and complete the rest of the form as instructed. When you have completed the mandatory fields, select '**Create record**'.



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



You should inform your educational supervisor or designated prescribing practitioner that the form is ready for their feedback.

Your educational supervisor or designated prescribing practitioner will complete their sections of the form and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in '**Learner Actions**'.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select “**Update Record**”.

When the form is finished, select “**Update and Complete Record**” and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.



### 8.6.2 Seeking feedback on a Direct Observation of Non-Clinical Skills via a ticket

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

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

Direct Observation of Non-Clinical Skills (DONCS) <small>[click to toggle]</small>				
Title	Date of Assessment	Date Created	Completed	Actions
DONCS 1	04/11/2021	12/10/2021		<a href="#">View</a> <a href="#">Edit</a>
				<a href="#">Start New Form</a>

The ‘Direct Observation of Non-Clinical Skills form will appear. Complete the required fields as instructed INCLUDING the collaborator email address fields.

### Direct Observation of Non-Clinical Skills (DONCS)

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

#### Assessment Details

Title \*

Organising rota

Date of Assessment \*

12/10/2021

#### Collaborator

Collaborator Name

Rachael Parsons

Collaborator Email

rachael.parsons@rpharms.com

Collaborator Position \*

Pharmacist

Collaborator profession \*

Pharmacy

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

☐ Yes I confirm

#### Summary of Scenario

Brief Summary of Scenario \*

I was asked to take responsibility for organising the rota. This is a fairly complex process and involves.....

Create Record and Send Email to Collaborator

Create Record

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your collaborators.

Continue and complete the rest of the form as instructed.

Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for and map to all that apply.

## Domain 3. Leadership and management

### Domain 3. Leadership and management

Promotes pharmacy services and develops the profession

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

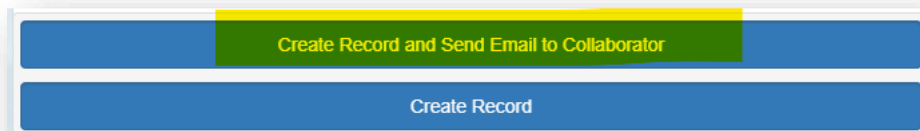
Recognises opportunities for change, innovation and quality improvement

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

Demonstrates self-awareness, resilience and adaptability

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

When you have completed all the required fields, select “Create Record and Send Email to Collaborator”.



The form will update, and you will receive confirmation that the email has been sent.

 A screenshot of a web form titled 'Direct Observation of Non-Clinical Skills (DONCS)'. It includes a '[click to toggle]' link and a 'Back' button. A green success message states: 'Success! Your action was completed successfully.' The form is divided into sections: 'Assessment Details' with fields for 'Title \*' (containing 'Organising rota') and 'Date of Assessment \*' (containing '12/10/2021'); and 'Collaborator' with fields for 'Collaborator Name' (containing 'Rachael Parsons') and 'Collaborator Email' (containing 'rachael.parsons@rpharms.com (Invited)'). Below the email field are links for 'Resend Invitation / Cancel Invitation'.

Once your ticketed collaborator has provided their feedback, you should inform your educational supervisor or designated prescribing practitioner that the form is ready to be reviewed.

Your educational supervisor or designated prescribing practitioner will complete any additional fields on the form, and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in '**Learner Actions**'.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select "**Update Record**".

When the form is finished, select "**Update and Complete Record**" and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.

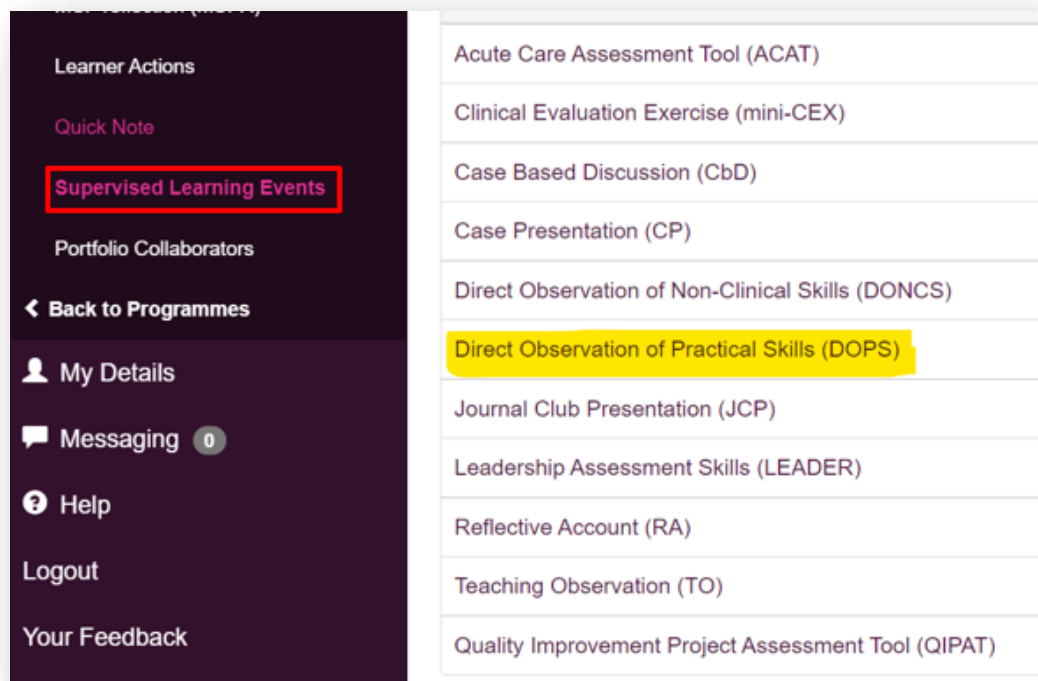


## 8.7 Direct Observation of Practical Skills (DOPS)

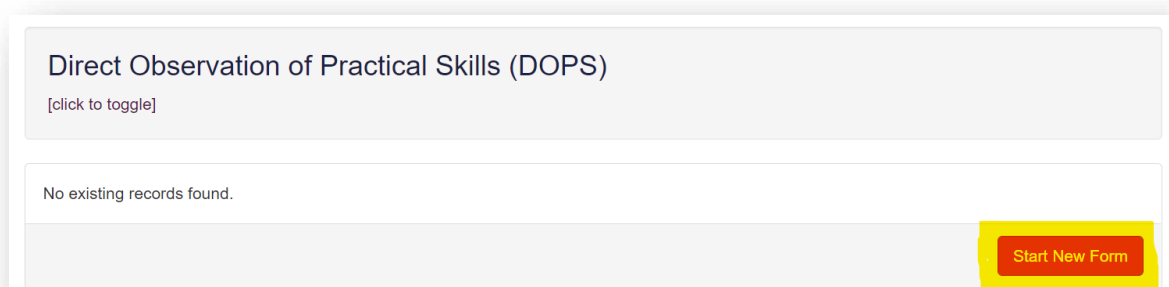
This tool is useful for demonstrating your ability to undertake a practical (clinical) skill.

### 8.7.1 Creating and completing a Direct Observation of Practical Skills

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



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



The “Direct Observation of Practical Skills” form will appear. Complete the required fields as instructed EXCEPT the ‘Collaborator Email’ field which triggers the ticketed process.

### Direct Observation of Practical Skills (DOPS)

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

#### Assessment Details

Title \*

Blood pressure in clinic

Date of Assessment \*

13/10/2021

#### Collaborator

Collaborator Name

Harry Nicholson

Collaborator Email

Collaborator Position \*

Advanced Clinical Practitioner

Collaborator profession \*

Nursing

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

☐ Yes

#### Summary of Procedure

Procedure being Observed \*

Blood pressure

Create Record

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

### Framework Mapping\*

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

## Clinical Assessment Skills

☒ Blood pressure - manual
 

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

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

**Framework Mapping**  
Consider what learning outcome(s) this record provides evidence for and map to all that apply  
  
**Domain 1. Person-centred care and collaboration**  
Domain 1. Person-centred care and collaboration  
Communicates effectively, placing the person at the centre of any interaction  
☒ 1.1 Communicates effectively with people receiving care and colleagues.  
☒ 1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice  
Delivers person- centred care  
☐ 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour  
☒ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person  
☒ 1.5 Always keeps the person at the centre of their approach to care  
☐ 1.6 Supports and facilitates the seamless continuity of care for each person  
  
**Create Record**

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your educational supervisor, designated prescribing practitioner or ticketed collaborator to complete.

Continue and complete the rest of the form as instructed. When you have completed the mandatory fields, select **“Create record”**.

**Create Record**

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

Direct Observation of Practical Skills (DOPS)

(click to toggle)  
◀ Back

Success! Your action was completed successfully. X

You should inform your educational supervisor or designated prescribing practitioner that the form is ready for their feedback.

Your educational supervisor or designated prescribing practitioner will complete their sections of the form and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in '**Learner Actions**'.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select "**Update Record**".

When the form is finished, select "**Update and Complete Record**" and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.

Update and Complete Record

Update Record

### 8.7.2 Seeking feedback on a Direct Observation of Practical Skills via a ticket

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

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



## Direct Observation of Practical Skills (DOPS)

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

No existing records found.

[Start New Form](#)

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

## Direct Observation of Practical Skills (DOPS)

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

[← Back](#)

### Assessment Details

Title \*

Date of Assessment \*

### Collaborator

Collaborator Name

Collaborator Email

Collaborator Position \*

Collaborator profession \*

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

### Summary of Procedure

Procedure being Observed \*

[Create Record and Send Email to Collaborator](#)

[Create Record](#)

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your ticketed collaborators.

Continue and complete the rest of the form as instructed.

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

Framework Mapping\*

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

## Clinical Assessment Skills

☒ Blood pressure - manual
 

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

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

Framework Mapping\*

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

## Domain 1. Person-centred care and collaboration

Domain 1. Person-centred care and collaboration

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

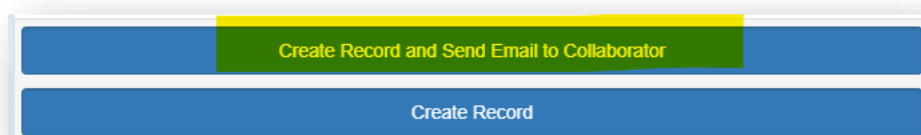
☒ 1.1 Communicates effectively with people receiving care and colleagues.
 ☒ 1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice

Delivers person- centred care

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

Create Record

When you have completed all the required fields, select “**Create Record and Send Email to Collaborator**”.



The form will update, and you will receive confirmation that the email has been sent.

A screenshot of a web form titled "Direct Observation of Practical Skills (DOPS)". At the top left, there is a link "(click to toggle)" and a "Back" button. A green success message bar reads "Success! Your action was completed successfully." Below this, the form is divided into sections. The "Assessment Details" section contains a "Title \*" field with the value "Respiratory rate in a child" and a "Date of Assessment \*" field with the value "12/10/2021". The "Collaborator" section contains a "Collaborator Name" field with the value "Rachael Parsons" and a "Collaborator Email" field with the value "rachael.parsons@rpharms.com (Invited)". Below the email field are links for "Resend Invitation / Cancel Invitation".

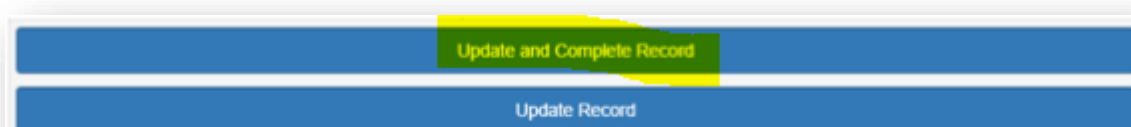
Once your ticketed collaborator has provided their feedback, you should inform your educational supervisor or designated prescribing practitioner that the form is ready to be reviewed.

Your educational supervisor or designated prescribing practitioner will complete any additional fields on the form, and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in ‘**Learner Actions**’.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select “**Update Record**”.

When the form is finished, select “**Update and Complete Record**” and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.

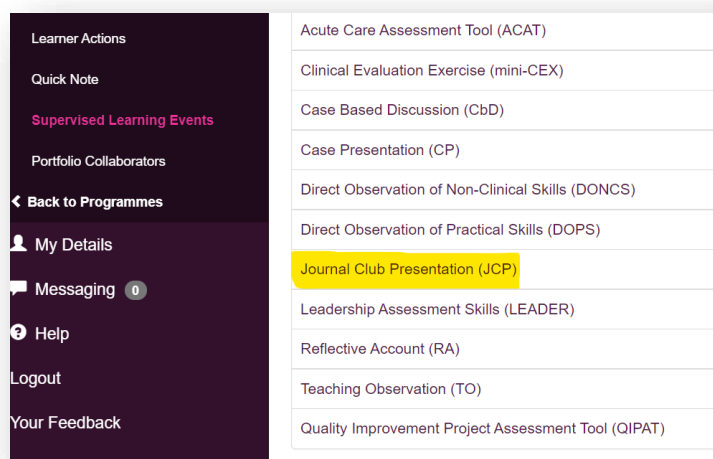


## 8.8 Journal Club Presentation (JCP)

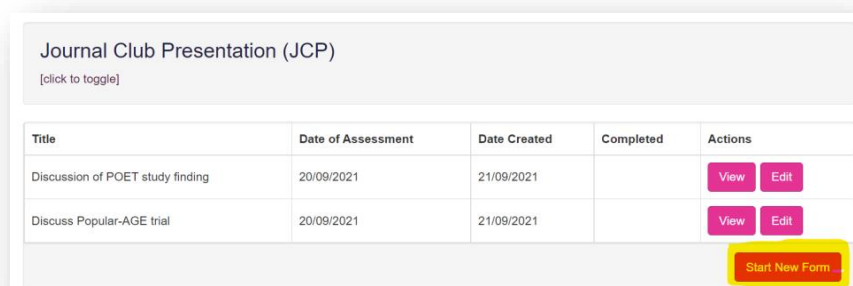
This tool is an evaluation of your ability to effectively present a journal paper to colleagues demonstrating knowledge of research methods and critical evaluation skills.

