

**ROYAL
PHARMACEUTICAL
SOCIETY**

Provisional Registration E-Portfolio User Guide

**For Portfolio
Collaborators**

September 2020



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1 Introduction

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

The E-portfolio has been designed to be flexible so that a provisionally registered 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 provisionally registered pharmacist to fulfil the requirements of provisional registration as set out by the General Pharmaceutical Council.

This is a life-long learning portfolio for a provisionally registered pharmacist to collate and record evidence of their practice throughout their whole career. 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 Senior Pharmacists, Educational Supervisors/Tutors, Practice Supervisors, Workplace Facilitators, and Employers.

If your learner/s are undertaking a structured training programme, such as a national interim foundation programme or clinical diploma, 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 see 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.

Direct Observation of Practical Skills (DOPS) Overview [click to toggle]



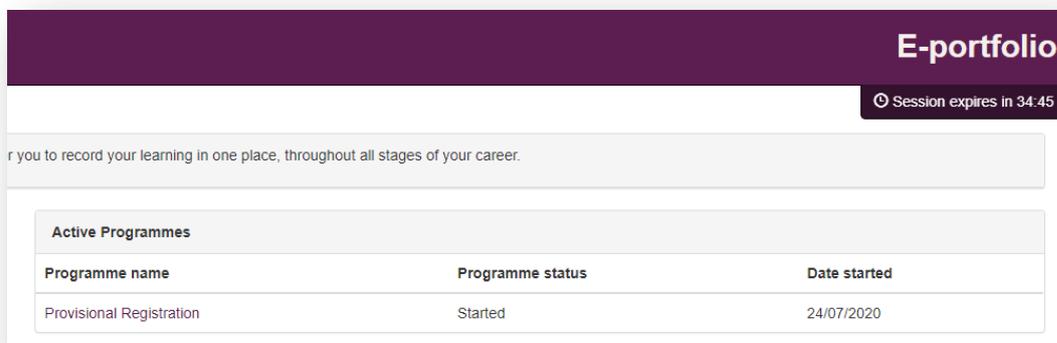
Direct Observation of Practical Skills (DOPS) Overview [click to toggle]

This tool is useful for demonstrating a range of procedural skills that are essential to the provision of safe and effective pharmaceutical care. This should take 15-20 minutes to complete which includes time for feedback.

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.



The screenshot shows the E-portfolio interface. At the top right, there is a dark purple header with the text "E-portfolio" and a session timer that says "Session expires in 34:45". Below the header, there is a light grey box with the text "r you to record your learning in one place, throughout all stages of your career." Below this, there is a table titled "Active Programmes".

Programme name	Programme status	Date started
Provisional Registration	Started	24/07/2020

2.3 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.

	Tool	Learner (Provisional pharmacist)	Senior Pharmacist	Educational Supervisor/ Tutor	Practice Supervisor	Workplace Facilitator	Employer
	360 degree feedback tool	✓	✓	✓	Limited access – can provide feedback	Limited access – can provide feedback	Limited access – can provide feedback
	Action plan	✓	✓	✓	✓	No access	✓
CPD	Planned CPD	✓	✓	✓	No access	No access	✓
	Unplanned CPD	✓	✓	✓	✓	No access	✓
	File upload	✓	✓	✓	✓	✓	✓
	Framework summary	✓	✓	✓	✓	No access	✓
	Learning Needs Analysis (LNA)	✓	✓	✓	✓	No access	✓
	Meeting Records	✓	✓	✓	✓	No access	✓
GPhC Forms	GPhC Requirements	✓	✓	No access	No access	No access	✓
	Monthly report	✓	✓	No access	No access	No access	✓
	Reflective summary	✓	✓	✓	✓	✓	✓
Supervised Learning Events	Case based discussion (CbD)	✓	✓	✓	✓	✓	✓
	Direct Observation of Practical Skills (DOPS)	✓	✓	✓	✓	✓	✓
	Medication Related Consultation Framework (MRCF)	✓	✓	✓	✓	✓	✓
	Mini Clinical Evaluation Exercise (Mini-CEX)	✓	✓	✓	✓	✓	✓

