E-Portfolio User Guide
For NHS 111 Transition Programme (Wales) Learners
Contents

1 Introduction ......................................................................................................................................................... 1
2 Using the E-Portfolio ............................................................................................................................................ 4
   2.1 Help and Additional Information .................................................................................................................. 4
   2.2 Session Timer ............................................................................................................................................... 4
3 Getting Started .................................................................................................................................................... 5
   3.1 Selecting your Programme .......................................................................................................................... 5
   3.2 Tutors ............................................................................................................................................................ 6
   3.3 Portfolio Collaborators .................................................................................................................................. 6
   3.4 User Roles ..................................................................................................................................................... 9
4 Identifying your Development Needs ................................................................................................................. 10
   4.1 Learning Needs ............................................................................................................................................ 10
      4.1.1 Completing a learning needs analysis .................................................................................................. 10
      4.1.2 Creating and managing tasks .............................................................................................................. 12
      4.1.3 Learning needs icons .......................................................................................................................... 14
5 Recording and Planning Your Development ....................................................................................................... 15
   5.1 Meeting Record ........................................................................................................................................... 15
   5.2 My Actions ................................................................................................................................................... 16
6 Using Supervised Learning Events (SLEs) to Support your Development .......................................................... 18
   6.1 Telephone Consultation review .................................................................................................................. 18
   6.2 Case Based Discussion (CbD) ...................................................................................................................... 19
   6.3 Reflective Summary ..................................................................................................................................... 22
   6.4 Supervised Learning Event Actions ........................................................................................................... 26
7 Continuing Professional Development (CPD) ....................................................................................................... 27
   7.1 Planned CPD ............................................................................................................................................... 27
   7.2 Unplanned CPD .......................................................................................................................................... 31
8 Multi-Source Feedback (MSF) .............................................................................................................................. 32
9 Peer Discussion Form .......................................................................................................................................... 33
10 Reflective Account (RA) .................................................................................................................................. 36
11 Reviewing your Progress .................................................................................................................................... 38
   11.1 Your dashboard ........................................................................................................................................... 38
   11.2 Framework summary .................................................................................................................................. 38
12 Printing Records .................................................................................................................................................. 41
13 Contact Details .................................................................................................................................................... 42
14 Glossary ................................................................................................................................................................ 43
1 Introduction

The Royal Pharmaceutical Society (RPS) have developed an E-portfolio for NHS 111 learners to record their learning and development. Our life-long learning portfolio allows you to collate and record evidence of practice throughout your whole career.

The E-portfolio has been designed to be flexible, to enable self-directed work or instruction via your training provider. It contains forms and templates to enable you to fulfil the requirements of your training. We will continue to update and enhance the E-portfolio to ensure that it continues to be a user-friendly, intuitive, and functional platform. Learning and development tools will also be reviewed regularly to ensure that they reflect current practice.

The following is a technical user guide that outlines the main functions of the portfolio for learners. Users are also advised to refer to guidance from your employer and/or training provider.

We are keen to have your feedback on the E-portfolio. If you have any comments or suggestions for improvement, 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 notice 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 your screen. This is a countdown of inactivity. If you are inactive for a period of 35 minutes, you will automatically be logged out of your 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.
### 3 Getting Started

When you first access the E-portfolio, you will need to select a programme.

#### 3.1 Selecting your Programme

Select your programme.

You will need to “request approval” to start the programme before being allowed to enter the E-portfolio.

After requesting approval and getting this accepted you can open your active programme, you will see the below home page. Here you can access all the sections relevant to your programme and add records to them. You will also have access to a menu, on the left-hand side, by clicking “NHS111 Transition Programme”.
3.2 Tutors
You will be assigned a Tutor by the administration team. This is required before you can start using your E-portfolio. Your tutor will be listed under the ‘Portfolio Collaborators’ section on the left-hand side menu (see diagram below).

3.3 Portfolio Collaborators
Some of the tools and records in the E-portfolio require input from other colleagues (collaborators). 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 details and content of your portfolio. See the table in section 3.4 for further details of what different collaborators have access to.

Collaborators are your senior pharmacist, educational supervisors, employers or colleagues you want to give access to view your portfolio and contribute to it. You can add (and remove) a collaborator at any point.

Please note that once invited and accepted, a collaborator will be able to view all contents of your E-portfolio.
To invite a collaborator to view and add to your portfolio select the “Portfolio Collaborators” navigation item in the sidebar menu.

