Consultant Pharmacist Credentialing

E-Portfolio guide for Collaborators
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1 – Introduction

The Royal Pharmaceutical Society (RPS) have developed an E-portfolio for consultant-ready pharmacists to record their learning and development.

The E-portfolio has been designed to be flexible so that a consultant-ready pharmacist, can work through the elements independently, or as instructed by their training providers. The E-portfolio also contains forms and templates to enable the consultant-ready pharmacist to fulfil and meet the outcomes and descriptors as outlined in the Consultant Pharmacist curriculum.

The RPS will continue to update and enhance the E-portfolio to ensure that it continues to be user-friendly, intuitive and functional platform. Learning and development tools will also be reviewed regularly to ensure that they reflect current pharmacy practice.

This is a technical user guide that outlines the main functions of the E-portfolio for Portfolio Collaborators to help you navigate the E-portfolio and be able to support your learner’s progress and comment on their achievements. Portfolio Collaborators include a Professional Coach and Expert Mentors as well as any other individual supporting pharmacists undertaking this programme to record their learning.

If your learner/s are undertaking a structured training programme, please refer to guidance from your employer and/or training provider.

The RPS are keen to have your feedback on the E-portfolio, if you have any comments or suggestions for improvements please contact the RPS directly. Contact details are provided at the end of this user guide.
2 – Using the E-Portfolio

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

2.1 Help and additional information

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

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

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

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 portfolio.

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 User roles

The E-portfolio contains tools and templates to support professional development. The table below outlines the different tools and who has access to each tool.

<table>
<thead>
<tr>
<th>Supervised learning events</th>
<th>Tool</th>
<th>Learner (entry-level pharmacist)</th>
<th>Professional Coach</th>
<th>Expert mentors</th>
<th>Collaborators</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Actions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Consultant Pharmacist Framework</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>File upload</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Learning Needs</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Acute care assessment tool (ACAT)</td>
<td>✓</td>
<td>View only</td>
<td>View only</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Case-based discussions (CbDs)</td>
<td>✓</td>
<td>View only</td>
<td>View only</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Case presentation (CP)</td>
<td>✓</td>
<td>View only</td>
<td>View only</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Clinical leadership assessment skills (LEADER)</td>
<td>✓</td>
<td>View only</td>
<td>View only</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Directly observed procedure (DOPS)</td>
<td>✓</td>
<td>View only</td>
<td>View only</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Direct observation of non-clinical skills (DONCS)</td>
<td>✓</td>
<td>View only</td>
<td>View only</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Expert Mentor Report (EMR)</td>
<td>✓</td>
<td>View only</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Journal club Presentation (JCP)</td>
<td>✓</td>
<td>View only</td>
<td>View only</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Mini clinical evaluation exercise (Mini-CEX)</td>
<td>✓</td>
<td>View only</td>
<td>View only</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Multi-source feedback tool (MSF)</td>
<td>✓</td>
<td>View only</td>
<td>Relevant EM</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Patient survey (PS)</td>
<td>✓</td>
<td>PS Results</td>
<td>PS results</td>
<td>Patient only</td>
<td></td>
</tr>
<tr>
<td>Professional Coach Report (PCR)</td>
<td>✓</td>
<td>View only</td>
<td>View only</td>
<td>No access</td>
<td></td>
</tr>
<tr>
<td>Quality improvement project assessment tool (QIPAT)</td>
<td>✓</td>
<td>View only</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Reflective accounts (RA)</td>
<td>✓</td>
<td>View only</td>
<td>View only</td>
<td>View only</td>
<td>View only</td>
</tr>
<tr>
<td>Teaching observation tool (TO)</td>
<td>✓</td>
<td>View only</td>
<td>View only</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

3 – Accessing your learner’s E-portfolio

Collaborators have the option to either access their learner’s e-portfolio or receive a ticket link via email to access and complete Supervised Learning Events (SLEs). There is no obligation to register onto the e-portfolio, however, we’d recommend that Expert Mentors and Professional Coaches register onto the e-portfolio as we’d expect them to have a longitudinal mentorship with the candidate. By registering onto the e-portfolio, you will be able to view and edit various SLEs depending on your collaborator status (see table in 2.3).
3.1 – Supervised Learning Events (SLEs) tickets

Candidates can invite collaborators to complete an SLE via a ticket link which will be sent directly to a collaborator’s email. Collaborators will click on a link within the email which will take them directly to the SLE the candidate has sent to them. By using this method, collaborators will not be required to register onto the E-portfolio. See Section 6 for detailed instructions on how to access SLE tickets.