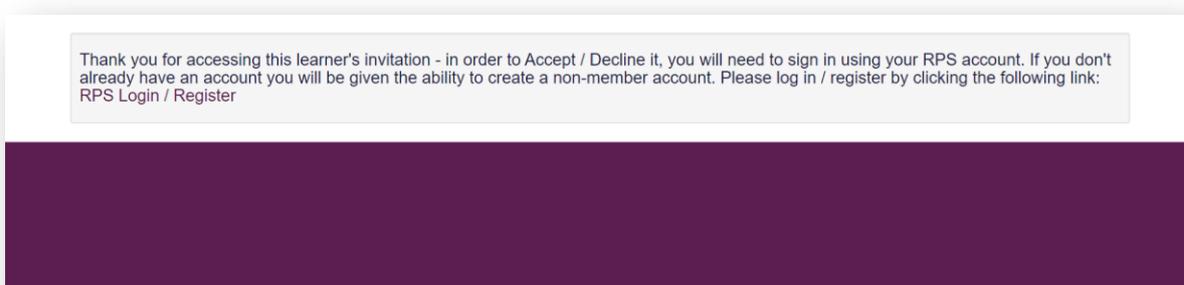
3 Accessing your Learner's E-Portfolio

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).

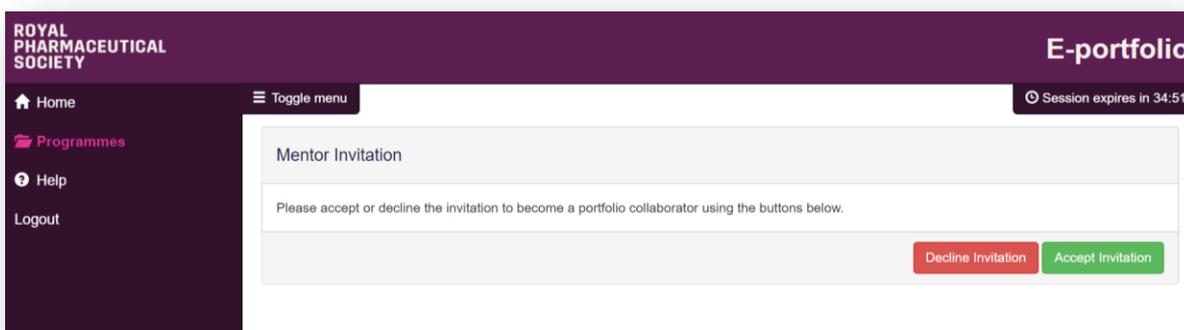
To access your learner's E-portfolio, they first need to give you access by inviting you to be a collaborator. When your learner invites you to be a collaborator you will receive an email with a link to their E-portfolio, which you can either decline or accept.

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:



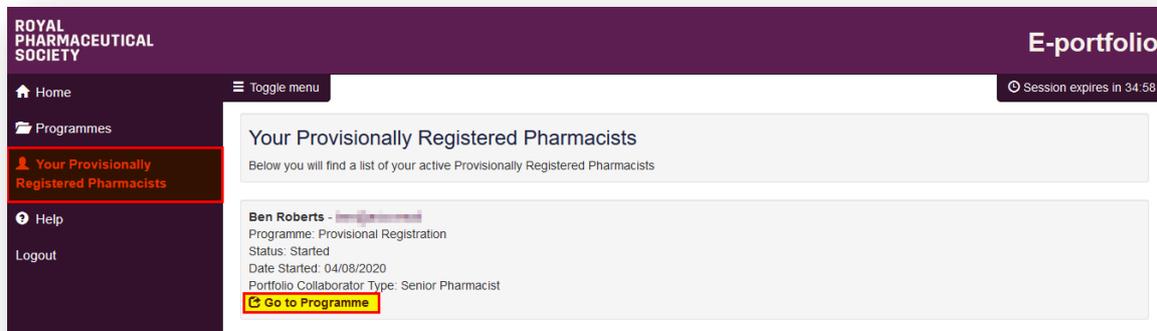
Once logged into the [RPS website](#) you will see this invitation to accept or decline the invitation. You will also need to agree to the T&Cs for accessing the E-portfolio.