### 8.8.1 Creating and completing a Journal Club Presentation

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



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



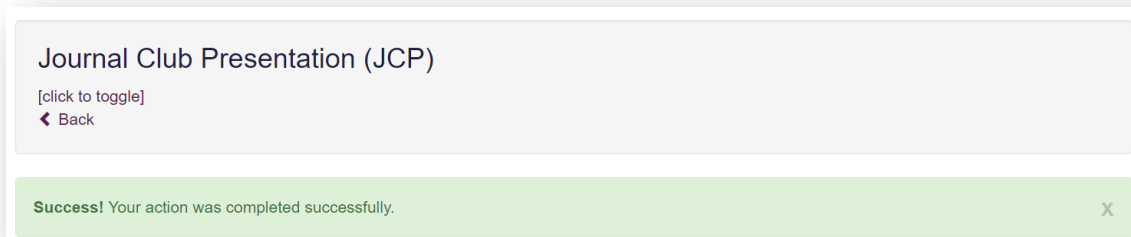
The “Journal Club Presentation” form will appear. Complete the required fields as instructed EXCEPT the ‘Collaborator Email’ field which triggers the ticketed process.

Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for, and map it to all that apply.

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your educational supervisor, designated prescribing practitioner or ticketed collaborator to complete.

[Create Record](#)

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



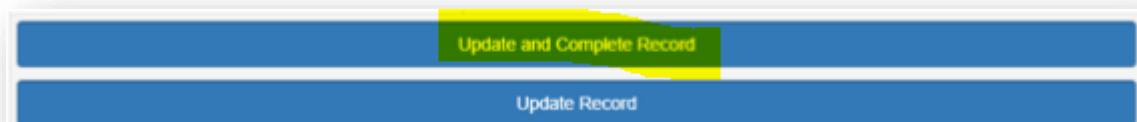
You should inform your educational supervisor or designated prescribing practitioner that the form is ready for their feedback.

Your educational supervisor or designated prescribing practitioner will complete their sections of the form and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in '**Learner Actions**'.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select "**Update Record**".

When the form is finished, select "**Update and Complete Record**" and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.



### 8.8.2 Seeking feedback on a Journal Club Presentation via a ticket

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

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

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

Select **'Start New Form'**.

Journal Club Presentation (JCP)  
[click to toggle]

Title	Date of Assessment	Date Created	Completed	Actions
Discussion of POET study finding	20/09/2021	21/09/2021		View Edit
Discuss Popular-AGE trial	20/09/2021	21/09/2021		View Edit

Start New Form

The Journal Club Presentation will appear. Complete the required fields as instructed INCLUDING the collaborator email address.

Assessment Details

Title \*

JCP 1

Date of Assessment \*

08/10/2021

Collaborator

Collaborator Name

Test user

Collaborator Email

testuser@gmail.com

Collaborator Position \*

Manager

Collaborator profession \*

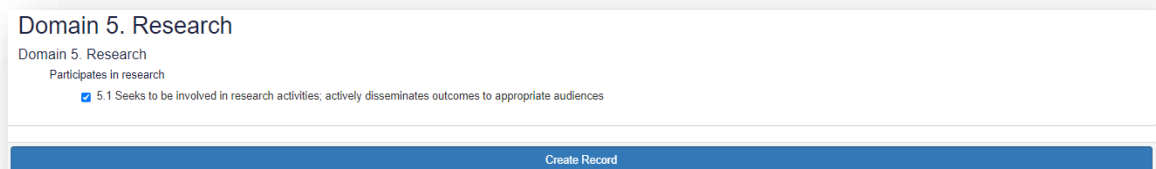
Pharmacy

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

☐ Yes I confirm

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your collaborators.

Continue and complete the rest of the form as instructed. Remember to complete the framework mapping.



Domain 5. Research

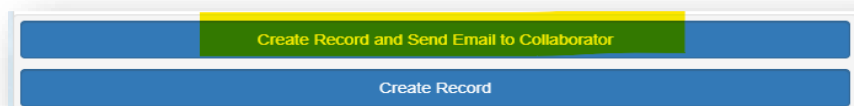
Domain 5. Research

Participates in research

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

Create Record

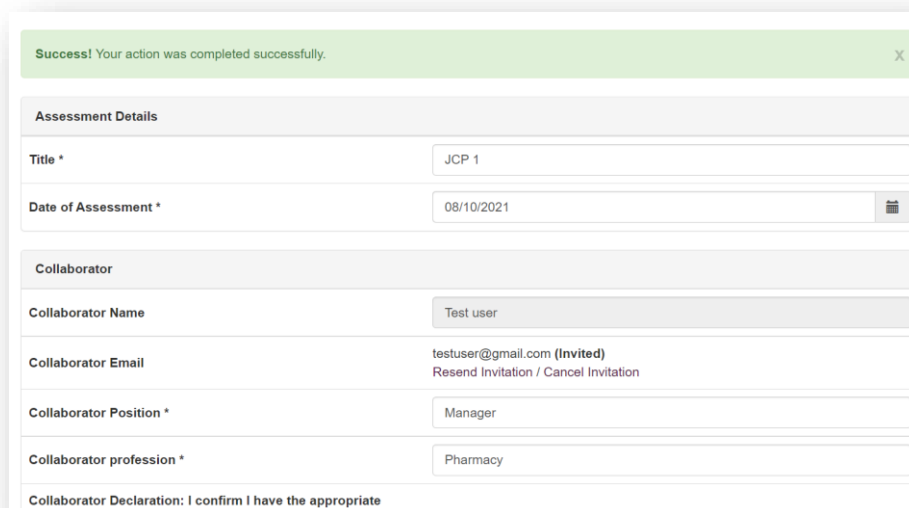
When you have completed all the required fields, select “**Create Record and Send Email to Collaborator**”.



Create Record and Send Email to Collaborator

Create Record

The form will update, and you will receive confirmation that the email has been sent.



Success! Your action was completed successfully. X

Assessment Details

Title \* JCP 1

Date of Assessment \* 08/10/2021

Collaborator

Collaborator Name Test user

Collaborator Email testuser@gmail.com (Invited)  
Resend Invitation / Cancel Invitation

Collaborator Position \* Manager

Collaborator profession \* Pharmacy

Collaborator Declaration: I confirm I have the appropriate

Once your ticketed collaborator has provided their feedback, you should inform your educational supervisor or designated prescribing practitioner that the form is ready to be reviewed.

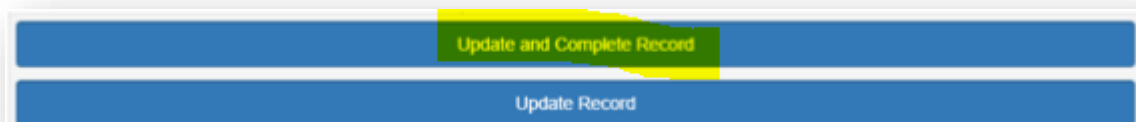
Your educational supervisor or designated prescribing practitioner will complete any additional fields on the form, and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in ‘**Learner Actions**’.



When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select “**Update Record**”.

When the form is finished, select “**Update and Complete Record**” and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.

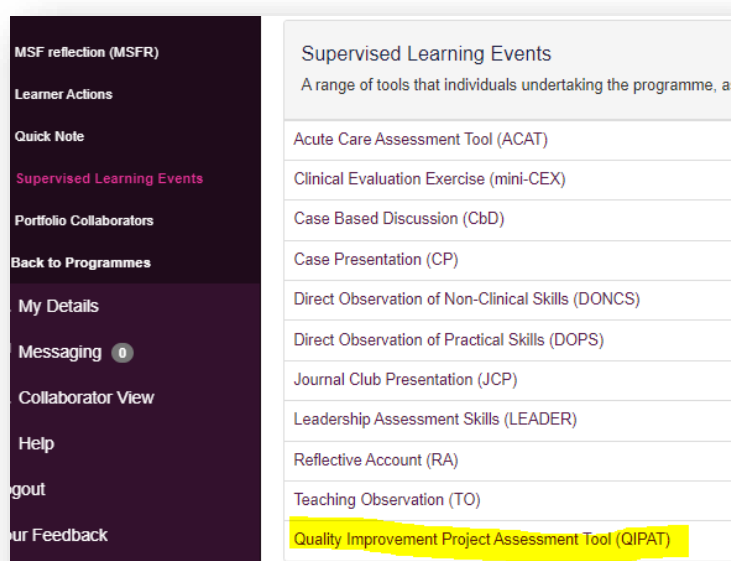


## 8.9 Quality Improvement Project Assessment Tool (QIPAT)

This tool is an evaluation of your ability to undertake a quality improvement project to improve service provision in your area of expertise.

### 8.9.1 Creating and completing a Quality Improvement Project Assessment Tool

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



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

Quality Improvement Project Assessment Tool (QIPAT)  
[click to toggle]

No existing records found.

Start New Form

The form will appear. Complete the required fields as instructed EXCEPT the ‘Collaborator Email’ field which triggers the ticketed process.

Quality Improvement Project Assessment Tool (QIPAT)  
[click to toggle]  
Back

Assessment Details

Title \*

Reducing waste

Date of Assessment \*

13/10/2021

Collaborator Details

Collaborator Name

Parv Slimani

Collaborator Email

Collaborator Position \*

Dispensary manager

Collaborator profession \*

Pharmacy Technician |

Create Record

Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for, and map it to all that apply.

Domain 3. Leadership and management

Domain 3. Leadership and management

Promotes pharmacy services and develops the profession

☐ 3.1 Proactively demonstrates and promotes the value of pharmacy to the public and other healthcare professionals

☐ 3.2 Communicates vision and goals to the wider pharmacy and multidisciplinary team to support with achieving group tasks

Recognises opportunities for change, innovation and quality improvement

☐ 3.3 Critically analyses business needs; is mindful of commercial aspects within the pharmacy context; recognises the changes to and the opportunities within the future role of pharmacists; seeks out opportunities to modify own approach and deliver / promote new pharmacy services

☐ 3.4 Draws upon networks to understand the range of clinical, medicines-related and public health activities offered by pharmacy across sectors and the care pathway

☒ 3.5 Is open to new approaches and ways of completing work tasks and appropriately challenges others to consider change to improve the quality of care; shares own innovative ideas to improve working practices, both internally and externally

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

Demonstrates self-awareness, resilience and adaptability

☒ 3.7 Demonstrates self-awareness and emotional intelligence within the role, reflects on and understands the impact a situation may have on one's own health and wellbeing

☐ 3.8 Remains composed even in challenging or high-pressured situations; develops and draws upon support network in challenging situations

☐ 3.9 Effectively, efficiently and safely manages multiple priorities; maintains accuracy when in a challenging situation; manages own time and workload calmly, demonstrating resilience

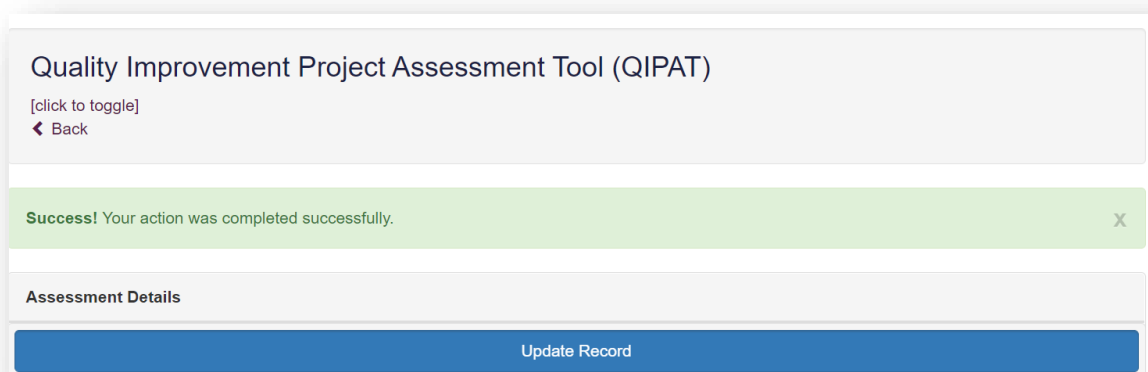
☒ 3.10 Adapts and works effectively in different environments within pharmacy by applying previous learning to new settings

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your educational supervisor, designated prescribing practitioner or ticketed collaborator to complete.

Continue and complete the rest of the form as instructed. When you have completed the mandatory fields, select '**Create record**'.



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



You should inform your educational supervisor or designated prescribing practitioner that the form is ready for their feedback.

Your educational supervisor or designated prescribing practitioner will complete their sections of the form and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in '**Learner Actions**'.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select '**Update Record**'

When the form is finished, select '**Update and Complete Record**' and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.



### 8.9.2 Seeking feedback on a Quality Improvement Assessment Tool via a ticket

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


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

Quality Improvement Project Assessment Tool (QIPAT)  
[click to toggle]

Title	Date of Assessment	Date Created	Completed	Actions
An Audit into the Prescribing of Supplementary Oxy...	20/09/2021	21/09/2021		<button>View</button> <button>Edit</button>
Audit of Dispensing Errors	20/09/2021	21/09/2021		<button>View</button> <button>Edit</button>

Start New Form

The form will appear. Complete the required fields as instructed INCLUDING the collaborator email address fields.

Assessment Details	
Title *	QIPAT 1
Date of Assessment *	07/11/2021 
Collaborator Details	
Collaborator Name	Test user
Collaborator Email	testuser@gmail.com
Collaborator Position *	Manager
Collaborator profession *	Tester
Collaborator Declaration: I can confirm I have read the RPS collaborator guidance and have the appropriate experience to complete this assessment. I confirm I have completed the <input type="checkbox"/> Yes	
<div>Create Record and Send Email to Collaborator</div> <div>Create Record</div>	

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your collaborators.

Continue and complete the rest of the form as instructed.

Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for, and map it to all that apply.

### Domain 3. Leadership and management

#### Domain 3. Leadership and management

##### Promotes pharmacy services and develops the profession

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

##### Recognises opportunities for change, innovation and quality improvement

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

##### Demonstrates self-awareness, resilience and adaptability

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

When you have completed all the required fields, select “Create Record and Send Email to Collaborator”.

Buttons: Create Record and Send Email to Collaborator, Create Record

The form will update, and you will receive confirmation that the email has been sent.

Quality Improvement Project Assessment Tool (QIPAT)  
 [click to toggle]  
 ◀ Back

Success! Your action was completed successfully. X

Assessment Details

Update Record

Once your ticketed collaborator has provided their feedback, you should inform your educational supervisor or designated prescribing practitioner that the form is ready to be reviewed.

Your educational supervisor or designated prescribing practitioner will complete any additional fields on the form, and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in '**Learner Actions**'.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select "**Update Record**".

When the form is finished, select "**Update and Complete Record**" and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.

Buttons: Update and Complete Record, Update Record

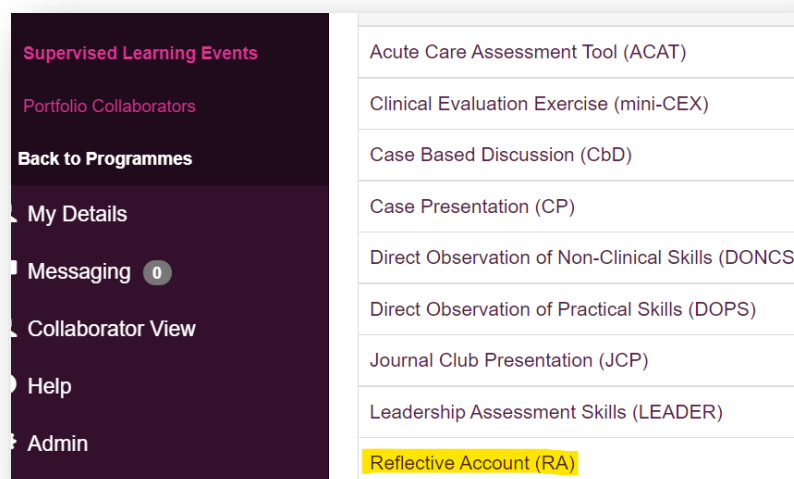
## 8.10 Reflective Account (RA)

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

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

### 8.10.1 Creating and completing a Reflective Account

On the menu select “**Supervised Learning Events**” then “**Reflective Account (RA)**” or select “**Reflective Account**” from the dashboard.



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



This will then take you to a page where you can complete sections that are relevant to your experience.

Toggle menu

Session expires in 34:5

Reflective Account (RA)

[click to toggle]

Back

Reflective Account Details

Title \*

Date of Reflection \*

DD/MM/YYYY

Description \*

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

Feelings \*

Explain your feeling and thoughts at the time of the event giving examples which directly reference the experience.

Create Record

Complete the mandatory fields.

Reflective Account (RA)

[click to toggle]

Back

Reflective Account Details

Title \*

RA 1.1

Date of Reflection \*

27/10/2021

Description \*

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

Reflective account on taking bloods

Feelings \*

Explain your feeling and thoughts at the time of the event giving examples which directly reference the experience.

I was very confident going into his event.

Create Record

You can then map this record to any outcomes that are relevant.

108



Framework Mapping

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

## Domain 1. Person-centred care and collaboration

### Domain 1. Person-centred care and collaboration

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

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

Delivers person- centred care

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

Create Record

Once the mapping is complete, select the **“Create Record”** button.

You’ll receive confirmation that your record has been created.

Reflective Account (RA)

[click to toggle]

Back

Success! Your action was completed successfully.

Reflective Account Details

Title \*

Challenging consultations

Date of Reflection \*

13/10/2021

Description \*

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

I have experienced a number of challenging consultations recently and wanted to reflect to try and improve things going forwards. The first example involved.....

Update and Complete Record

Update Record

**NOTE: Reflective accounts cannot be sent via a ticket. Once you have created a Reflective Account, your educational supervisor or designated prescribing practitioner can add optional comments.**

**Once all mandatory fields are filled in, select “Update and Complete Record”.**

Update and Complete Record

Update Record

Once you have completed a record, the details of its completion will be displayed in the summary table.

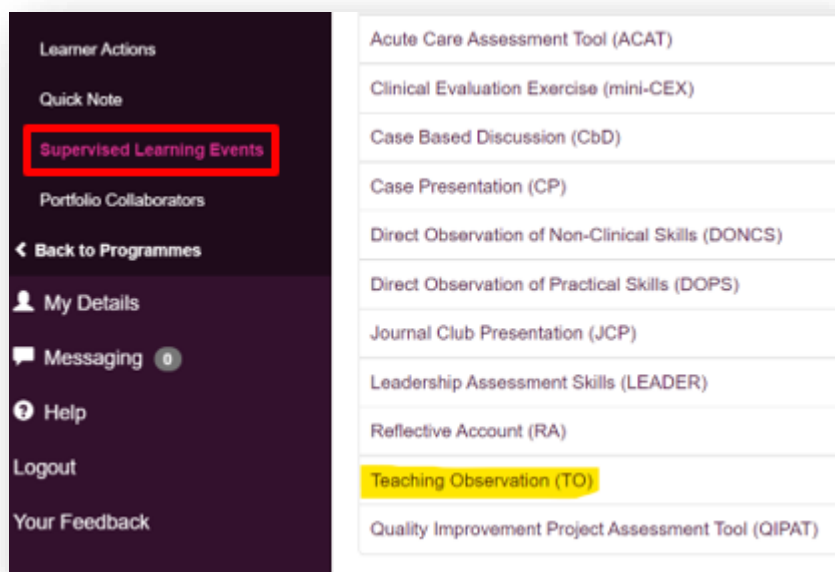
Reflective Account (RA) <small>[click to toggle]</small>				
Title	Date of Reflection	Date Created	Completed	Actions
Challenging consultations	13/10/2021	13/10/2021	Caroline Souter on 13/10/2021	<a href="#">View</a>
<a href="#">Upload Form</a>			<a href="#">Start New Form</a>	

## 8.11 Teaching Observation (TO)

This tool is an evaluation of your ability to deliver an effective learning experience to others.

### 8.11.1 Creating and completing a Teaching Observation

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



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

Teaching Observation (TO)

[click to toggle]

No existing records found.

Start New Form

The form will appear. Complete the required fields as instructed EXCEPT the 'Collaborator Email' field which triggers the ticketed process.

Teaching Observation (TO)

[click to toggle]

Back

Teaching Observation Details

Title of teaching session \*

Adjusting medicines in renal impairment

Date of assessment \*

13/10/2021

Collaborator

Collaborator name

Ruth Paterson

Collaborator email

Collaborator position \*

Advanced Pharmacist

Collaborator profession \*

Pharmacy

Collaborator declaration \*

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

Create Record

Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for, and map it to all that apply.

Domain 4. Education

Domain 4. Education

Develops personally through proactively identifying learning opportunities and reflecting on feedback

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

☐ 4.2 Develops a personal development plan that reflects the breadth of ongoing professional development and includes potential innovations in medicine and practice development

☐ 4.3 Seeks feedback and support from colleagues and service users where appropriate; is receptive to information or advice given to them by others to make changes to own practice

Supports the education and development of colleagues

☐ 4.4 Acts as a positive role model and mentor within the pharmacy and multidisciplinary team, where appropriate

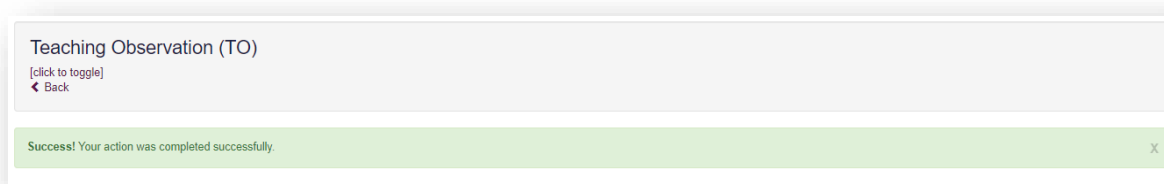
☒ 4.5 Effectively uses own expertise to provide the pharmacy and multidisciplinary team with education and training; supports and supervises less experienced members of the team

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your educational supervisor, designated prescribing practitioner or ticketed collaborator to complete.

Continue and complete the rest of the form as instructed. When you have completed the mandatory fields, select “**Create record**”.



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



You should inform your educational supervisor or designated prescribing practitioner that the form is ready for their feedback.

Your educational supervisor or designated prescribing practitioner will complete their sections of the form and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in ‘**Learner Actions**’.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select ‘**Update Record**’

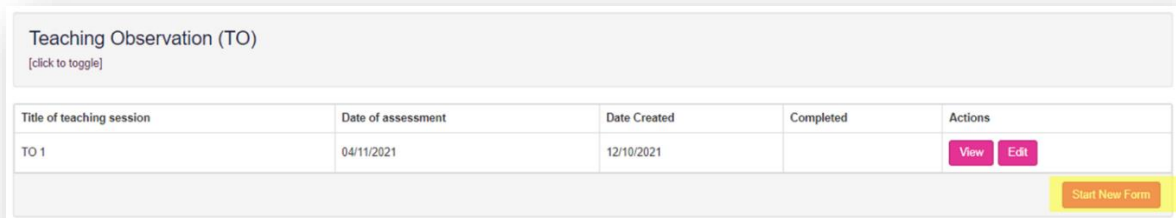
When the form is finished, select ‘**Update and Complete Record**’ and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.



### 8.11.2 Seeking feedback on a Teaching Observation via a ticket

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

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

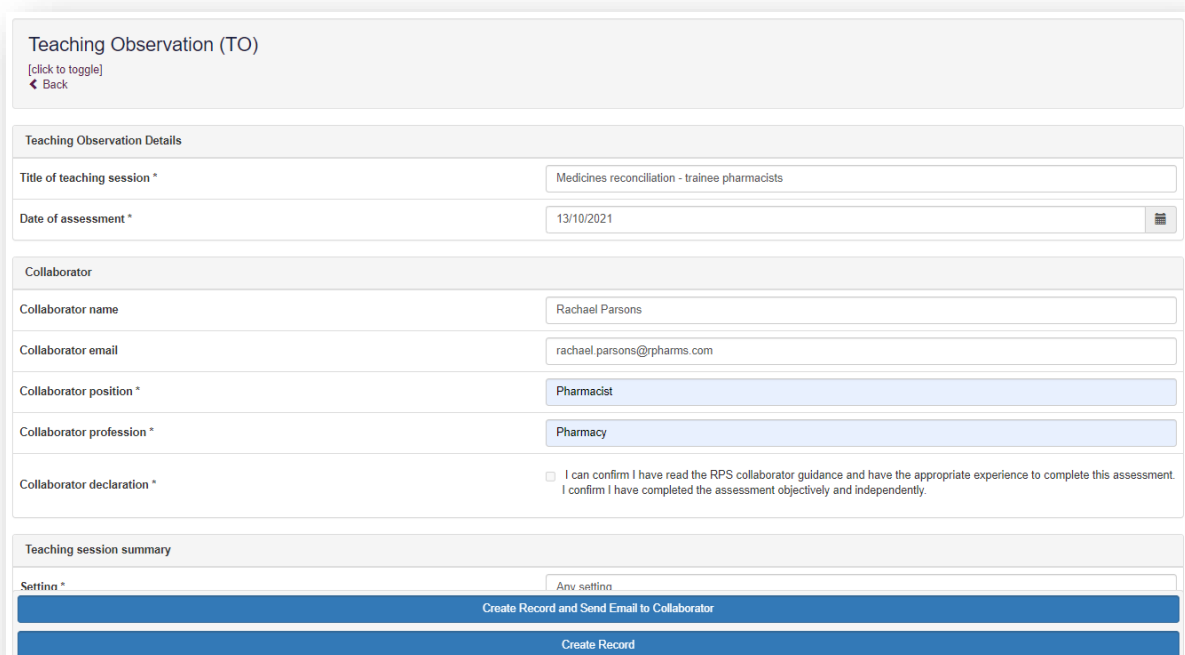


Teaching Observation (TO)  
[click to toggle]

Title of teaching session	Date of assessment	Date Created	Completed	Actions
TO 1	04/11/2021	12/10/2021		<a href="#">View</a> <a href="#">Edit</a>

[Start New Form](#)

The ‘Teaching Observation’ form will appear. Complete the required fields as instructed INCLUDING the collaborator email address.



Teaching Observation (TO)  
[click to toggle]  
[Back](#)

Teaching Observation Details

Title of teaching session \*

Date of assessment \*

Collaborator

Collaborator name

Collaborator email

Collaborator position \*

Collaborator profession \*

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

Teaching session summary

Setting \*

[Create Record and Send Email to Collaborator](#)

[Create Record](#)

**NOTE:** You will notice that there are rating fields that you will not be able to complete. These are fields for your ticketed collaborators.

Continue and complete the rest of the form as instructed.

Remember to complete the framework mapping. Consider what outcome(s) this record provides evidence for, and map it to all that apply.