3.2 – Registering onto the E-portfolio

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

To access your learner’s E-portfolio, they first need to give you access by inviting you to be a collaborator. When your learner invites you to be a collaborator you will receive an email with a link to their E-portfolio, which you can either accept or decline.

**TIP:** Please check your junk mail folder as the automatic emails can get filtered out as spam. If you have not received an email giving you access even though your learner has sent one, please ask the learner to re-send the email. The learner should be able to do this within the platform.

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

Once logged into the RPS website you will see this invitation to accept or decline the invitation. You will also need to agree to the T&Cs for accessing the E-portfolio.
Once you have accepted the invitation and the T&Cs, you will be able to view all contents of your learner’s E-portfolio including contributions from other portfolio collaborators. After you have successfully linked to your learner you will have a new tab in the navigation menu titled “Your Consultant Pharmacists”. Select this to view the full list of learners you have linked to. Once you can see the list selecting the “Go to programme” link will open the learner’s programme and allow you to assess their records or add records to their programme.

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

3.3 Viewing and editing records

Your permissions will vary depending on your role (see table in Section 2.3). If you find that you cannot access a section, tool or form that you need to, ask your learner to check that they have given you the correct level of access.

There are two ways of accessing records and sections of the E-portfolio. Here is an example of a learner’s dashboard – showing a summary of their E-portfolio content. You can simply click on any of the tools or forms in each boxed section to view and/or edit the details.

Alternatively, you can access tools and forms from the navigation Menu. The menu should be open when you first access your learner’s E-portfolio, but if it’s not displayed, simply click on “Toggle Menu” to open up the full menu sidebar.
Then click on the relevant programme, in this case “Consultant Pharmacist”, to expand the contents:

You will then be able to select a tool or form from the list to edit, view and or review. The tools and forms are displayed in alphabetical order.

You can hide the menu by using the “Toggle Menu” option at any point. This might be helpful on smaller screens.
4 – Identifying and reviewing your learner’s development needs

We have incorporated several tools to enable learners to identify their strengths and areas for development. Use these tools to help your learner(s) plan their learning.

4.1 Learning needs

The learning needs (LN) enables a learner to assess their practice against the interim foundation curriculum learning outcomes. You will be able to view their ratings and make suggestions on how they can address any gaps. Learners are recommended to complete a learning needs analysis every 6-12 months or when their practice changes significantly, such as a change in hospital rotation, change in role or change in responsibilities. If your learner is undertaking a formal training programme, check the requirements of the training provider.

To view your learners’ learning needs analysis, select the “Learning Needs” option from the sidebar menu or the “Other Records” area on the learner’s main home page.

You will be able to view a list of records that are in progress or completed.
Select a record from the list to view the contents.

To view your learner’s rating and any associated tasks, click on the domain titles to expand and reveal the contents.
Outcomes that require further development are highlighted by an *action* icon.

Any tasks in progress are highlighted by a *task* icon and completed tasks are highlighted by a *task completed* icon. Full details of all icons can be found in the table on the next page.

You can also view comments for each domain in the comments field.
You can view linked tasks created in the “Action Plans” area (see Section 5.1).