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 Provisionally Registered Pharmacists”**. Select this to view the full list of provisional registrants (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.

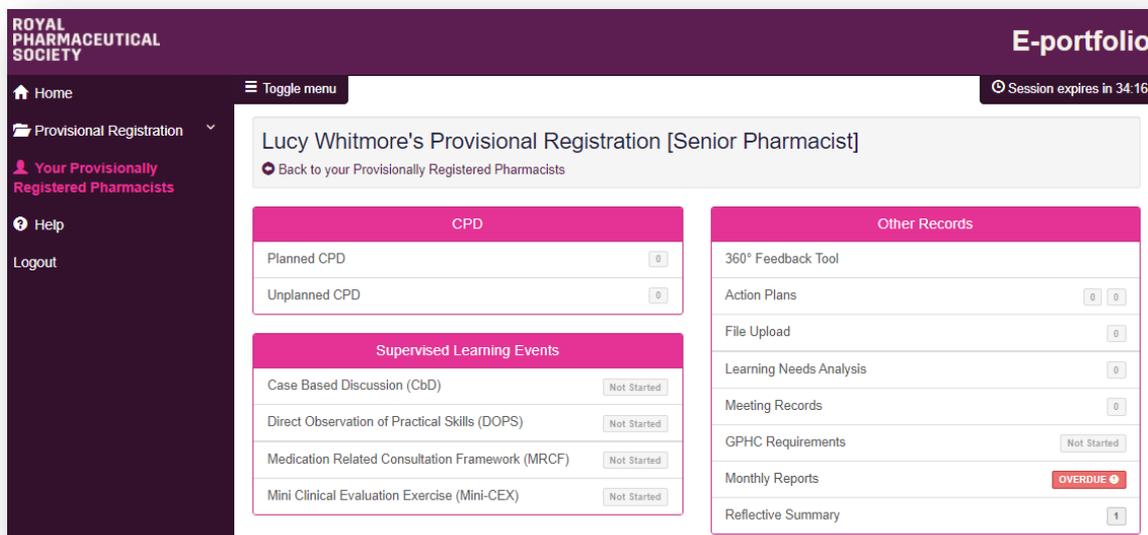


NOTE: Your learner controls who has access to their E-portfolio and can revoke access at any point, for example, if they move organisation or change roles. If you experience any issues with accessing a learner’s portfolio, as a first step, you should check that they have given you access and are linked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

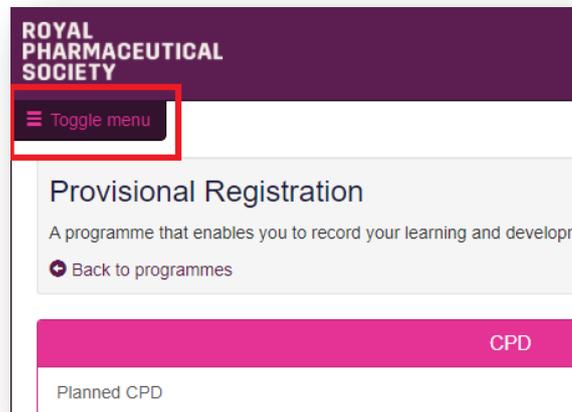
3.1 Viewing and editing records

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.