This will take you to a page which will display all your currently invited collaborators. Select the “Invite Portfolio Collaborator” button to start the invitation process.

This will open a pop-up window for you to insert the details of your collaborator, you will need to choose their role type from the dropdown menu (appointed tutor or employer) and a corresponding email address.

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 collaborator by selecting the cross (x) icon; or you can re-send the invitation if your collaborator cannot find it.
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.
### 3.4 User Roles

The E-portfolio contains tools and templates to support professional development. The table below outlines the different tools and who have access to each tool. You can find further details about the different tools and roles in the glossary at the end of this document.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Learner</th>
<th>Appointed tutor</th>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Training assessment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Planned CPD</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Unplanned CPD</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Framework summary</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>File upload</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Learning Needs Analysis</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Meeting Records</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Multi-source feedback</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Peer discussion form</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reflective account</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Telephone consultation review</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Case-based Discussion (CbD)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reflective Summary</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Portfolio collaborators</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
4 Identifying your Development Needs
We have incorporated several tools to help you identify your strengths and areas for development.

4.1 Learning Needs
The learning needs analysis (LNA) enables you to assess your practice against the Knowledge and capability guide. You are recommended to complete a learning needs analysis every 6-12 months or when your practice changes significantly, such as a change in rotation, role or 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 more frequently.

4.1.1 Completing a learning needs analysis
To complete a learning needs analysis, select the “Learning Needs Analysis” option from the left-hand navigation menu or the “Other Records” on the main home page dashboard.

Select “Start New” to open a new learning need.
Work through the sections and assess yourself against all the learning outcomes.

You will need to indicate:

- **Learner rating**: Your current ability in demonstrating the outcome
- **Priority**: Shows the relevance of that outcome to your current practice

The ratings are *High, Medium* or *Low*.
You will see that for certain ratings, icons will appear next to each outcome. Outcomes that require further development are highlighted by an action icon. Full details of all icons can be found in the table under 'Click to Toggle'.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
<th>Action (when icon is clicked)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>High ability - High relevance rating (Priority 1 action)</td>
<td>Create task</td>
</tr>
<tr>
<td>Green</td>
<td>Medium ability - High relevance rating (Priority 2 action)</td>
<td>Create task</td>
</tr>
<tr>
<td>Blue</td>
<td>Low ability - High relevance rating (Priority 3 action)</td>
<td>View and edit task</td>
</tr>
<tr>
<td>Orange</td>
<td>Low ability - High relevance rating (Priority 1 task)</td>
<td>View task</td>
</tr>
</tbody>
</table>

4.1.2 Creating and managing tasks
Clicking on the action icon will enable you to create a task. You should create an action and decide the deadline by when it will be achieved. The evaluation field is to be filled in once you have carried out the action.
Your tasks are saved under the **My Actions** area.

Ensure you mark the task as complete in the **My Action** area. Find the task on your list and click on "**Mark as Complete**". Enter the *completion date* and select "**Mark as Completed**".

Completed tasks are displayed at the bottom of the action plan list.
Within the **Learning Needs**, the task icon for the completed task will change to a blue icon.

### 4.1.3 Learning needs icons

The table below summarises the icons that you might see in the learning needs 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>🔄</td>
<td>Low ability – High relevance rating (Priority 1 action)</td>
<td>Create task</td>
</tr>
<tr>
<td>🔄</td>
<td>Medium ability – High relevance rating (Priority 2 action)</td>
<td>Create task</td>
</tr>
<tr>
<td>🔄</td>
<td>Low ability – Medium relevance rating (Priority 3 action)</td>
<td>Create task</td>
</tr>
<tr>
<td>🔄</td>
<td>Medium ability – Medium relevance rating (Priority 4 action)</td>
<td>Create task</td>
</tr>
<tr>
<td>✅</td>
<td>Low ability – High relevance rating (Priority 1 task)</td>
<td>View and edit task</td>
</tr>
<tr>
<td>✅</td>
<td>Medium ability – High relevance rating (Priority 2 task)</td>
<td>View and edit task</td>
</tr>
<tr>
<td>✅</td>
<td>Low ability – Medium relevance rating (Priority 3 task)</td>
<td>View and edit task</td>
</tr>
<tr>
<td>✅</td>
<td>Medium ability – Medium relevance rating (Priority 4 task)</td>
<td>View and edit task</td>
</tr>
<tr>
<td>✅</td>
<td>Task completed</td>
<td>View task</td>
</tr>
</tbody>
</table>

You will see a summary of all tasks for each domain at the top of each section.