4.2 Learning needs icons

The table below 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.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
<th>Action (when icon is clicked)</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Icon]</td>
<td>Low ability – High relevance rating (Priority 1 <strong>action</strong>)</td>
<td>Create task</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Medium ability – High relevance rating (Priority 2 <strong>action</strong>)</td>
<td>Create task</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Low ability – Medium relevance rating (Priority 3 <strong>action</strong>)</td>
<td>Create task</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Medium ability – Medium relevance rating (Priority 4 <strong>action</strong>)</td>
<td>Create task</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Low ability – High relevance rating (Priority 1 <strong>task</strong>)</td>
<td>View and edit task</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Medium ability – High relevance rating (Priority 2 <strong>task</strong>)</td>
<td>View and edit task</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Low ability – Medium relevance rating (Priority 3 <strong>task</strong>)</td>
<td>View and edit task</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Medium ability – Medium relevance rating (Priority 4 <strong>task</strong>)</td>
<td>View and edit task</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Task completed</td>
<td>View task</td>
</tr>
</tbody>
</table>

You will see a summary of tasks for each domain at the top of each section. The tasks icons ( unstated) indicate how many tasks are in progress and/or have been completed.
5 – Supporting your learner’s development

The E-portfolio contains several tools that you and your learner can use to support their development. These can be used as required to facilitate and structure learning.

5.1 Action Plans

This section enables you to set action plans and individual tasks for your learner(s). This will become a ‘to-do’ list for their learning and development.

5.1.1 Creating an action plan for your learner(s)

Select the “My Actions” option either in the navigation section in the side navigation menu, or under the “Other Records” section of the learner’s dashboard to access the section.

To create a new action plan, select the “Add New Action Plan” button.
Here you can insert the details of the action plan. Fill in the details of your action plan and remember to click on the “Save and finish” button at the bottom of the screen.

You will now be able to see your action plan under the “Active Plans” tab. Select the list icon to add tasks to your action plan for the learner to work towards.
Tasks will require you to insert a task title and a description of what the task requires.

Your learner(s) will be able to view your action plan when they next log into their E-portfolio and will be able to edit the details as required. All edits will be updated in your view and you will also be able to make any further necessary edits.
6 – Using Supervised Learning Events (SLEs) to support development

Supervised learning events tools are assessment instruments for individuals to demonstrate their learning and competence against the outcomes and descriptors. A range of assessment instruments are included within the RPS consultant E-portfolio:

- Acute care assessment tool (ACAT)
- Case Based Discussion (CbD)
- Case presentation (CP)
- Clinical leadership assessment skills (LEADER)
- Clinical Evaluation Exercise (mini-CEX)
- Direct Observation of Non-Practical Skills (DONCS)
- Direct Observation of Practical Skills (DOPS)
- Journal Club Presentation (JCP)
- Multi-Source Feedback tool (MSF)
- Patient Survey (PS)
- Quality Improvement Project Assessment Tool (QIPAT)
- Reflective Account (RA)
- Teaching Observation (TO)

Reviews are also included within the E-portfolio:

- Expert Mentor Report (EMR)
- Professional Coach Report (PCR)

6.1 – Supervised Learning Events (SLEs) ticketing process

Supervised learning events and reviews (excluding PCRs) can be sent directly to collaborators via the e-portfolio ticketing process. Collaborators may still wish to register onto the e-portfolio, however this is not a mandatory requirement.

Please note: If collaborators do not register onto the e-portfolio they will only be able to view the SLE which is sent to them via an emailed ticket link.

Once an SLE ticket is sent to you, you will receive the below email.

Please check your junk mail if you cannot see the email in your inbox.

On Behalf Of noreply@messages.axiadigital.co.uk noreply@messages.axiadigital.co.uk via Tue, 30

to me

Hello Rachael Parsons

I’d like to invite you to complete my Acute care assessment tool (ACAT).

Please complete this form via this link: Acute care assessment tool (ACAT)

Thank you for taking the time to support my development.

Kind regards,
Sent by the Royal Pharmaceutical Society on behalf of Rachael Parsons

For technical enquiries please email membership@rpharms.com or call the RPS team on 020 7572 2737.

To access the SLE, click on the link in the email.
If you are a registered user you can create and review Supervised Learning Events.

If you are sent an SLE ticket link, you will only be able to access and complete the SLE sent to you.

To review a Supervised Learning Event, select the “Supervised Learning Events” navigation item in the sidebar menu.