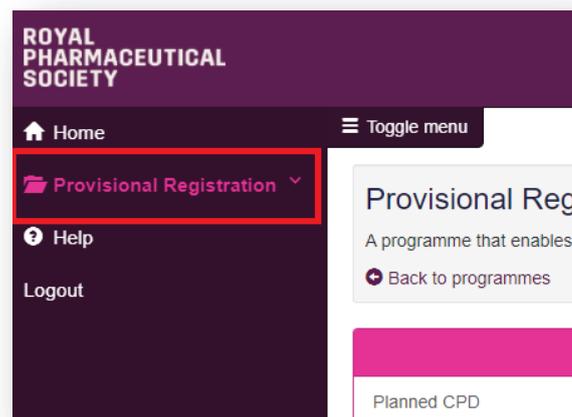
There are two ways of accessing records and sections of the E-portfolio. Here is an example of a learner’s dashboard – showing a summary of their E-portfolio content. You can simply click on any of the tools or forms in each boxed section to view and/or edit the details.



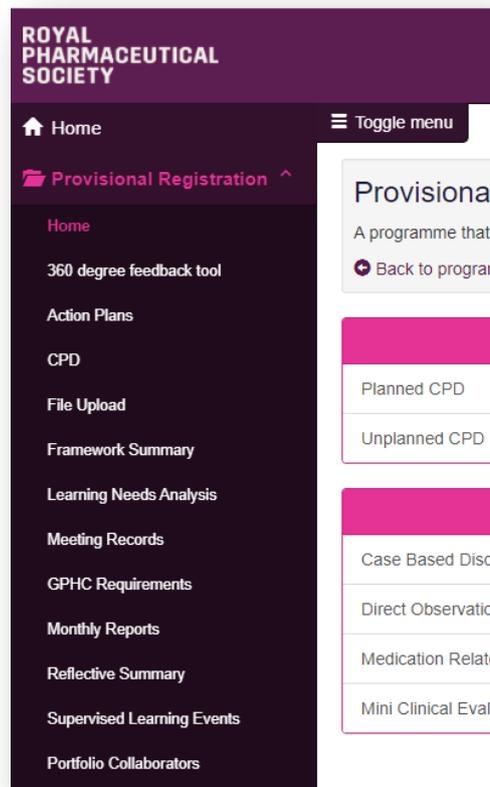
Alternatively, you can access tools and forms from the navigation **Menu**. The menu should be open when you first access your learner's E-portfolio, but if it's not displayed, simply click on "**Toggle Menu**" to open up the full menu sidebar.



Then click on the relevant programme, in this case "**Provisional Registration**" 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 Analysis

The learning needs analysis (LNA) 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 Analysis**" option from the sidebar menu or the "**Other Records**" area on the learner's main home page.

The screenshot shows the Provisional Registration dashboard. On the left is a dark sidebar menu with the following items: Home, 360 degree feedback tool, Action Plans, CPD, File Upload, Framework Summary, Learning Needs Analysis (highlighted with a red box), Meeting Records, GPHC Requirements, Monthly Reports, Reflective Summary, Supervised Learning Events, and Portfolio Collaborators. The main content area is titled 'Provisional Registration' and includes a description: 'A programme that enables you to record your learning and development as a provisional registrant, and demonstrate how you fulfil the General Pharmaceutical Council's requirements.' Below this is a 'Back to programmes' link. The dashboard is divided into three main sections: 'CPD' (with Planned CPD and Unplanned CPD counts), 'Supervised Learning Events' (with Case Based Discussion (CbD), Direct Observation of Practical Skills (DOPS), Medication Related Consultation Framework (MRCF), and Mini Clinical Evaluation Exercise (Mini-CEX), each with a 'Not Started' button), and 'Other Records' (with 360 degree feedback tool, Action Plans, File Upload, Learning Needs Analysis (highlighted with a red box), Meeting Records, GPHC Requirements, Monthly Reports, and Reflective Summary).

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.

The screenshot shows a detailed view of the Learning Needs Analysis records. It is titled 'Provisional Registration' and includes the same description as the dashboard. Below the description is a 'Back to programmes' link. The main content area is titled 'Learning Needs Analysis' and contains a list of records:

Learning Needs Analysis
25/08/2020 (Started)
25/08/2020 (Completed)

At the bottom of the list, there is a message: *Please complete your current assessment before starting a new one.*

To view your learner's rating and any associated tasks, click on the domain titles to expand and reveal the contents.