## Domain 4. Education

### Domain 4. Education

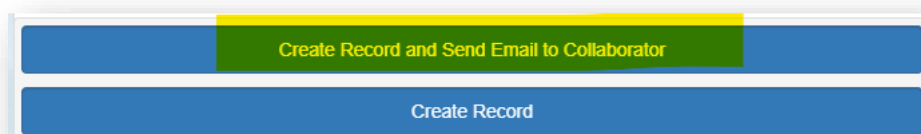
Develops personally through proactively identifying learning opportunities and reflecting on feedback

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

Supports the education and development of colleagues

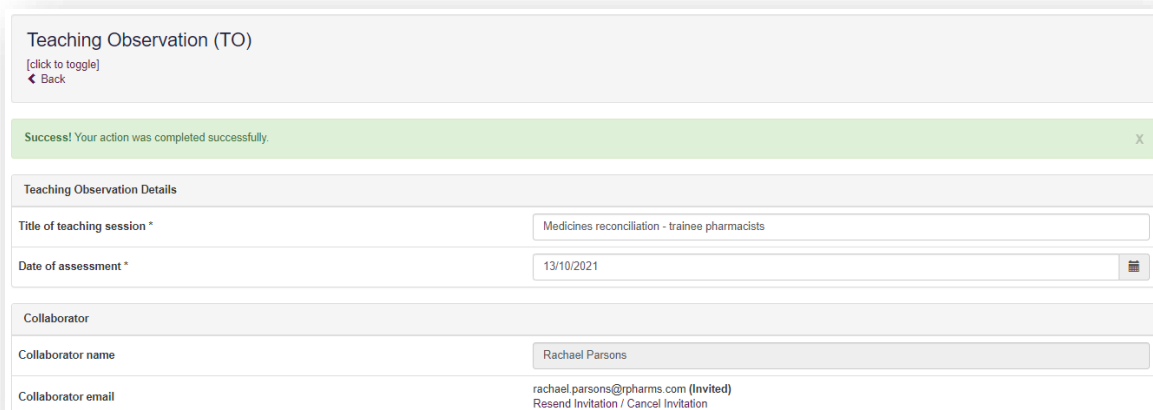
- ☐ 4.4 Acts as a positive role model and mentor within the pharmacy and multidisciplinary team, where appropriate
- ☒ 4.5 Effectively uses own expertise to provide the pharmacy and multidisciplinary team with education and training; supports and supervises less experienced members of the team

When you have completed all the required fields, select “**Create Record and Send Email to Collaborator**”.



The image shows a close-up of the bottom of the form. There are two buttons. The top button is blue with a yellow highlight and the text "Create Record and Send Email to Collaborator". The bottom button is blue with the text "Create Record".

The form will update, and you will receive confirmation that the email has been sent.



The image shows a screenshot of the "Teaching Observation (TO)" form. At the top, there is a header "Teaching Observation (TO)" with a "[click to toggle]" link and a "Back" button. Below this is a green success message: "Success! Your action was completed successfully." with a close button (X). The main section is titled "Teaching Observation Details" and contains two rows of input fields. The first row is "Title of teaching session \*" with the value "Medicines reconciliation - trainee pharmacists". The second row is "Date of assessment \*" with the value "13/10/2021" and a calendar icon. Below this is another section titled "Collaborator" with two rows of input fields. The first row is "Collaborator name" with the value "Rachael Parsons". The second row is "Collaborator email" with the value "rachael.parsons@rpharms.com (Invited)" and links for "Resend Invitation / Cancel Invitation".

Once your ticketed collaborator has provided their feedback, you should inform your educational supervisor or designated prescribing practitioner that the form is ready to be reviewed.

Your educational supervisor or designated prescribing practitioner will complete any additional fields on the form, and either you or your collaborator will complete the **Agreed action(s)** section. Anything inputted in the **Agreed action(s)** section will create an action that will appear in ‘**Learner Actions**’.

When you have considered their feedback you have the option to include some reflection in the **Learner reflection** section or you may wish to complete a reflective account.

If at any point you want to **save any edits** made to the form, select “**Update Record**”.

When the form is finished, select “**Update and Complete Record**” and the form will now appear in the completed count in your dashboard and in the framework summary. Remember it is not possible to edit the form after it has been marked complete.



## 8.12 Multi-source feedback (MSF)

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

You must invite at least **three colleagues** to provide feedback; this ensures that the feedback you received will be of value. Colleagues who can provide feedback on your practice include a senior pharmacist, other pharmacy colleagues, healthcare colleagues, and other individuals you work with who can comment on your current practice.

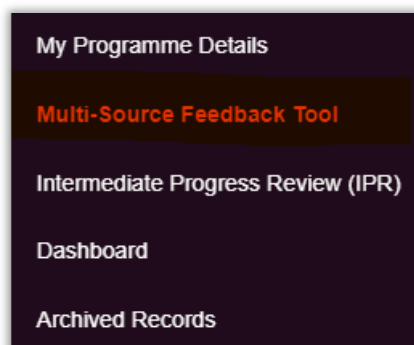
There is no limit on the number of colleagues you can invite to provide feedback. You should aim to seek feedback from ideally 10-12 colleagues - the more the better. However, we recognise this might be challenging in some workplace settings and the minimum number of colleagues required to initiate the process is **three**.

Before you initiate the feedback process, we advise you to contact your colleagues to ask if they are willing to provide feedback. Use this as an opportunity to ensure that you have the correct contact details for them too.

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

### 8.12.1 Initiating the multi-source feedback process

Select “**Multi-Source Feedback Tool**” from the navigation menu.



To initiate the process, select “**Start Multi-Source Feedback Tool**”.

**Post-registration Foundation**

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

**Multi-Source Feedback Tool**

A tool that allows learners to seek feedback on their professional and clinical performance from the pharmacy and wider multiprofessional team. The tool should prompt reflection and development of an action plan.

Please click the 'Start' button below to begin the Multi-Source Feedback Tool

**Start Multi-Source Feedback Tool**

Enter details of at least **three colleagues** who you want to seek feedback from. Once you have entered the required information click on “**Save Colleague**”.

Colleagues   Summary Report   Report Chart Comparison

**Add Colleague**

*Invite a range of senior colleagues and peers who can give you feedback on your practice, ideally 10-15 individuals. You should invite at least five individuals to ensure you receive valuable feedback.*

Name\* :

Email\* :

Role\* :

**Save Colleague**

You can edit the details of your colleagues at any point by clicking on “**Edit**”. You can also delete their details if you change your mind or find out that they can no longer provide you with feedback. Simply select “**Delete**” to delete them from the list.

Name	Email Address	Role	Status	Date Invited	Date Completed	Actions
Test account 3	rps.eportfolio.testing.3@gmail.com	Pharmacy colleague	✗ Not sent yet			<b>Edit</b> <b>Delete</b>
Test account 2	rps.eportfolio.testing.2@gmail.com	Practice supervisor	✗ Not sent yet			<b>Edit</b> <b>Delete</b>
Test account 1	rps.eportfolio.testing.1@gmail.com	Educational Supervisor/Tutor	✗ Not sent yet			<b>Edit</b> <b>Delete</b>

You have added 3 Colleagues and have met the minimum of 3 Colleagues required to send your email invitations.

**Start feedback process and send emails to Colleagues**

Once you have entered the details of your colleagues and are happy with your list, click on “**Start feedback process and send emails to Colleagues**”.



Name	Email Address	Role	Status	Date Invited	Date Completed	Actions
Test account 3	rps.eportfolio.testing.3@gmail.com	Pharmacy colleague	✖ Not sent yet			<a href="#">Edit</a> <a href="#">Delete</a>
Test account 2	rps.eportfolio.testing.2@gmail.com	Practice supervisor	✖ Not sent yet			<a href="#">Edit</a> <a href="#">Delete</a>
Test account 1	rps.eportfolio.testing.1@gmail.com	Educational Supervisor/Tutor	✖ Not sent yet			<a href="#">Edit</a> <a href="#">Delete</a>
You have added 3 Colleagues and have met the minimum of 3 Colleagues required to send your email invitations.						
<a href="#">Start feedback process and send emails to Colleagues</a>						

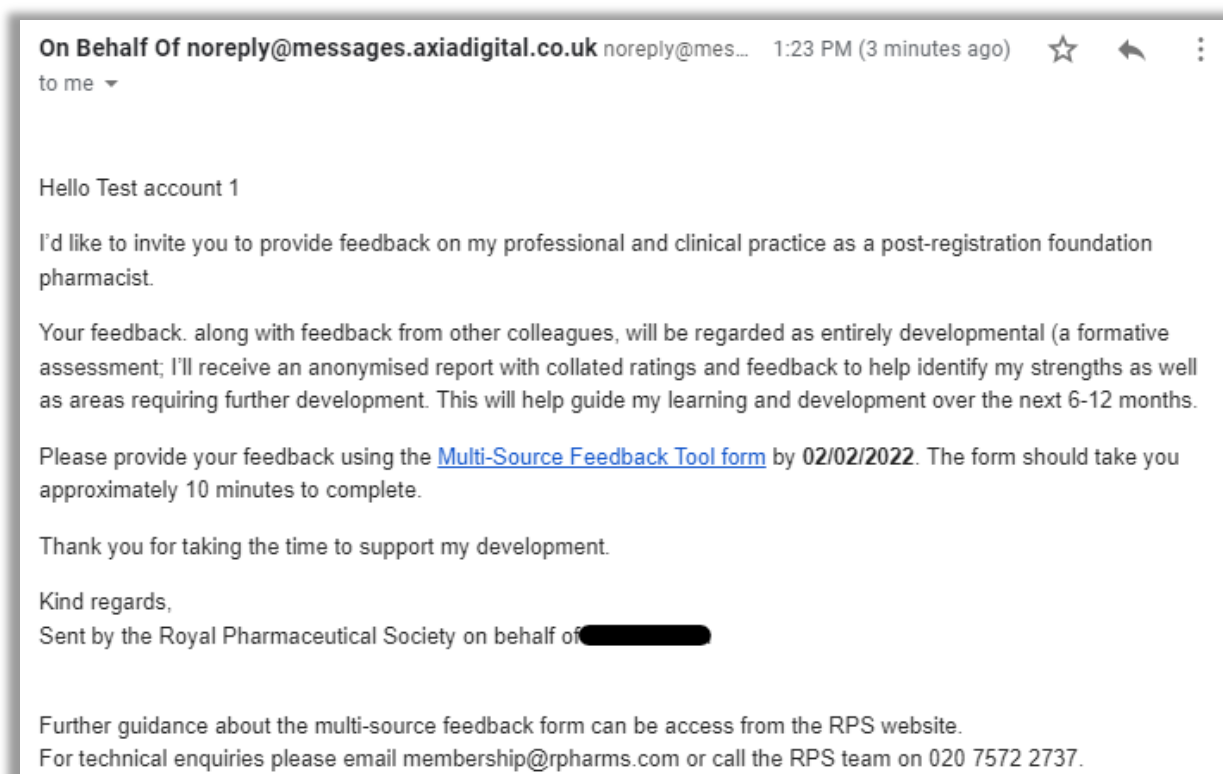
**NOTE:** Once you start the process you will no longer be able to edit or delete details or add further names.

The status will change once all emails have been sent.

Name	Email Address	Role	Status	Date Invited	Date Completed	Actions
Test account 3	rps.eportfolio.testing.3@gmail.com	Pharmacy colleague	➡ Pending - sent but no action	03/01/2022		<a href="#">Send reminder email</a>
Test account 2	rps.eportfolio.testing.2@gmail.com	Practice supervisor	➡ Pending - sent but no action	03/01/2022		<a href="#">Send reminder email</a>
Test account 1	rps.eportfolio.testing.1@gmail.com	Educational Supervisor/Tutor	➡ Pending - sent but no action	03/01/2022		<a href="#">Send reminder email</a>
You have added 3 Colleagues and have met the minimum of 3 Colleagues required to send your email invitations.						
<a href="#">Extend feedback process</a> <a href="#">Close feedback process</a>						

Your colleagues will receive an email with a link requesting their feedback.

On occasion, emails might not send as intended. If this happens, you can click on “**Send reminder email**”, to try again. On occasions emails fail to send because the email address is invalid so do check details for your colleagues and correct them as necessary.

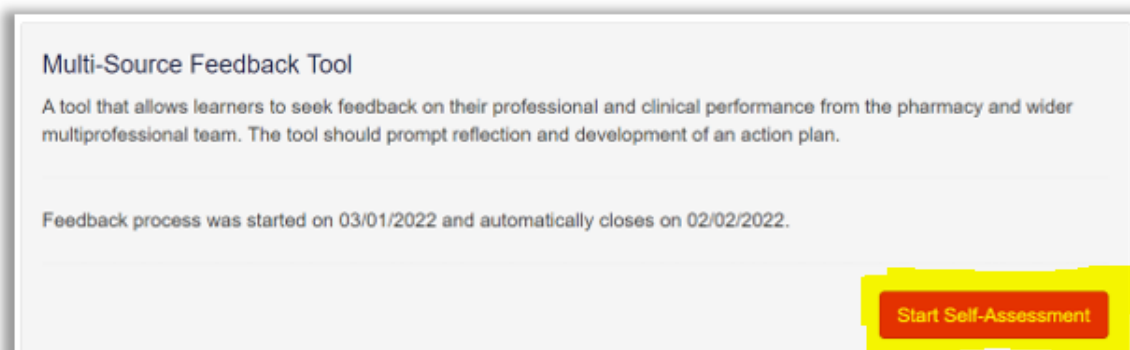


You now need to wait for the feedback to be completed by your colleagues.

### 8.12.2 Completing your self-assessment

While you wait for your colleagues to submit their feedback, you should complete the self-assessment of your practice. This uses the same criteria as your colleagues and is a key element of the multi-source feedback process.

To complete self-assessment, select **"Start Self-Assessment"**.



Complete all sections as instructed, rating your practice, and providing comments on each section.

When you have completed your feedback, select “**Save and Mark as Complete**” to complete the process.

### Multi-Source Feedback Tool

A tool that allows learners to seek feedback on their professional and clinical performance from the pharmacy and wider multiprofessional team. The tool should prompt reflection and development of an action plan.

Feedback process was started on 03/01/2022 and automatically closes on 02/02/2022.

[Back](#)

Please use this form to assess your professional attitude and/or behaviour and your clinical practice.  
Your assessment will be compared to feedback from your colleagues. You will be able to use your report to guide your learning and development.