In the next sections, we will detail how to create and review each SLE tool within the E-portfolio.

**Please note:** If you are sent an SLE ticket link you will only be able to access and complete the SLE which is sent to you. If you are a registered user, you can create and review SLEs depending on the permissions you have (see Section 2.3)

### 6.1 Acute care assessment tool (ACAT)

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

#### 6.1.1 Creating an ACAT

On the menu select “Supervised Learning Events” then “Acute care assessment tool (ACAT)”.

---

**Consultant Pharmacist**

- Back to programmes

**Supervised Learning Events**

- Acute care assessment tool (ACAT)
- Case Based Discussion (CBD)
- Case presentation (CP)
- Clinical leadership assessment skills (LEADER)
- Clinical Evaluation Exercise (Mini-CEX)
- Direct Observation of Non-Clinical Skills (DONCS)
- Direct Observation of Practical Skills (DOPS)
- Journal Club presentation (JCP)
- Quality Improvement Project Assessment Tool (QIPAT)
- Reflective Account (RA)
- Teaching Observation (TO)
Select “Start New” to create a new record.

Complete all sections of the tool as instructed.
The details input in the “Agreed Actions” area will be added into the action plans section (see section 5.1).

Select the learning outcomes which will be relevant to the record. Once selected press the “Save Changes” button to complete the record.
6.1.2 Reviewing an ACAT

On the menu, select “Supervised Learning Events” then “Acute care assessment tool (ACAT)”. Once accessed you can access already created ACATs by selecting the date the record was created.

Once you are happy with the record you can click on “Save Changes” at the bottom of the page.

6.2 Case Based Discussion (CbD)

The tool is a retrospective evaluation of the pharmacist’s input into patient care. It assesses clinical decision-making and the application or use of pharmaceutical knowledge in the care of the pharmacist’s patients.
6.2.1 Creating a CbD

On the menu select **Supervised Learning Events** then **Case Based Discussion (CbD)**.

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

Complete all sections of the tool as instructed.
The details input in the “Agreed Actions” area will be added into the action plans section (see Section 5.1).

Select the learning outcomes which will be relevant to the record. Once selected press the “Save Changes” button to complete the record.

6.2.2 Reviewing a CbD

Select the “Case Based Discussion (CbD)” option under the Supervised Learning Events section.
Once accessed you can access already created CbDs by selecting the date the record was created.

Once you are happy with the record you can click on “Save Changes” at the bottom of the page.

6.3 Case presentation (CP)

This tool can be used to evaluate the pharmacist’s ability to effectively present a case to colleagues demonstrating effective clinical assessment and management, decision making, team working and time management.

6.3.1 Creating a CP

Select the “Case presentation” option under the “Supervised Learning Events” section.
Select “Start New” to create a new record.

Complete all sections of the tool as instructed.
Score the pharmacist in each section.

Please note, the “Optional reflectional” is for the Learner to complete.

Select the learning outcomes which will be relevant to the record. Once selected press the “Save Changes” button to complete the record.
6.3.2 Reviewing a CP

Select the “Case presentation” option under the “Supervised Learning Events” section.

Once accessed you can access already created CPs by selecting the date the record was created.

Once you are happy with the record you can click on “Save Changes” at the bottom of the page.

6.4 Leadership assessment skills (LEADER)

This tool can be used to evaluate the pharmacist’s non-clinical leadership and team working capabilities.
6.4.1 Creating a LEADER

Select the “Leadership assessment skills (LEADER)” option under the “Supervised Learning Events” section.

Select “Start New” to create a new record.
Complete all sections of the tool as instructed.

Remember to provide an overall rating at which the pharmacist has shown that they are performing.
Complete the framework mapping and click “Save Changes” once completed.

6.4.2 Reviewing a LEADER

Select the “Leadership assessment skills (LEADER)” option under the “Supervised Learning Events” section.

Once accessed you can access already created LEADERs by selecting the date the record was created.

Once you are happy with the record you can click on “Save Changes” at the bottom of the page.