Provisional Registration

A programme that enables you to record your learning and development as a provisional registrant, and demonstrate how you fulfil the General Pharmaceutical Council's requirements.

[Back to programmes](#)

Learning Needs Analysis

[Back to Learning Needs Assessments](#)

1. Professional practice [click to toggle]	Current ability	Relevance
2. Communication and collaborative working [click to toggle]	Current ability	Relevance
3. Leadership & management [click to toggle]	Current ability	Relevance
4. Education [click to toggle]	Current ability	Relevance
5. Research [click to toggle]	Current ability	Relevance

Save Changes

All required fields must be completed before sign off.

1. Professional practice		Current ability	Relevance
Applies clinical knowledge and skills	1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence	<div style="text-align: center; border: 1px solid #ccc; padding: 2px;">High</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Medium</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px; background-color: red;">Low</div>	<div style="text-align: center; border: 1px solid #ccc; padding: 2px;">High</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px; background-color: #e91e63;">Medium</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Low</div>
	1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate	<div style="text-align: center; border: 1px solid #ccc; padding: 2px; background-color: green;">High</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Medium</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Low</div>	<div style="text-align: center; border: 1px solid #ccc; padding: 2px;">High</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Medium</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px; background-color: #e91e63;">Low</div>
	1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills	<div style="text-align: center; border: 1px solid #ccc; padding: 2px;">High</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px; background-color: orange;">Medium</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Low</div>	<div style="text-align: center; border: 1px solid #ccc; padding: 2px;">High</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Medium</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Low</div>
	1.4 Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care	<div style="text-align: center; border: 1px solid #ccc; padding: 2px; background-color: green;">High</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Medium</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Low</div>	<div style="text-align: center; border: 1px solid #ccc; padding: 2px; background-color: #e91e63;">High</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Medium</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Low</div>
	1.5 Manages uncertainty and risk appropriately	<div style="text-align: center; border: 1px solid #ccc; padding: 2px;">High</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Medium</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px; background-color: red;">Low</div>	<div style="text-align: center; border: 1px solid #ccc; padding: 2px; background-color: #e91e63;">High</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Medium</div> <div style="text-align: center; border: 1px solid #ccc; padding: 2px;">Low</div>

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

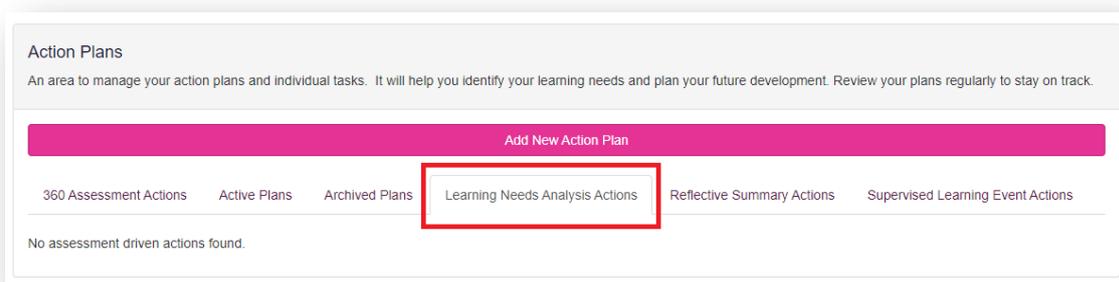
Any tasks in progress are highlighted by a **task** icon  and completed tasks are highlighted by a **task completed** icon . Full details of all icons can be found in the table on the next page (section 4.1.1).