The tasks' icons (🔄🔄🔄) indicate how many tasks are in progress and/or have been completed.
5 Recording and planning your development

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

5.1 Meeting Record

This is an area where you can record details of your development meetings, and actions arising from meetings. The form is designed to be flexible so you can use it for any meetings with your appointed tutor.

Select the “Meeting Record” navigation item from the menu or the Other Records section on your home page dashboard.

Once the page has loaded, select the “Start new form” to start creating the meeting record.
In the first section you will need to insert appropriate text into the boxes marked with an *. Once you are happy with the details you have entered select the “Create Record” button.

The record will then allow you to attach any relevant documents and provide you with the option to “Update and complete record” or “Update record”. Your tutor will be able to see the record once this stage has been actioned.

This section enables you to view actions raised throughout your E-Portfolio. This is essentially a ‘to-do’ list for your learning and development.

Select the “My Actions” option either in the navigation section in the side navigation menu or under the “Other Records” section of your dashboard.

You will see a list of actions pulled from your E-Portfolio.

Where you can “Mark as Complete” on a specified date.
This will then show in your list.

<table>
<thead>
<tr>
<th>Date</th>
<th>Evidence Title</th>
<th>Evidence Type</th>
<th>Action</th>
<th>Completed</th>
<th>Completed Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/05/2021</td>
<td>Learning Needs Action</td>
<td>Learning Needs</td>
<td>Lorem ipsum</td>
<td></td>
<td>10/05/2021</td>
</tr>
</tbody>
</table>
6 Using Supervised Learning Events (SLEs) to Support your Development

Supervised learning events tools supports the development of specific knowledge, skills or attributes. They are also known as Workplace based assessments (WBAs) or work based assessments (WBAs). Examples are:

- Telephone Consultation Review
- Case Based Discussion (CbD)
- Reflective Summary

These tools should be completed with your senior pharmacist, or educational supervisor/tutor. They will observe you in practice and provide you with feedback on how well you have demonstrated specific knowledge, skills or attributes.

In most cases your senior pharmacist, or educational supervisor/tutor, will complete all sections. However, we have designed these tools to be flexible so you can complete sections too. Once you have completed relevant sections, you will need to indicate that the record is complete to enable your tutor to sign off.

6.1 Telephone Consultation review
The tool enables you to provide critical self-assessment whilst undertaking a telephone consultation.

Select the “Telephone Consultation Review” option under the Supervised Learning Events area of your home dashboard page.

A new window will open, fill in the appropriate text boxes and select “criterion” for relevant aspects of the call.

Once completed, toggle the “Framework Summary” to open the list of programme competencies. Select the ones you felt were achieved because of the consultation.
Complete the record by clicking "Create Record".

6.2 Case Based Discussion (CbD)
The tool is a retrospective evaluation of your input into patient care. It assesses clinical decision-making and the application or use of pharmaceutical knowledge in the care of your patients. This should take approximately 30-40 minutes to complete which includes time for discussion. It should be completed by a designated observer.

Select the "Case Based Discussions" option under the Supervised Learning Events area on your home dashboard page.

You can also access it from the menu and selecting “Supervised Learning Events”, then “Cased Based Discussions”.

Select “Add new” and “Edit” to create a new record.
This will then take you to a page where you can input collaborator details and Case Outline.

Your collaborator will be able to complete the sections as required.
You will be able to add agreed actions and reflections.

You will then need to select all the learning outcomes that are relevant to the record. Select the “Save Changes and Continue” button.
6.3 Reflective Summary
Use this tool to reflect on a specific patient case, learning event or activity, critical incident, or to reflect on feedback and progress over a defined period of practice. It can also be used as an assessment tool for scenarios which fall outside the scope of other supervised learning events. The time taken to complete a reflection will depend on the scenario, event or learning that you have undertaken.

You can select “Reflective Summary” from the main dashboard home page, under “Supervised Learning Events”.

Select “Add New” to start a new reflective summary.
A new entry will be created in the list. Here you can **view** or **edit** these.
Complete all sections of the reflective summary including actions, your collaborator will also be able to comment.