6.5 Clinical Evaluation Exercise (mini-CEX)

This tool is useful for assessing skills, attitudes and behaviours essential to the provision of high-quality care. It is a snapshot of practice, involving the observation and assessment of day-to-day work.
6.5.1 Creating a mini-CEX

On the menu select “Supervised Learning Events” then “Clinical Evaluation Exercise (mini-CEX)”.

To create a record for this section, select the “Start New” button.

Complete the tool as instructed and provide a rating for your learner’s performance.
A summary will then need to be provided for each knowledge/skill. The summary written into the “Agreed Actions” area will create a “Supervised Learning Event” action in the action plans section (see Section 5.1).

Select the learning outcomes this record will relate to. Once you have selected the learning outcomes remember to click the “Save Changes” button.
6.5.2 Reviewing a mini-CEX

Select the "Clinical Evaluation Exercise (Mini-CEX)" option under the Supervised Learning Events section.

Here you can review a mini-CEX which your learner has already created, by selecting the start date of the mini-CEX you wish to view.
Complete the tool as instructed.

Complete the mapping at the bottom of the form.

If you are happy with the record, then you can select the “Save Changes” button available at the bottom of your screen.
6.6 Direct Observation of Non-Clinical Skills (DONCS)

This tool is used to evaluate the pharmacist’s non-clinical skills e.g. chairing a meeting, presenting information to senior stakeholders etc.

6.6.1 Creating a DONCS

Select the “Direct Observation of Non-Clinical Skills (DONCS)” option under the “Supervised Learning Events” section of the menu.

Here we can see a DONCS has been created. If you wish to review the created DONCS click on the “Date (Started)” link.
Complete the form as instructed.

Click “Save Changes”.
Once you are happy with the record you can click on “Save Changes” at the bottom of the page.

6.6.2 Reviewing a DONCS

Select the “Direct Observation of Non-Clinical Skills (DONCS)” option under the “Supervised Learning Events”.

Here you can review the DONCS which has already been created, by selecting the start date of the DONCS you wish to view.
Review the form and make any necessary changes.

Remember to complete the mapping if needed. Click “Save Changes” once completed.

6.7 Direct Observation of Practical Skills (DOPS)

This tool is useful for demonstrating a range of procedural skills that are essential to the provision of safe and effective pharmaceutical care.

6.7.1 Creating a DOPS

To access the DOPS select “Supervised Learning Events” from the menu, then “Direct Observation of Practical Skills (DOPS)”. 
Create a new record by selecting the “Start New” button.

Complete the tool as instructed and provide an overall rating for your learner’s performance.
Further down the page will be the summary of assessment, insert the details relevant to this summary. Any detail added into the “Agreed Actions” section will be added into the action plans section.

The details input in the “Agreed Actions” area will be added into the action plans section. “Agreed Actions” are used throughout the majority of the SLEs so please remember to complete this section.

Select the learning outcomes which will be relevant to the record. Once selected press the “Save Changes” button to complete the record.
6.7.2 Reviewing a DOPS

To access the DOPS, from the menu select “Supervised Learning Events” and select “Direct Observation of Practical Skills (DOPS)”.

Once you have accessed the page you can open a started DOPS record by selecting the start date.

Review the form as needed.
Once you believe the record is complete, click on the “Save Changes” button at the bottom of the page.

6.8 Expert mentor report (EMR)

This tool captures the views of the individual’s expert mentors based on observation of an individual’s performance and evidence across the different domains of practice.

6.8.1 Creating an EMR

To access the EMRs select “Reviews” from the sidebar menu and select the relevant “Expert Mentor Report (EMR)”. For example, if you are the clinical mentor, select “Expert Mentor Report (EMR) – Clinical Mentor”.

Click “Start New” to create new EMR.
Complete the tool as instructed and provide a rating for your learner’s performance.

Remember to provide an overall competence rating.

Click “Save Changes” when finished.
6.8.2 Reviewing an EMR

To access the EMRs select “Reviews” from the menu and select the relevant “Expert Mentor Report (EMR)”. For example, if you are the clinical mentor, select “Expert Mentor Report (EMR) – Clinical Mentor”.