2. Communication and collaborative working [click to toggle] 		Current ability	Relevance
Communicates effectively, placing the patient at the centre of any interaction; adapts and uses language to create environments to promote positive healthcare outcomes	2.1 Assimilates and communicates information clearly and calmly to individuals receiving care, or those involved in an individual's care, through different mediums; tailors messages depending on the audience; responds appropriately to questions; adapts language in challenging situations 	High Medium Low	High Medium Low
	2.2 Uses effective questioning, active listening and identifies nonverbal cues when engaging with individuals receiving care, or with those involved in an individual's care, to support own decision-making process 	High Medium Low	High Medium Low
	2.3 Consults with individuals through open conversation; explores physical, psychological and social aspects for that person, remaining open to what an individual might share; empowers the individual creating an environment to support shared decision making around personal healthcare outcomes and changes to health behaviour	High Medium Low	High Medium Low
	2.4 Demonstrates empathy; seeks to understand a situation from the perspective of each individual; builds rapport with colleagues and individuals receiving care 	High Medium Low	High Medium Low
	2.5 Builds strong relationships across the multidisciplinary team; works in partnership to promote positive outcomes; delegates and refers appropriately to members of the pharmacy and multidisciplinary team, demonstrating an awareness of and using the expertise and knowledge of others. 	High Medium Low	High Medium Low

You can also view comments for each domain in the comments field.

5. Research [click to toggle] 		Current ability	Relevance
Carries out research and manages data appropriately	5.1 Seeks to be involved in research activities; actively disseminates outcomes to appropriate audiences 	High Medium Low	High Medium Low
	5.2 Demonstrates an understanding that data can support improving care; values the importance of the skills required for identification, interpretation, analysis and the effective use of data within clinical practice; considers how to use data to improve outcomes for individuals; adheres to digital copyright, intellectual property and privacy rules and regulations 	High Medium Low	High Medium Low
<div style="border: 1px solid #ccc; padding: 5px; min-height: 60px;"> I think I have gaps in my research experience as I've not have the opportunity to participate in research activities. </div>			
<div style="background-color: #e91e63; color: white; padding: 5px; display: inline-block; border-radius: 5px;">Save Changes</div>			
All required fields must be completed before sign off.			

You can view linked tasks created in the “**Action Plans**” area (see section 5.4).



4.1.1 Learning needs analysis icons

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

Icon	Description	Action (when icon is clicked)
	Low ability – High relevance rating (Priority 1 action)	Create task
	Medium ability – High relevance rating (Priority 2 action)	Create task
	Low ability – Medium relevance rating (Priority 3 action)	Create task
	Medium ability – Medium relevance rating (Priority 4 action)	Create task
	Low ability – High relevance rating (Priority 1 task)	View and edit task
	Medium ability – High relevance rating (Priority 2 task)	View and edit task
	Low ability – Medium relevance rating (Priority 3 task)	View and edit task
	Medium ability – Medium relevance rating (Priority 4 task)	View and edit task
	Task completed	View task

You will see a summary of at 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 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.