	No concern	Some concern	Major concern	Not observed
<b>Maintaining trust/professional relationship with people receiving care*</b> <ul style="list-style-type: none"> <li>Actively listens</li> <li>Is polite and caring</li> <li>Shows respect for peoples' opinions, privacy, dignity and is unprejudiced</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Verbal communication skills*</b> <ul style="list-style-type: none"> <li>Gives understandable information</li> <li>Speaks good English, at the appropriate level for the person</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Team working/working with colleagues*</b> <ul style="list-style-type: none"> <li>Respects others' roles and works constructively in the team</li> <li>Hands over effectively, and communicates well</li> <li>Is unprejudiced, supportive and fair</li> <li>Supports development of others through supervision, mentoring and training</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Clinical practice*</b> <ul style="list-style-type: none"> <li>Applies clinical knowledge and skills appropriately</li> <li>Holistically reviews people and their medicines</li> <li>Gathers information and takes histories proficiently, conducts clinical examinations and assessments, develops diagnostic skills</li> <li>Makes decisions which manage clinical risk and uncertainty appropriately</li> <li>Is patient safety focused</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Accessibility*</b> <ul style="list-style-type: none"> <li>Accessible</li> <li>Takes proper responsibility. Only delegates appropriately</li> <li>Does not shirk duty</li> <li>Responds when called.</li> <li>Arranges cover for absence</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Maintaining trust/professional relationship with people receiving care - Comments**  
*You must specifically comment if you have marked some or major concern.*

**Verbal communication skills - Comments**  
*You must specifically comment if you have marked some or major concern.*

**Team working/working with colleagues - Comments**  
*You must specifically comment if you have marked some or major concern.*

**Clinical practice - Comments**  
*You must specifically comment if you have marked some or major concern.*

**Accessibility - Comments**  
*You must specifically comment if you have marked some or major concern.*

**Based on your observation over a period of time, rate the overall level at which the pharmacist has shown that they are performing: \***

**Anything especially good? \***

**Suggested areas for development \***

Save and Mark as Complete

  
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 Terms & Conditions | Privacy Statement

Please note that once you select this button, you will no longer be able to come back to the self-assessment form and make edits.

You will receive confirmation that the form is completed, and the form becomes read-only.

	No concern	Some concern	Major concern	Not observed
<b>Maintaining trust/professional relationship with people receiving care*</b> <ul style="list-style-type: none"> <li>Actively listens</li> <li>Is polite and caring</li> <li>Shows respect for peoples' opinions, privacy, dignity and is unprejudiced</li> </ul>	✓			
<b>Verbal communication skills*</b> <ul style="list-style-type: none"> <li>Gives understandable information</li> <li>Speaks good English, at the appropriate level for the person</li> </ul>	✓			
<b>Team working/working with colleagues*</b> <ul style="list-style-type: none"> <li>Respects others' roles and works constructively in the team</li> <li>Hands over effectively, and communicates well</li> <li>Is unprejudiced, supportive and fair</li> <li>Supports development of others through supervision, mentoring and training</li> </ul>		✓		

Close the form by clicking the "**Back**" button.

**Multi-Source Feedback Tool**

A tool that allows learners to seek feedback on their professional and clinical performance from the pharmacy and wider multiprofessional team. The tool should prompt reflection and development of an action plan.

Feedback process was started on 03/01/2022 and automatically closes on 02/02/2022.

**Back**

### 8.12.3 Managing colleagues

#### Extending the feedback process

Colleagues have **30 days** to complete the process, but if they need additional time then you can extend the feedback period by a further **30 days**.

**NOTE:** You can only extend the feedback period once, and when you do so, it will be extended for all colleagues (this includes those who have already provided their feedback).

To extend the process select "**Extend feedback process**".

Name	Email Address	Role	Status	Date Invited	Date Completed	Actions
Test account 3	rps.eportfolio.testing.3@gmail.com	Pharmacy colleague	➔ Pending - sent but no action	03/01/2022		<a href="#">Send reminder email</a>
Test account 2	rps.eportfolio.testing.2@gmail.com	Practice supervisor	➔ Pending - sent but no action	03/01/2022		<a href="#">Send reminder email</a>
Test account 1	rps.eportfolio.testing.1@gmail.com	Educational Supervisor/Tutor	➔ Pending - sent but no action	03/01/2022		<a href="#">Send reminder email</a>

You have added 3 Colleagues and have met the minimum of 3 Colleagues required to send your email invitations.

[Extend feedback process](#)
[Close feedback process](#)

### 8.12.4 Closing the feedback process

If all your colleagues have provided feedback before the 30 days deadline, you can close the process early to trigger the next step.

To close the process, select “**Close feedback process**”. Once you have done this you will not be able to return and open up the process.

Name	Email Address	Role	Status	Date Invited	Date Completed	Actions
Test account 3	rps.eportfolio.testing.3@gmail.com	Pharmacy colleague	➔ Pending - sent but no action	03/01/2022		<a href="#">Send reminder email</a>
Test account 2	rps.eportfolio.testing.2@gmail.com	Practice supervisor	➔ Pending - sent but no action	03/01/2022		<a href="#">Send reminder email</a>
Test account 1	rps.eportfolio.testing.1@gmail.com	Educational Supervisor/Tutor	➔ Pending - sent but no action	03/01/2022		<a href="#">Send reminder email</a>

You have added 3 Colleagues and have met the minimum of 3 Colleagues required to send your email invitations.

[Extend feedback process](#)
[Close feedback process](#)

### 8.12.5 Reviewing your feedback

#### Educational Supervisor and/or Designated Prescribing Practitioner review

Once the feedback process is closed (either manually by you, or because the deadline has passed), your educational supervisor/designated prescribing practitioner will review your feedback.

They will be able to view all ratings and comments in a summary report with details of who provided each comment. They will review the summary and add their own comments. On occasion they may contact colleagues for further clarify on their comments.

Once they have completed this process, they will publish the report, and a notification email will be sent to you to let you know that the report is now ready and available to be viewed. This report will then appear in your **multi-source feedback tool area** for your review and comments.

## Your review

You can access the summary report from the “**Summary Report**” tab.

Multi-Source Feedback Tool

A tool that allows learners to seek feedback on their professional and clinical performance from the pharmacy and wider multiprofessional team. The tool should prompt reflection and development of an action plan.

Feedback process was started on 03/01/2022 and automatically closes on 02/02/2022.

**Feedback process is closed**

View Self-Assessment

ColleaguesSummary ReportReport Chart Comparison

Report published by Test Faculty-Access

	No concern	Some concern	Major concern	Not observed
<b>Maintaining trust/professional relationship with people receiving care*</b> <ul style="list-style-type: none"> <li>Actively listens</li> <li>Is polite and caring</li> <li>Shows respect for peoples' opinions, privacy, dignity and is unprejudiced</li> </ul>	1	2	0	1
<b>Verbal communication skills*</b> <ul style="list-style-type: none"> <li>Gives understandable information</li> <li>Speaks good English, at the appropriate level for the person</li> </ul>	3	0	0	1
<b>Team working/working with colleagues*</b> <ul style="list-style-type: none"> <li>Respects others' roles and works constructively in the team</li> <li>Hands over effectively, and communicates well</li> <li>Is unprejudiced, supportive and fair</li> <li>Supports development of others through supervision, mentoring and training</li> </ul>	1	2	1	0
<b>Clinical practice*</b> <ul style="list-style-type: none"> <li>Applies clinical knowledge and skills appropriately</li> <li>Holistically reviews people and their medicines</li> <li>Gathers information and takes histories proficiently, conducts clinical examinations and assessments, develops diagnostic skills</li> <li>Makes decisions which manage clinical risk and uncertainty appropriately</li> <li>Is patient safety focused</li> </ul>	1	2	0	1
<b>Accessibility*</b> <ul style="list-style-type: none"> <li>Accessible</li> <li>Takes proper responsibility. Only delegates appropriately</li> <li>Does not shirk duty</li> <li>Responds when called. Arranges cover for absence</li> </ul>	3	0	1	0

Read through all the sections, reflect on the rating and comments, then complete the **Learner Reflections** and **Agreed Actions** fields. Click “**Save and Mark as Complete**” when you have finished.

**Learner Reflections**

**Agreed Actions**

Save and Mark as Complete

### 8.12.6 Reflecting on your feedback

You should now spend some time reflecting on the multi-source feedback process.

Select **MSF reflection (MSFR)** from the navigation menu.

Learning Needs Analysis (LNA)

Meeting Record

MSF

MSF reflection (MSFR)

Learner Actions

Patient Survey

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

**MSF reflection (MSFR)**  
(click to toggle)

No existing records found.

Start New Form

The form will appear. Complete the required fields as instructed.



MSF reflection (MSFR)

[click to toggle]
Back

MSF reflection Details

Date of reflection \*
DD/MM/YYYY

How did the feedback align with your self-assessment of your level of performance? \*

Reflect on the strengths identified from the feedback \*

Reflect on the areas of development identified from the feedback \*

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

Create Record

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

MSF reflection (MSFR)

[click to toggle]
Back

Success! Your action was completed successfully.

MSF reflection Details

Date of reflection \*
13/12/2021

How did the feedback align with your self-assessment of your level of performance? \*
The feedback was similar to my own self-assessment.

You can now add any actions associated with your reflection by clicking on **“Add new”**.

Actions Arising From MSF
No existing tasks found.
<input type="button" value="Add New"/>

Complete the required fields and click “**Save Task**” when done.

My Action

Action (What am I going to do?) \*

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

Target Date \*

The action will save. You can edit the task by selecting “**Edit**”.

You can add further actions by selecting “**Add New**”.

Actions Arising From MSF		
Task	Target Date	Actions
Complete a SLE to demonstrate my communication skills	31/01/2022	<input type="button" value="Edit"/>
		<input type="button" value="Add New"/>

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

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

MSF reflection (MSFR)

[click to toggle]
Back

Success! Your action was completed successfully.

MSF reflection Details

Date of reflection \*
13/12/2021

How did the feedback align with your self-assessment of your level of performance? \*
The feedback was similar to my own self-assessment.

Click on “**Back**” to go back to the main **MSF reflection** page, where you can manage existing records, or create further records.

You can view the record by selecting “**View**” from the **MSF reflection** page.

MSF reflection (MSFR)

[click to toggle]

Date Created	Completed	Actions
29/12/2021		View Edit

Start New Form

You can update the record by selecting “**Edit**” from the MSF reflection page.

MSF reflection (MSFR)

[click to toggle]

Date Created	Completed	Actions
29/12/2021		View Edit

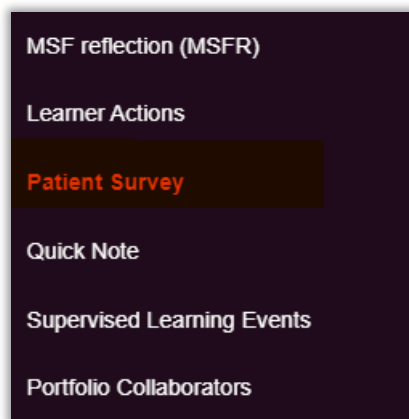
Start New Form

## 8.13 Patient Survey (PS)

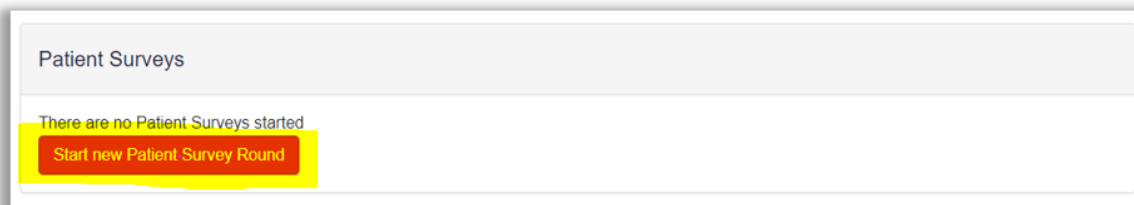
The patient survey tool enables you to collect feedback on your communication and consultation skills from the patients' perspective.

### 8.13.1 Initiating a patient survey

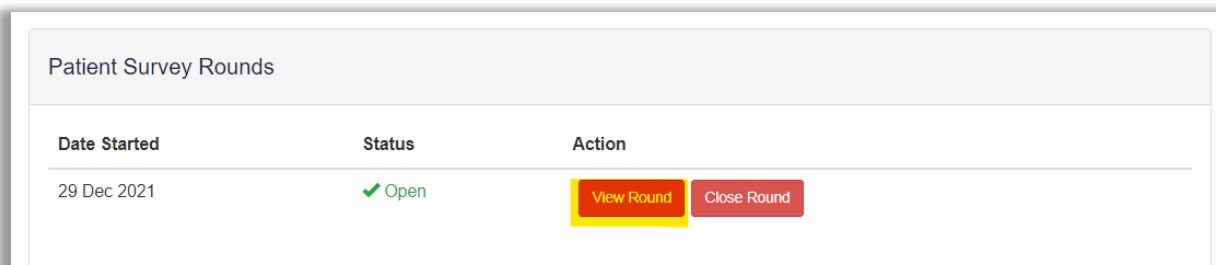
Select "**Patient Survey**" from the navigation menu or from the 'Other Records' section within your dashboard



To initiate the process, select "**Start new Patient Survey Round**".



Select "**View Round**" to add details of patients to the round.



There are two ways the patient survey can be completed and these are described below:

- i) Send a patient survey invite email (includes a link)
- ii) The patient completes the survey live on your device

## Send a patient survey invite email

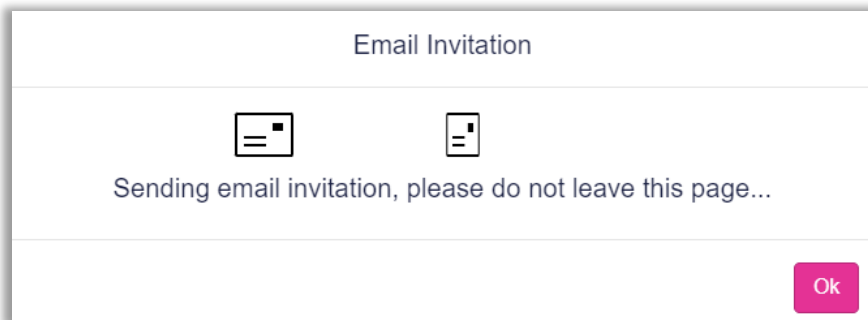
Enter the patients' details (name and email address) under the **Send a Patient Survey invite email** section.