Here you can review the EMR which has already been created, by selecting the start date of the EMR you wish to view.

Review the tool and make any necessary changes and ensure you provide a rating for your learner’s performance. Click “Save Changes” when completed.
6.9 Journal Club Presentation (JCP)

This tool is useful to evaluate the pharmacist’s ability to effectively present a journal paper to colleagues demonstrating knowledge of research methods and critical evaluation skills.

6.9.1 Creating a Journal Club Presentation (JCP)

To access the JCP select the “Supervised Learning Events” from the menu and select “Journal Club presentation (JCP)”.

Click “Start New” at the bottom right hand of the page.
Complete the tool as instructed and provide a rating for your learner’s performance.

Once you've completed the framework mapping, click “Save Changes”.
6.9.2 Reviewing Journal Club Presentation (JCP)

To access the JCP select the "Supervised Learning Events" from the menu and select "Journal Club presentation (JCP)".

Here you can review the JCP which has already been created, by selecting the start date of the JCP you wish to view.

Complete the tool as instructed and provide a rating for your learner’s performance.

Click “Save Changes” when you’re finished.
6.10 Multi-Source Feedback Tool (MSF)

This tool provides systematic collection and feedback of performance data on an individual from colleagues. It can be used to evaluate the pharmacist’s level of performance in the relevant domain.

6.10.1 Creating a MSF

Select the “Multi-Source Feedback” option from the sidebar menu.

Click “Multi-Source Feedback Survey”. Please note the “Multi-Source Feedback Reflections” is for the learner to complete. They can use this to reflect on and identify areas of development based on multiple source feedback. Expert Mentors, the Professional Coach and Collaborators can view the “Multi-Source Feedback Reflections”.

Once you’ve clicked “Multi-Source Feedback Survey”, you’ll see a list of the MSFs by Domain.
Select the relevant MSF. For example, if you are the Clinical Expert Mentor, you will select the “Domain 1 – Professional (Clinical) Practice” MSF.

Click “Start New” and complete the form as instructed.

Click “Save Changes” once finished.

**6.10.2 Reviewing a MSF**

Select the “Multi-Source Feedback Survey (MSF)” option from the sidebar menu.

Click on the relevant MSF. In this example, this is the Domain 1 MSF. Here you can review the MSF which has already been created, by selecting the start date of the MSF you wish to view.
Review the form and make any necessary changes.

6.11 Patient Survey (PS) and Patient Survey Reflective

This tool is completed by patients and can be used to evaluate the pharmacist’s communication and consultation skills from the patient’s perspective. Learner’s will invite patients to complete the survey and will be able to view results. Collaborators will be able to review the Learner’s “Patient Survey Reflective”.

6.11.1 Reviewing a Patient Survey Reflective

Select the “Patient Survey” option from the sidebar menu.
Collaborators will only be able to view the Learner’s “Patient Survey Summary Reflective” (PSR).

Click the link to open the PSR.

Click “Edit record” to view and edit fields. Please note, only the Clinical Expert mentor, Professional Coach and Learner will be able to edit the PSR including the mapping.

Click “Save and continue” when you are finished.

6.12 Professional Coach report

This tool is used to evaluate the pharmacist's overall performance and progress towards achieving the consultant pharmacist outcomes. This tool is to only be used by the Professional Coach and the Learner.

6.12.1 Creating a Professional Coach report (PCR)

Select the “Professional coach report (PCR)” option under the Reviews.
Click “Start New” to create a new PCR.

Complete the PCR as instructed.
Remember to give an overall rating and complete the agreed actions.

Once finished, click “Save Changes”.

6.13 Quality Improvement Project Assessment Tool (QIPAT)

This tool can be used to evaluate the pharmacist’s ability to undertake a quality improvement project to improve service provision in their area of expertise.

6.13.1 Creating a Quality Improvement Project Assessment Tool (QIPAT)

To access the QIPAT select the “Supervised Learning Events” from the menu and select “Quality Improvement Project Assessment Tool (QIPAT)”.
Click “Start New”.