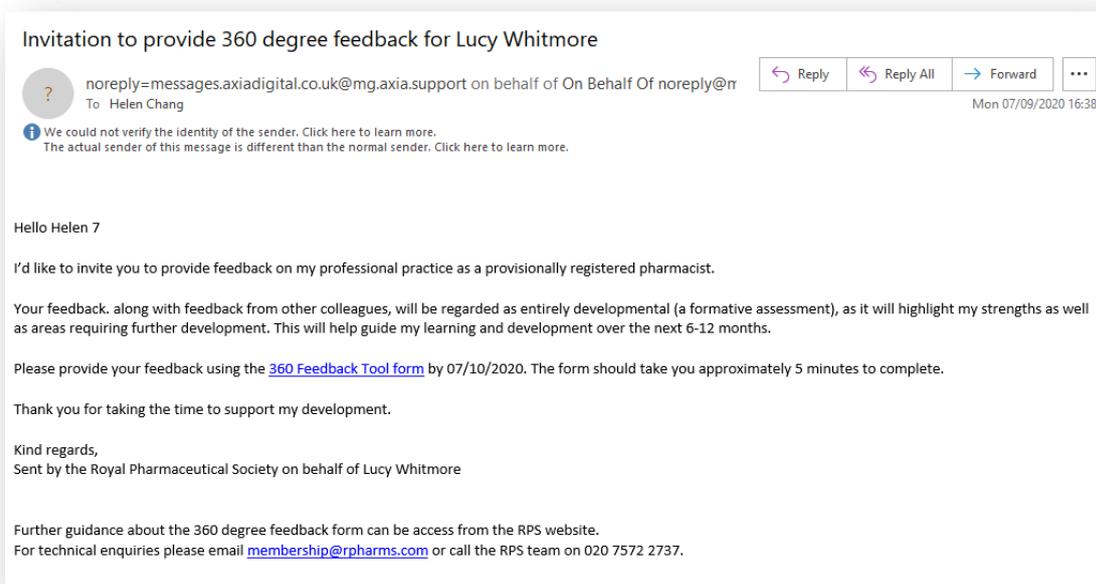
5.1 360° Feedback Tool

The 360° feedback tool is based on the [miniTAB](#), a multisource feedback tool, and evaluates a learner's professional behaviour. Learners seek feedback on their practice from colleagues, peers and patients, ideally 10-15 individuals who can comment on their breadth of practice. They will also be asked to self-assess themselves against the descriptors outlined in the 360° feedback tool. Once all feedback has been received, they will need to reflect upon the comments and set actions.

NOTE: You will only have access to read and edit the 360° feedback tool as a senior pharmacist or educational supervisor/tutor. All other types of collaborators will only be able to contribute to the feedback tool if they have been invited to provide feedback by the learner. Please see our [360° feedback tool guidance for feedback providers](#).

5.1.1 Providing feedback

You will receive an email from your learner with a link to the form. This email contains a link that is unique to you and any comments you provide will be attributed to your details.



Once you've received the email, click on the link to access the feedback form.

Work through the four sections and provide a rating and comments on your learner's practice and behaviour.

	Major concern	Some concern	No concern
Maintaining trust/professional relationship with patients <ul style="list-style-type: none"> Actively Listens Is polite and caring Shows respect for patients' opinions, privacy, dignity, and is unprejudiced 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verbal communication skills <ul style="list-style-type: none"> Gives understandable information speaks good English, at the appropriate level for the patient 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Maintaining trust/professional relationship with patients
Please provide comments to support your rating for maintaining trust/professional relationship with patients

Verbal communication skills
Please provide comments to support your rating for verbal communication skills

Team-working
Please provide comments to support your rating for teamworking with colleagues

Accessibility
Please provide comments to support your rating for accessibility

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

Responders Overall Comments
Please provide feedback on areas of development for the learner based on your comments above

Save and Mark as Complete

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

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

	Major concern	Some concern	No concern
Maintaining trust/professional relationship with patients <ul style="list-style-type: none">Actively ListensIs polite and caringShows respect for patients' opinions, privacy, dignity, and is unprejudiced			✓
Verbal communication skills <ul style="list-style-type: none">Gives understandable informationspeaks good English, at the appropriate level for the patient			✓
Team-working/working with colleagues <ul style="list-style-type: none">Respects others' roles, and works constructively in the teamHands over effectively, and communicates wellIs unprejudiced, supportive and fair		✓	