The screenshot shows a web interface for sending patient survey invites. At the top, it says 'Patient Surveys for Patient Survey Round Started on 29 Dec 2021' with a 'Back' link. Below this, a message states 'There are no Surveys in this round'. The interface is split into two main sections. The left section, titled 'Start New Patient survey on this device', contains a pink box explaining that this option starts the survey on the device and allows the patient to complete it, and a 'Complete Live' button. The right section, titled 'Send a Patient Survey invite email', contains input fields for 'Patient Name \*' and 'Patient Email \*', and a 'Send invite' button.

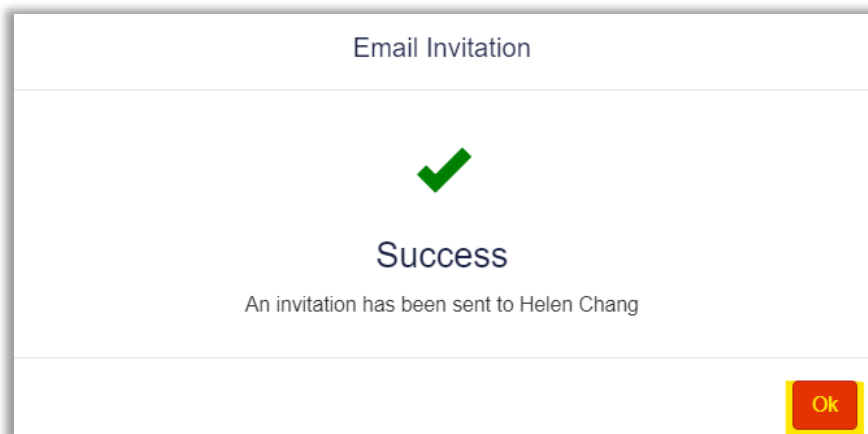
Click “**Send invite**” when you are ready to send the invitation.

This is a close-up of the 'Send a Patient Survey invite email' form. The title is 'Send a Patient Survey invite email'. It has two input fields: 'Patient Name \*' with the text 'Helen Chang' and 'Patient Email \*' with the text 'helen.chang@rpharms.com'. At the bottom, there is a red 'Send invite' button.

A pop-up box will appear to indicate that the email is being sent.

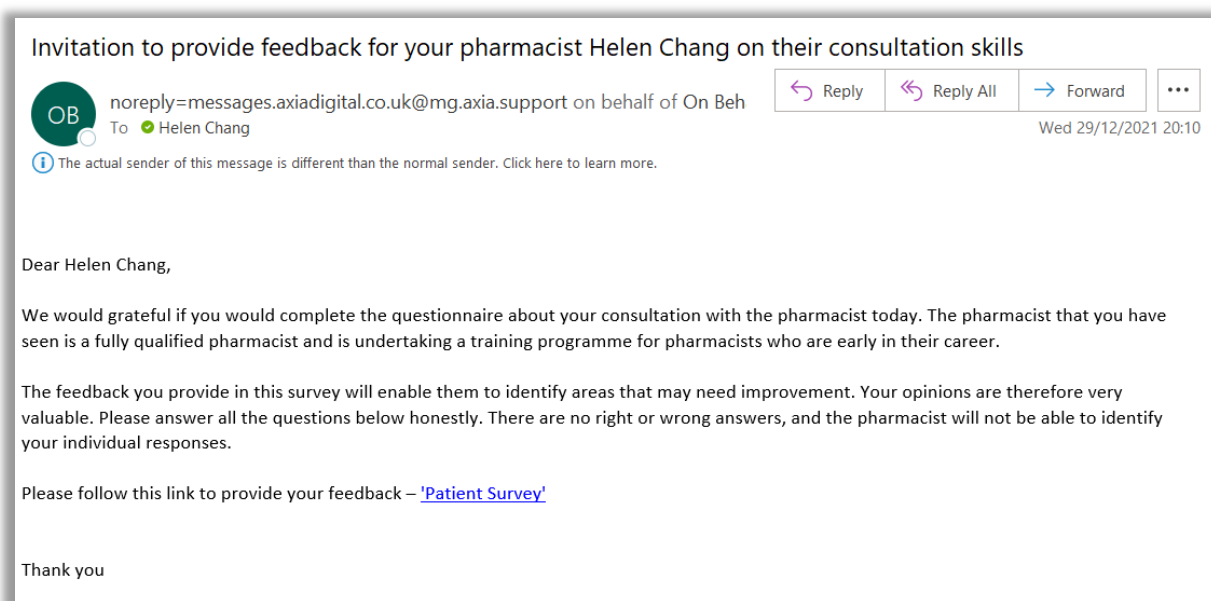


A confirmation message will appear to confirm whether this has been successfully sent. Click “Ok” to close the message.



The email that the patient received is shown below:

**NOTE:** These automated emails can sometimes be diverted to junk folders so do advise the patient to check these folders too.



You will see a list of invitations sent to your patients. This list has been anonymised for data protection purposes and there is no record of the patients' names and/or email addresses stored within the E-portfolio.

Patient Surveys for Patient Survey Round Started on 29 Dec 2021 <a href="#">◀ Back</a>		
Status	Date Created	Date Completed
Not Completed	29/12/2021	
Not Completed	29/12/2021	

## Patient completes survey live on your device

You can also ask patients to provide feedback live on your device.

Patient Surveys for Patient Survey Round Started on 29 Dec 2021 <a href="#">◀ Back</a>	
There are no Surveys in this round	
<div>Start New Patient survey on this device</div> <div>This option will start the survey on this device and allow the patient to complete it.</div> <div>Complete Live</div>	<div>Send a Patient Survey invite email</div> <div>Patient Name *</div> <div><input type="text"/></div> <div>Patient Email *</div> <div><input type="text"/></div> <div>Send invite</div>

The live feedback page will appear. Hand your device to the patient and instruct them to click on **“Start Patient Survey”**.

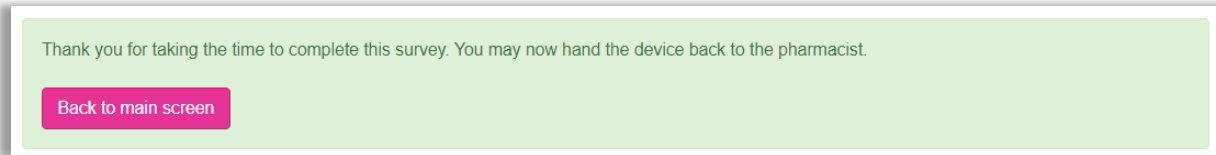
If you wish to proceed, please click the button below and hand the device over to the patient.

Start Patient Survey

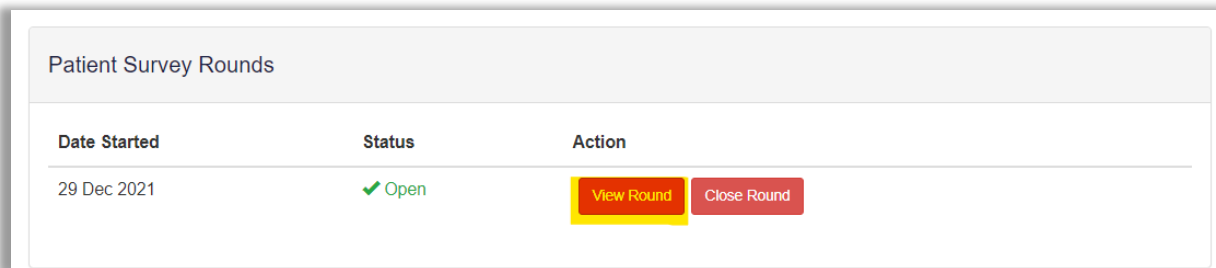
The patient will be prompted to complete feedback for you. When they are finished, they should click on **“Complete Survey”**.



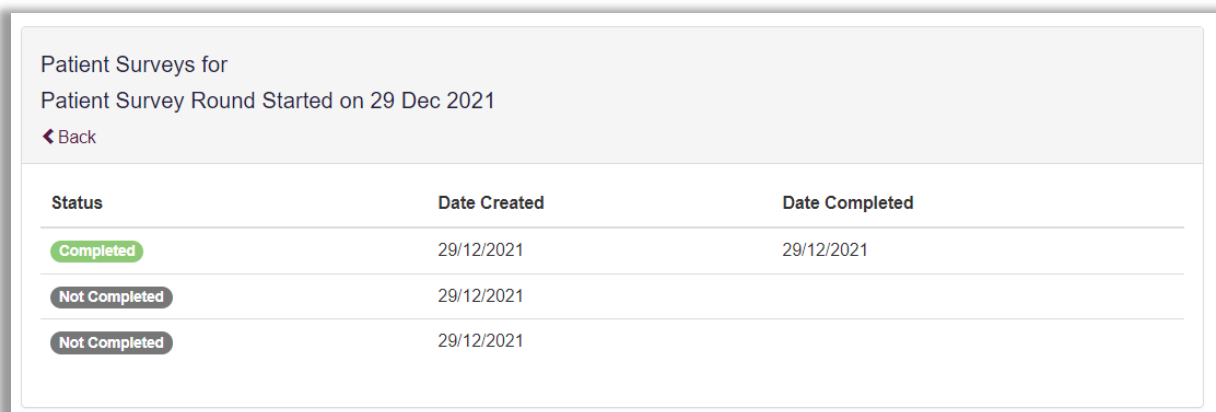
A message will appear to confirm that their feedback has been saved.



Click on “**Back to main screen**” to view the round, and then “**View Round**”.

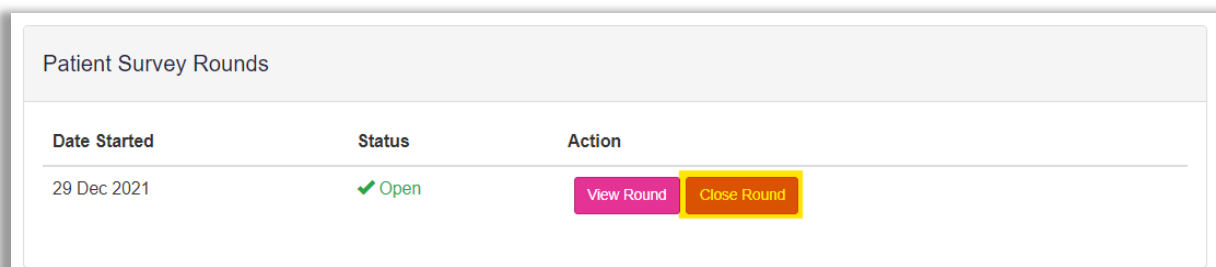


The list of patient feedback surveys will be updated with the live feedback just collected.



### 8.13.2 Closing the survey and viewing results

When you have collected sufficient feedback, you can close the feedback round by selecting “**Close Round**”.





Confirm that you want to close the round by selecting “**Close Round**” when the pop-up box appears.

Close Round

X

Are you sure you want to close this Patient Survey round?

Close Round

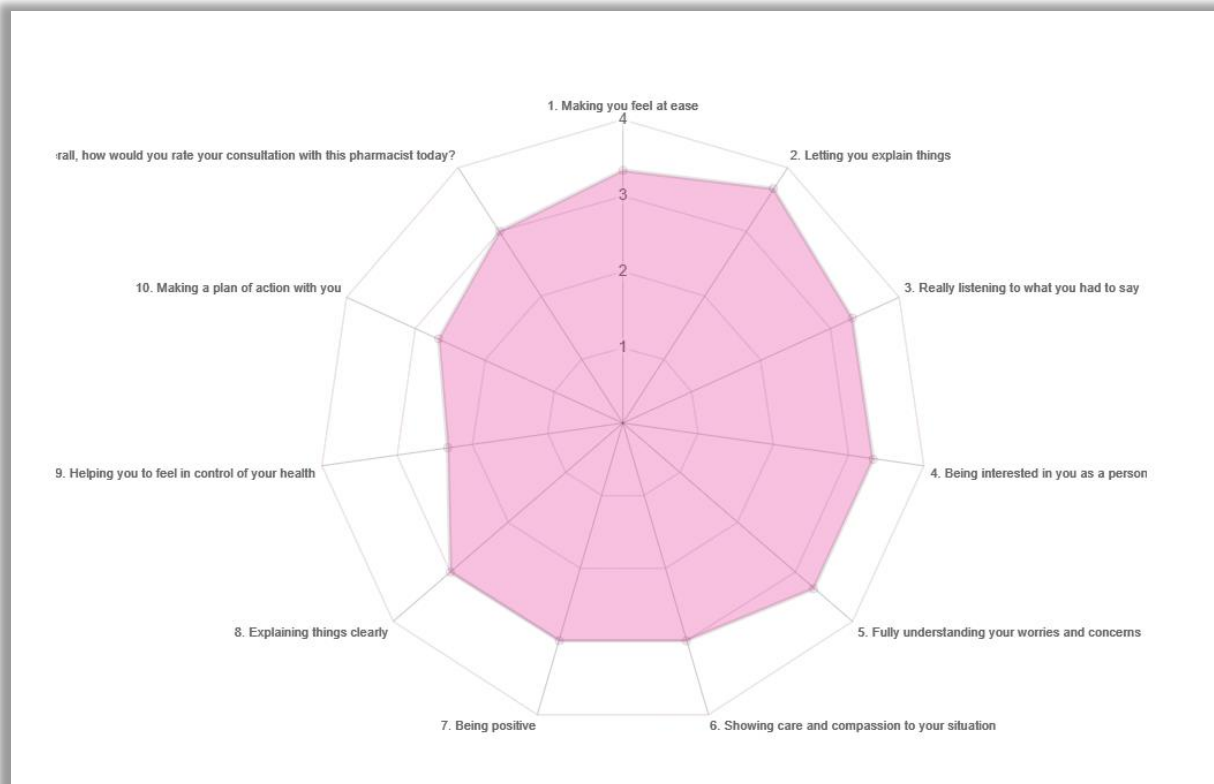
Cancel

You can view the results by clicking on “**View Results**”.