Complete the form as instructed. Remember to provide a title or brief summary of the QIP.

Remember to complete the Framework Mapping.

Click “Save Changes” once completed.

6.13.2 Reviewing a Quality Improvement Project Assessment Tool (QIPAT)

To access the QIPAT select the “Supervised Learning Events” from the menu and select “Quality Improvement Project Assessment Tool (QIPAT)”. 
Here you can review a QIPAT which your learner has already created, by selecting the start date of the QIPAT you wish to view.

6.14 Reflective Account (RA)

This tool is useful to evaluate the pharmacist’s ability to reflect on an experience, analyse their learning and identify areas of development to inform future practice. Please note, it is not mandatory for pharmacist’s to complete all sections of the reflective account if certain sections are not relevant to their experience. Reflections are expected to be discussed with the learner’s clinical mentor or professional coach.
6.14.1 Reviewing a Reflective Account (RA)

To access your learner’s RA select the “Supervised Learning Events” from the menu and select “Reflective Account (RA)

Here you can review a RA which your learner has already created, by selecting the start date of the RA you wish to view.

![Image of Reflective Account (RA) interface]
Collaborators can add to the “Action Plan(s)” and the “Framework Mapping” if need be.

Click “Save Changes”.

6.15 Teaching Observation (TO)

This tool can be used to evaluate the pharmacist’s ability to deliver an effective learning experience to others.

6.15.1 Creating a Teaching Observation (TO)

To create a TO select the “Supervised Learning Events” from the menu and select “Teaching Observation (TO)”. 
Create a new record by selecting the “Start New” button.

Complete the tool as instructed and provide a rating for your learner’s performance.

Click “Save Changes”.

6.15.2 Reviewing a Teaching Observation (TO)

To review a TO select the “Supervised Learning Events” from the sidebar menu and select “Teaching Observation (TO)”. 
Here you can review a TO which has already been created, by selecting the start date of the TO you wish to view.

Edit the sections as required and click “Save Changes” once completed.
7 – File Upload

This section is for you to upload any files that may be relevant to your learners’ learning and development. This could include other Supervised Learning Events (SLEs), and training certificates. This ensures that all information linked to the consultant pharmacist portfolio is saved in one place.

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

Select “Add new record” to start the creation of your file upload.

The first step is to create a title for the record and a description of what the record will be. Once you have inserted the details select the “Save and continue” button to progress.
You will then need to select the relevant competencies which will be supported by this file upload. Remember to “Save and continue”.

You will then move onto the attachment section, select “Choose Files” to open your computer/devices documents and select the file you wish to upload.

When the file is selected add a description to title it and select “Save”, once it has moved into the Linked Attachments section select “Finish”.

You will now be able to see the record on the “File Upload” page, here you can edit it, print, or delete.

**TIP:** You can upload as many files as you wish, there is no limit on the number of files you can link to each record.
8 – Reviewing progress

If you are registered onto the e-portfolio, you can review your learner’s progress at any point by using the learner dashboard and framework summary.

8.1 Learner’s dashboard

The learner’s dashboard provides an overview of their progress.

You can access your evidence directly from the Dashboard. To access evidence, click on the number next to the evidence type. For example, for 2.1, you can see that the candidate has mapped an ACAT against this outcome. In this case, we will click on the ‘1’ next to the ACAT in 2.1.

The screen below will appear which shows the SLE type and when it was started. Click on the date below **Started Date** to access the SLE.

The completed SLE will appear. Scroll down the page to view the whole SLE.
8.2 Consultant Pharmacist Framework

We have aligned the tools within our E-portfolio to our consultant pharmacist curriculum. For each tool learners will be asked to map their learning and development to the learning outcomes in the curriculum.

The Consultant Pharmacist Framework provides you with an overview of each tool and/or record mapped to the consultant pharmacist curriculum.

Select “Consultant Pharmacist Framework” from the navigation menu to view the details.

To go back to homepage click “Back to programmes”.
9 – Contact Details


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

Email: education@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: support@rpharms.com
Telephone: 0207 572 2737 (9am to 5pm, Monday to Friday)

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