You will also need to map to the framework. Once completed “Save Changes and Continue”
You will then be able to upload any files required and “Finish” the entry.
6.4 Supervised Learning Event Actions

Actions created within supervised learning events are listed in the “My Actions” tab.

Once you have completed the action, click on “Mark as Complete”. A pop-up box will appear. Enter the date and click on “Mark as completed”. Click on “Cancel” to close the pop-up box.

Completed actions are marked with the date completed.
Continuing Professional Development (CPD)

This section allows you to make records of any planned or unplanned learning. The forms have been aligned to the forms used by the General Pharmaceutical Council (GPhC) for revalidation.

It is vital to develop a habit of undertaking and recording CPD (planned and unplanned). CPD is an integral part of your life-long learning and you will be required to submit records for revalidation in the future, so why not get started now.

7.1 Planned CPD

To start entering your CPD select either the “CPD” option from the navigation menu or “Planned CPD” under the CPD section.
This will take you to the page below, to create a record select the “Add new record” button.

You will then see the below screen where you can insert the details of your CPD record. Once you are happy with the details you have entered select the “Save and Continue” button to go to the next step.

After completing the initial details for your CPD you will move onto the learning outcome(s). Here you can select all the learning outcome(s) which your CPD record will support. You can select a learning outcome by ticking the check box to the left of it.

If you prefer not to link your record to the learning outcomes, click on “Skip”. You can come back and edit this at any point and link your record to the learning outcomes.
Once you have mapped all of the applicable learning outcomes, click on “Save and continue” at the bottom of the page to save your decisions.

Next, add any supporting documents which are relevant to the CPD, select the “Choose Files” button to open your documents folders and search for the attachment you wish to add. Once selected, you will need to insert a “File description”, the file description will be the name of the document that is displayed when viewing the document or when you download it. Remember to click “Save” button to add it to your CPD record. It will then move into the linked attachments section; it is at this point where you can press the “Finish” button to complete your CPD record.
If you prefer not to attach a file, click on “Finish” and this step will be skipped. You can come back and edit this at any point and attach a file.

**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.

Once completed you will be able to see your CPD record on the CPD page. Here you can make edits to the records you have added, view your records in a printable format or delete them.

If you choose to delete a record you will see the information you had entered into the record and another “Delete” button. If you choose to select the delete button on this page the record will be *removed permanently*. If you change your mind you can navigate away to a different page using the side menu or by pressing the “return to programmes link”.

Selecting “Print View” will display your record in the below format, to allow for you to print off the record without unnecessary page formatting or other applications.

7.2 Unplanned CPD
To start entering your CPD select either the “CPD” option from the navigation menu or “Unplanned CPD” under the CPD section.

The form and process for unplanned CPD records is similar to planned CPD. The main differences are the fields you need to complete.
8 Multi-Source Feedback (MSF)

The tool can be used by your colleagues to provide feedback on you during training. You can start a new multi-source feedback from your main home dashboard or the left hand navigation menu.
Multi-Source Feedback (MSF)

Complete the required text boxes marked with an *, including the collaborator name, email and role. Then click on “Create record and send email to collaborator”.

9 Peer Discussion Form

This tool can be used to create a record of a peer discussion that took place during your training.

You can access this from the main dashboard or left hand navigation menu.
You can then select “Start New Form” to begin. You will then be able to “View” or “Edit” the selected record.

Complete all sections of the form and select “Save Changes and Continue”.
Your tutor will be able to add comments.

You will be able to upload any relevant files associated and select “Finish”.

You will see a list of records that you can view or edit.
10 Reflective Account (RA)
This aligns with GPhC revalidation requirements.

You can start a new reflective account from your main home dashboard or the left hand navigation menu.

Select “Start New Form” to start a new record. This will create the record where you can then “View” or “Edit”.

You will need to complete all the sections before selecting “Save Changes and Continue”.
Your collaborator will also have a section for comments.

You will then be able to upload any relevant files and select “Finish” once done.
11 Reviewing your Progress
You can review your progress at any point by using the dashboard and framework summary.

11.1 Your dashboard
The learner’s dashboard provides an overview of your progress. It provides a snapshot of the number of tools and records completed.

Clicking on any of the counts or status notes will take you to a list of all records for the relevant section. You will then be able to click on the title of each record to view further detail.