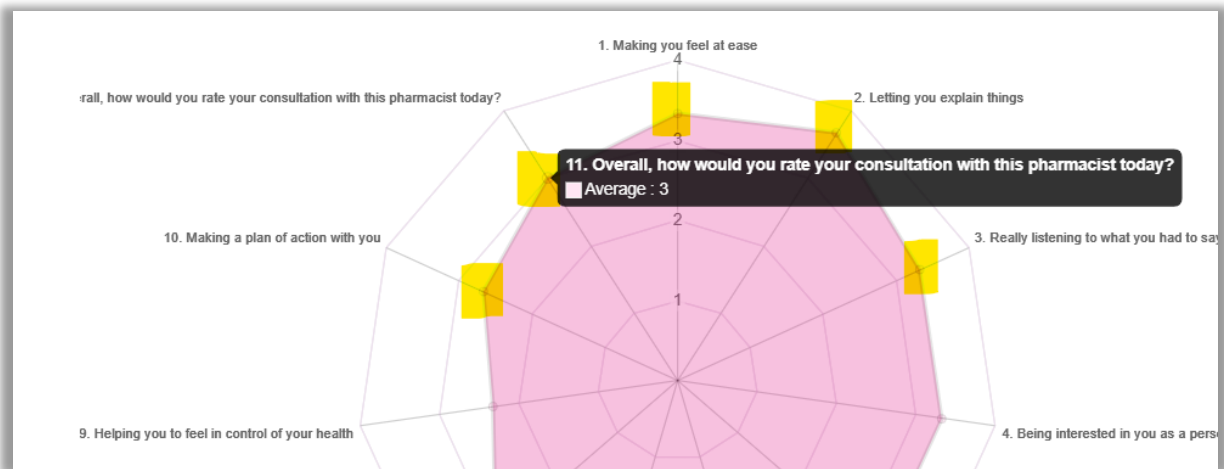
Patient Survey Rounds		
Date Started	Status	Action
29 Dec 2021	✖ Closed on 29 Dec 2021	<div>View Results</div> <div>Start Reflections</div>

Start new Patient Survey Round

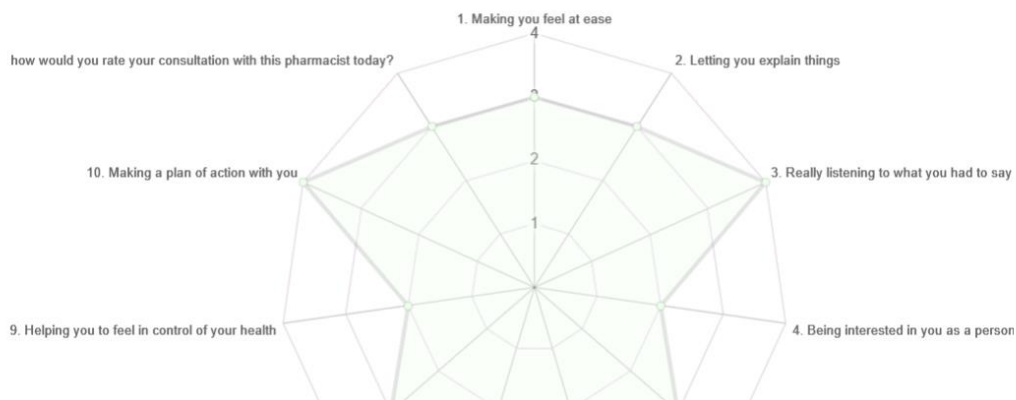
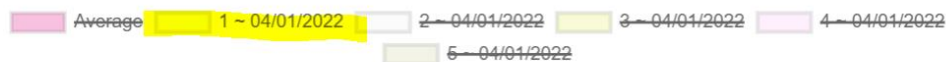
Your results will appear as a spider diagram.



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

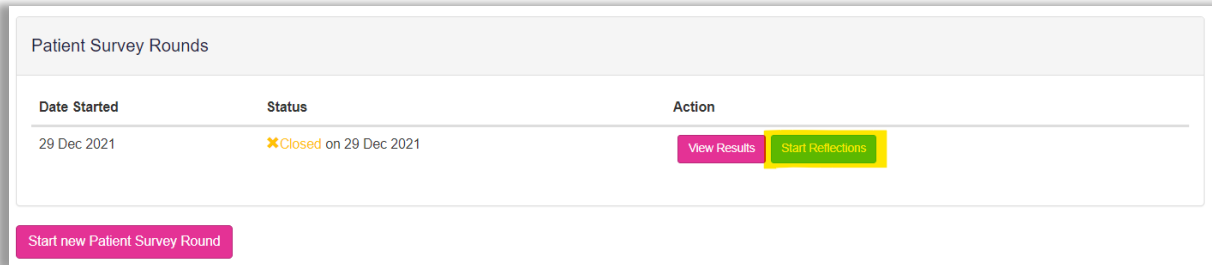


The default spider graph displays the average score but you can view individual responses by selecting which survey results you would like to see; you can do this by clicking on / off the respondents as show below:



### 8.13.3 Reflecting on your feedback

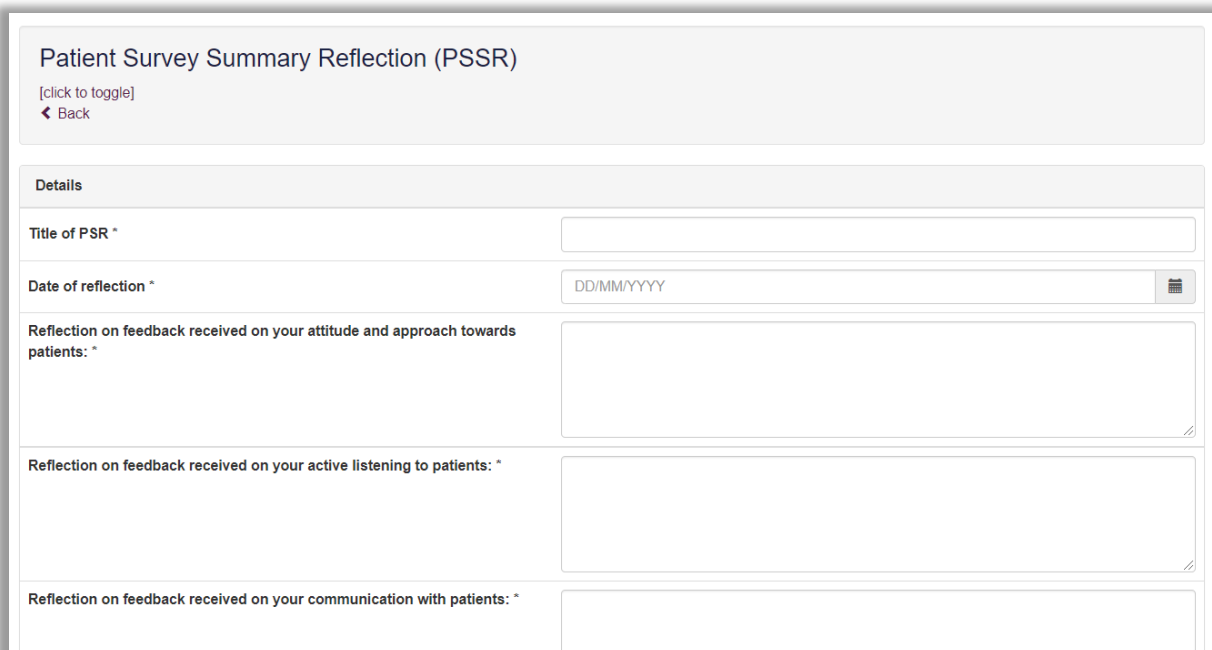
To reflect on the feedback you have received click on **“Start Reflection”** on the main **Patient survey** page.



Date Started	Status	Action
29 Dec 2021	✖ Closed on 29 Dec 2021	<a href="#">View Results</a> <a href="#">Start Reflections</a>

[Start new Patient Survey Round](#)

The **Patient Survey Summary Reflections** page will appear. Complete all required fields as instructed.



Patient Survey Summary Reflection (PSSR)

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

**Details**

Title of PSR \*

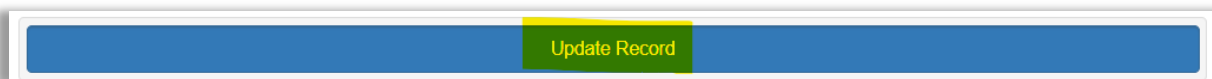
Date of reflection \*

Reflection on feedback received on your attitude and approach towards patients: \*

Reflection on feedback received on your active listening to patients: \*

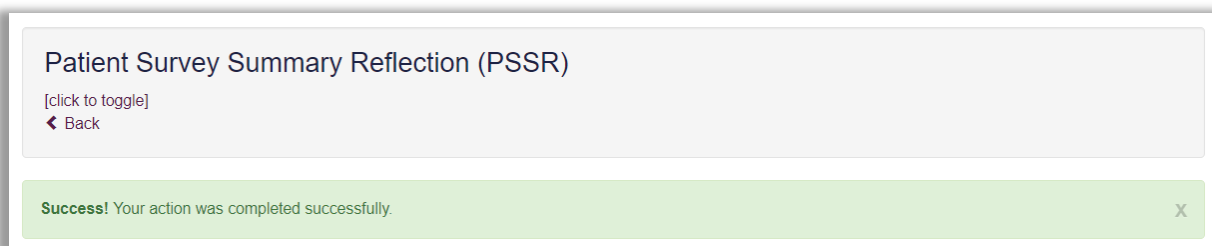
Reflection on feedback received on your communication with patients: \*

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



[Update Record](#)

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



Patient Survey Summary Reflection (PSSR)

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

**Success!** Your action was completed successfully. [X](#)

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

You can update your reflections at any point by selecting **“Update Reflection”**.

The screenshot shows a table titled "Patient Survey Rounds". The table has three columns: "Date Started", "Status", and "Action". There is one row with the date "29 Dec 2021", status "✖ Closed on 29 Dec 2021", and two buttons: "View Results" and "Update Reflections". Below the table is a button labeled "Start new Patient Survey Round".

Date Started	Status	Action
29 Dec 2021	✖ Closed on 29 Dec 2021	<a href="#">View Results</a> <a href="#">Update Reflections</a>

[Start new Patient Survey Round](#)

Make any required edits and click **“Update Record”** when done.

The screenshot shows the "Patient Survey Summary Reflection (PSSR)" form. It includes a toggle "[click to toggle]" and a "Back" link. The form has a "Details" section with three fields: "Title of PSR \*" (PSR 1), "Date of reflection \*" (29/12/2021), and "Reflection on feedback received on your attitude and approach towards patients: \*" (The feedback I received was overall very positive.). At the bottom are two buttons: "Update and Complete Record" and "Update Record".

Patient Survey Summary Reflection (PSSR)

[click to toggle]  
[Back](#)

**Details**

Title of PSR \*

Date of reflection \*

Reflection on feedback received on your attitude and approach towards patients: \*

[Update and Complete Record](#) [Update Record](#)

You will receive a message to confirm that the edits have been successfully saved.

If you have completed the form with no further edits to make, mark the record as complete by selecting **“Update and Complete Record”**.

Patient Survey Summary Reflection (PSSR)

[click to toggle]
Back

Success! Your action was completed successfully.

Details

Title of PSR \*

PSR 1

Date of reflection \*

29/12/2021

Reflection on feedback received on your attitude and approach towards patients: \*

The feedback I received was overall very positive.

Update and Complete Record

Update Record

Confirm that you have completed the record by clicking **“Update and Complete Record”** when the pop-up box appears.

Complete Patient Survey Summary Reflection (PSSR)

Please confirm that you would like to update and complete this Patient Survey Summary Reflection (PSSR) by clicking the "Update and Complete Record" button below. Completing will lock the form from any further editing.

Update and Complete Record

Click on **“Back”** to return to the main **Patient Survey** page. You can view your reflections at any time by selecting **“View Reflections”**.

Patient Survey Rounds

Date Started	Status	Action
29 Dec 2021	✖ Closed on 29 Dec 2021	<div>View Results</div> <div>View Reflections</div>

Start new Patient Survey Round

## 8.14 Attaching a file to an assessment tool

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

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

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

Title	Date of Assessment	Date Created	Completed	Actions
Morning session with Educational Supervisor	13/10/2021	13/10/2021		<a href="#">View</a> <a href="#">Edit</a>

Start New Form

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

Attachments

Linked Attachments (0)	New Attachment
	Choose file <input type="button" value="Choose files"/> TEST DOCUMENTS.docx File description: <input type="text" value="Test doc"/> <div>File was uploaded successfully.</div>

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

Attachments

Linked Attachments (2)	New Attachment
<a href="#">A test pdf</a> <a href="#">A test Word</a>	<div> <input type="button" value="Choose files"/> No file chosen </div> File description: <input type="text"/> <input type="button" value="Save"/>

When done select **“Update Record”**.

Attachments	
Linked Attachments (2)	New Attachment
<a href="#">A test pdf</a> <a href="#">A test Word</a>	<div>Choose file</div> <div>Choose files No file chosen</div> <div>File description:</div> <div></div> <div>Save</div>
<div>Update Record</div>	

You will receive confirmation that the record has been updated.

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

## 9. Clinical assessment skills

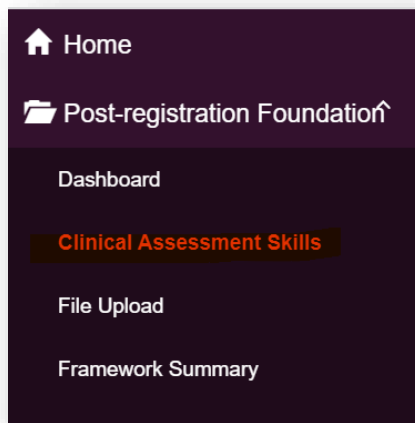
This is a summary of your progress with the clinical assessment skills, helping you to focus your learning.

You will need to have a total of three “**Direct Observation of Practical Skills**” for each skill where the collaborator has rated your performance as either ‘Able to perform the procedure with limited supervision / assistance’ **or** ‘Competent to perform the procedure unsupervised and deal with complications’ one of the two highest ratings on the form.

Based on your observation of this procedure, rate the overall ability to perform the procedure: *	<input type="radio"/> Unable to perform the procedure
	<input type="radio"/> Able to perform the procedure under direct supervision/assistance
	<input checked="" type="radio"/> Able to perform the procedure with limited supervision/assistance
	<input checked="" type="radio"/> Competent to perform the procedure unsupervised and deal with complications

### 9.1 Accessing Clinical Assessment Skills

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



The list of clinical assessment skills will appear.

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

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



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

## 10. File upload

This section is for you to upload any files that are relevant to your learning and development. This could include other supervised learning events (SLEs), documents and training certificates. This ensures that all information linked to your post-registration foundation pharmacist programme is saved in one place.

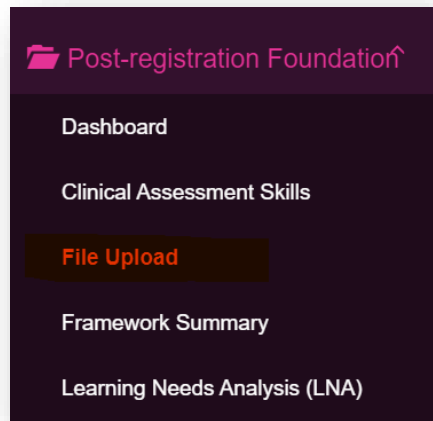
**TIP:** If your pieces of evidence are linked, then upload altogether in one file upload and add naming conventions.

For example if you upload a Clinical Evaluation Exercise (mini-CEX) and want to add a Reflective Account (RA) linked to that mini-CEX, then upload them at the same time with the same naming conventions:

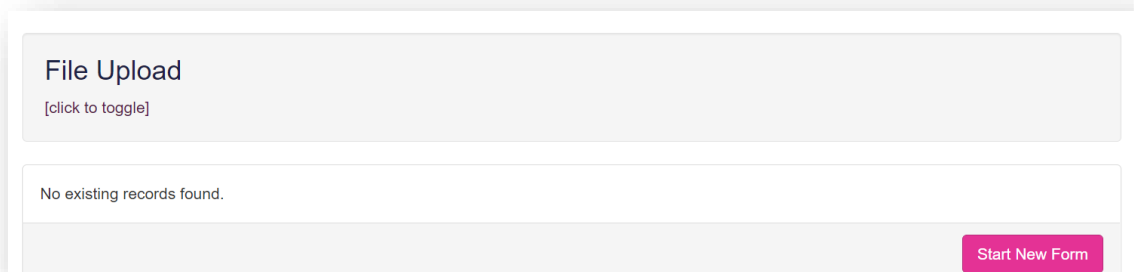
**Mini-CEX\_(1) 10.10.21**

**RA\_(1) 10.10.21**

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



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



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

A form titled "File Upload" with a "[click to toggle]" link and a "Back" button. It has a "Details" section with "Title \*" and "Date \*" fields. Below is a "Learner comments \*" text area. At the bottom, there is an "Attachments" section with "Linked Attachments" and a "Create Record" button.

Click **“Create Record”** to save.

**Success!** Your action was completed successfully. ✕

**Details**

Title \*

Test doc

Date \*

DD/MM/YYYY

📅

**Attachments**

Linked Attachments (0)	New Attachment
	<div>Choose file</div> <div> <input type="button" value="Choose files"/> <span style="margin-left: 5px;">No file chosen</span> </div> <div>File description:</div> <div style="border: 1px solid #ccc; height: 20px; margin-top: 5px;"></div> <div style="text-align: right; margin-top: 10px;"> <input type="button" value="Save"/> </div>

Update Record

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

**Attachments**

Linked Attachments (0)	New Attachment
	<div>Choose file</div> <div> <input type="button" value="Choose files"/> <span style="margin-left: 5px;">TEST DOCUMENTS.docx</span> </div> <div>File description:</div> <div style="border: 1px solid #ccc; padding: 2px; margin-top: 5px; background-color: #e6f2ff;">           Test doc         </div> <div style="text-align: right; margin-top: 10px;"> <input type="button" value="Save"/> </div>

The file will upload.

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

The screenshot shows a web interface titled "Attachments". It is divided into two main sections: "Linked Attachments (1)" and "New Attachment".

In the "Linked Attachments (1)" section, there is a single entry: "Test doc" with a red trash icon to its right.

The "New Attachment" section contains the following elements:

- A "Choose file" label above a "Choose files" button. To the right of the button is the text "No file chosen".
- A "File description:" label above a text input field.
- A "Save" button at the bottom.

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

The screenshot shows a web interface titled "Framework Mapping". At the top, there is a instruction: "Consider what learning outcome(s) this record provides evidence for and map to all that apply Expand the sections and select mapped learning outcomes."

The main section is titled "Domain 1. Person-centred care and collaboration". Below this title, the text "Domain 1. Person-centred care and collaboration" is repeated.

Under this heading, there are two sub-sections:

- Communicates effectively, placing the person at the centre of any interaction**
  - ☒ 1.1 Communicates effectively with people receiving care and colleagues.
  - ☒ 1.2 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice
- Delivers person- centred care**
  - ☒ 1.3 Consults with people through open conversation; explores physical, psychological and social aspects for that person, remaining open to what a person might share; empowers the person creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour
  - ☐ 1.4 Demonstrates empathy; seeking to understand a situation from the perspective of each person
  - ☐ 1.5 Always keeps the person at the centre of their approach to care
  - ☐ 1.6 Supports and facilitates the seamless continuity of care for each person

## 11. Learner Actions

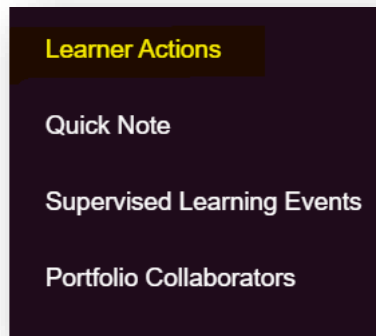
This section enables you to view action plans and individual tasks. This is essentially a 'to-do' list for your learning and development. All the actions that have been created from various assessment tools and forms will appear here. You will be able to view which assessment tool or form the action originates from.

### 11.1 Viewing your actions log

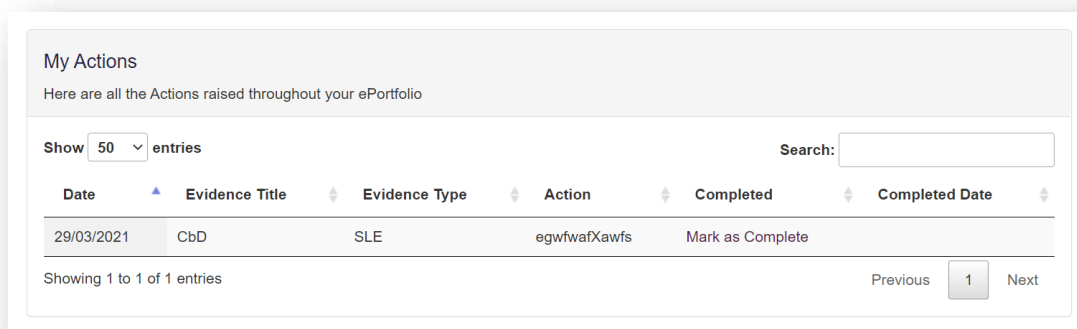
All supervised learning event forms, meeting records, and other records contain a field allowing you to create an action. Any actions that are generated, will appear in your 'Learner Actions' section.

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

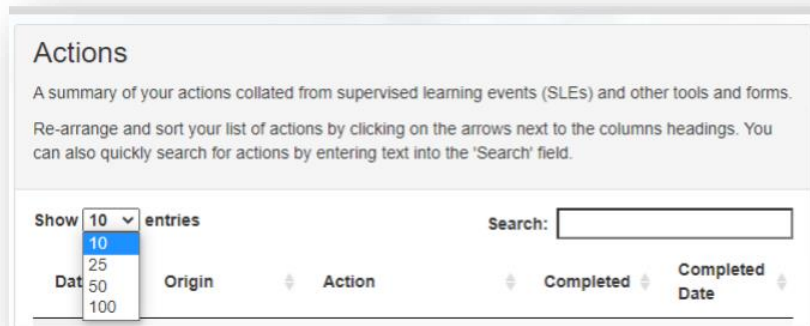
Select the **"Learner Actions"** option in the navigation menu.



You can view all of the different action plans throughout your portfolio.



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



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

Show  entries

Search:

Date ▲ Origin ⇅ Action ⇅ Completed ⇅ Completed Date ⇅

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

Show  entries

Search:

Date ▲ Origin ⇅ Action ⇅ Completed ⇅ Completed Date ⇅

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

Showing 1 to 10 of 66 entries

Previous        Next

## 11.2 Completing actions


When you have completed an action item, select “**Mark as Complete**” next to the action.

My Actions

Here are all the Actions raised throughout your ePortfolio

Show  entries

Search:

Date	Evidence Title	Evidence Type	Action	Completed	Completed Date
12/02/2021	RA	SLE	waveweawe	Mark as Complete	
11/03/2021	DOPS	SLE	aerbr	Mark as Complete	
11/03/2021	CP	SLE	erver	Mark as Complete	
13/04/2021	LEADER	SLE	rvwevwea	Mark as Complete	
28/07/2021	PS	Reflective Actions	rhetgwerf		
06/10/2021	CP	SLE	Work on plan	Mark as Complete	

Showing 1 to 6 of 6 entries

Previous  Next

This will open a pop-up window for you to enter your completion date and select “**Mark as Completed**”.

### Mark Action as Completed

**Action Details**

<b>Evidence Type</b>	Learning Needs Analysis (LNA)
<b>Title</b>	Learning Needs Analysis 1
<b>Target Date</b>	28/10/2021
<b>Action</b>	Test
<b>Evaluation and outcome</b>	Test Test Test

**Date Completed**

Cancel

Mark as Completed

A tick will appear next to the completed action and the ‘Completed Date’ field will be populated.

My Actions						
Here are all the Actions raised throughout your ePortfolio						
Show 10 entries		Search: <input type="text"/>				
Date	Evidence Title	Evidence Type	Action	Completed	Completed Date	
29/03/2021	CbD	SLE	egwfwafXawfs		19/05/2021	

You can use the arrows next to the column title to quickly sort actions by ‘Completed’ or ‘Completed Date’.

Show  entries

Search:

Date	Evidence Title	Evidence Type	Action	Completed	Completed Date
12/02/2021	RA	SLE	waveweawe	Mark as Complete	
13/04/2021	LEADER	SLE	rvwevwea	Mark as Complete	
11/03/2021	DOPS	SLE	aerbr	Mark as Complete	
11/03/2021	CP	SLE	erver	Mark as Complete	
06/10/2021	CP	SLE	Work on plan	<input checked="" type="checkbox"/>	06/10/2021
28/07/2021	PS	Reflective Actions	rhetgwerf	<input checked="" type="checkbox"/>	

Showing 1 to 6 of 6 entries

Previous  Next

## 12. Archiving records

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

- Supervised learning events
- Meeting records

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

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

### Case Based Discussion (CbD)

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

Title	Date of Assessment	Date Created	Completed	Actions
CBD 1	22/09/2021	20/09/2021		<a href="#">View</a> <a href="#">Edit</a> <a href="#">Archive</a>
CBD 2	08/09/2021	20/09/2021		<a href="#">View</a> <a href="#">Edit</a> <a href="#">Archive</a>

[Start New Form](#)

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



Archive Record
X

Are you sure you want to Archive this record?

Archive
Cancel

The record will be removed from your list of records.

Case Based Discussion (CbD)
  
[click to toggle]

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

Start New Form

## 12.1 Viewing and retrieving archived records

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



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

Archived Records

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

Show 10 entries

Search:

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

Showing 1 to 1 of 1 entries

Previous

1

Next

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

Archived Records

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

Show 10 entries

Search:

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

Showing 1 to 1 of 1 entries

Previous

1

Next

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

Archived Records

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

Show 10 entries

Search:

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

Showing 1 to 1 of 1 entries

Previous

1

Next

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

Archived Records

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

Show 10 entries

Search:

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

Showing 1 to 1 of 1 entries

Previous

1

Next

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

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

Archived Records

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

Show 10 entries

Search:

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

Showing 1 to 1 of 1 entries

Previous

1

Next

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

Restore Record

Are you sure you want to restore this record?

Restore

Cancel

The record will be removed from the archived records list.

Archived Records

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

Show 10 entries

Search:

Date	Evidence Title	Evidence Type	Action
No data available in table			

Showing 0 to 0 of 0 entries

Previous

Next

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

Case Based Discussion (CbD)

[click to toggle]

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

Start New Form

## 13. Feedback

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

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

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

ROYAL PHARMACEUTICAL SOCIETY

Home

Programmes

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Toggle menu

Welcome Rachael Parsons

Please go to the **programmes** page to start your portfolio or view an existing one.

### 13. Contact Details

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

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

Email: [support@rpharms.com](mailto:support@rpharms.com)

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

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

Email: [eportfolio@rpharms.com](mailto:eportfolio@rpharms.com)

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

#### Acknowledgements

RPS E-Portfolio designed by AXIA

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