11.2 Framework summary
We have aligned the tools within our E-portfolio to the NHS111 knowledge and capability guide. For each tool you will be asked to map your learning and development to the learning outcomes in the knowledge and capability guide. This provides structure for your on-going development.

The framework summary provides you with an overview of each tool and/or record mapped to the NHS111 knowledge and capability guide.

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

As you scroll down the page you will see the types of tools and records that have been mapped to each learning outcome. Darker shaded circles are counts of records associated with the outcome. If the tool or record has not been mapped to the outcome the circle will be displayed in a lighter shade of grey.
You can view a list of record associated with each outcome by clinking on the count next to each outcome.
A pop-up box will appear with a list of the records. Click on the view icon 🎫 to view the full record.

The record will be displayed in read-only format. If files have been attached to the record you will also be able to click on the link and view the file.

### Telephone Consultation Review

**Telephone Consultation Review Linked Records**

Created on 01/06/2021

<table>
<thead>
<tr>
<th>Date</th>
<th>15/06/2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Reference</td>
<td>Test</td>
</tr>
</tbody>
</table>

#### 1. Elicits reason for call

- **A. Clearly identifies main reason for contact**
  - Criterion not met
  - Criterion partially met
  - Criterion fully met
  - N/A

- **B. Identifies patient’s concerns [health beliefs]**
  - Criterion not met
  - Criterion partially met
  - Criterion fully met
  - N/A
12 Printing Records

If you need to print any record, you can print the page by right clicking on your mouse to bring up the options dialogue window, then select “Print”.

<table>
<thead>
<tr>
<th>Knowledge, Skill, Experience or Behaviour</th>
<th>Significantly below expectation</th>
<th>Below expectation</th>
<th>Borderline</th>
<th>Meets expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmaceutical need assessment *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment recommendations *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall clinical care *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary of Assessment**

- View page source (Ctrl+U)
- Impact (Ctrl+Shift+)  

**Summary of patient interaction**

- (to include sector, patient type, focus of interaction, new or follow up case, complexity case) *
- Summary
- Anything especially good *
- Comment

This will generate a print friendly pdf document.
Contact Details

Visit [www.rpharms.com](http://www.rpharms.com) for further information about the e-portfolio.

If you experience any technical issues or have any feedback on the platform, please contact our technical team on [eportfolio@rphrms.com](mailto:eportfolio@rphrms.com).

If you have any queries about the NHS111 programme, please contact [Lloyd.Hambridge2@wales.nhs.uk](mailto:Lloyd.Hambridge2@wales.nhs.uk) or [Owen.Griffiths2@wales.nhs.uk](mailto:Owen.Griffiths2@wales.nhs.uk).

Email: [membership@rpharms.com](mailto:membership@rpharms.com)
Telephone: 0207 572 2737 (9am to 5pm, Monday to Friday)

Acknowledgements

RPS E-Portfolio designed by AXIA
AXIA Digital, Suite 58, Batley Business Park, Batley, West Yorkshire, WF17 6ER
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner</td>
<td>An individual who is using the E-portfolio for their learning and development.</td>
</tr>
<tr>
<td>Senior pharmacist</td>
<td>A pharmacist with at least two years’ experience who supports provisionally registered pharmacist. They will conduct monthly meetings and review the provisional registration risk assessment.</td>
</tr>
<tr>
<td>Tutor</td>
<td>An individual who supports a new pharmacist with their learning and development, usually in the same workplace and/or organisation.</td>
</tr>
<tr>
<td>Educational Supervisor</td>
<td>An individual who supports a new pharmacist with their learning and development, who may or may not be based in the same workplace or organisation. Educational supervisors are often linked to a training provider, including universities.</td>
</tr>
<tr>
<td>Employer</td>
<td>Individual or organisation employing a pharmacist. They are responsible for completing a risk assessment before provisionally registered pharmacists starts.</td>
</tr>
<tr>
<td>Registered user</td>
<td>A user registered on RPS website who does not have an RPS membership account.</td>
</tr>
<tr>
<td>Supervised Learning Event (SLE)</td>
<td>A learning and development tool that supports the development of specific knowledge, skills or attributes. They are also known as Workplace based assessments (WBAs) or work based assessments (WBAs). Examples are Mini-CEX, MRCF, CbD, DOPS.</td>
</tr>
</tbody>
</table>