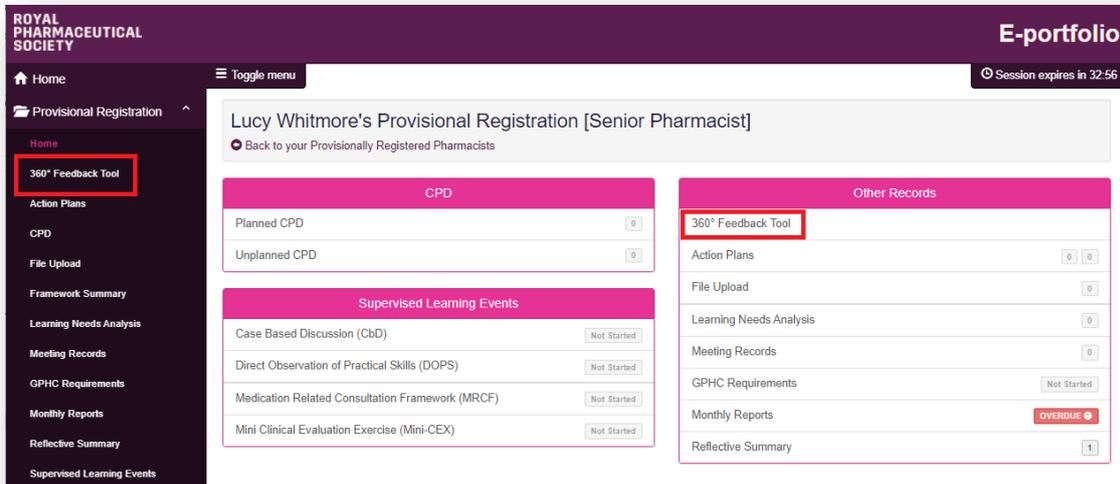
Close the form by clicking on the exit link.

Thank you for providing feedback You have completed the 360° Feedback Tool for Lucy Whitmore. Please click here to exit.

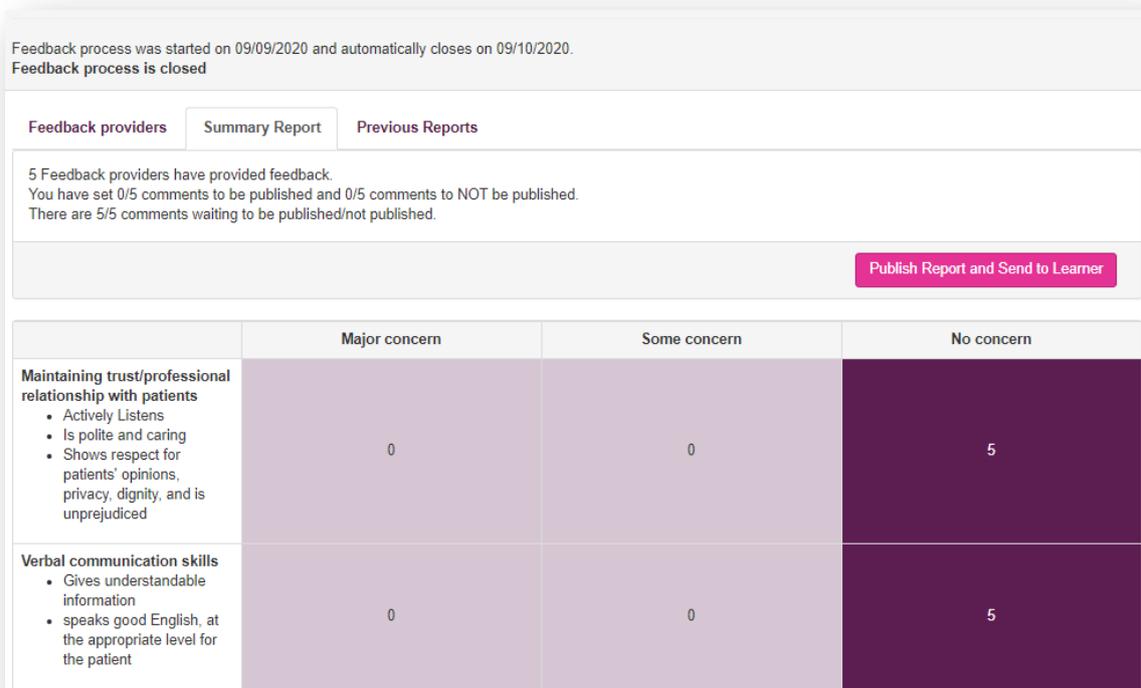
5.1.2 Reviewing feedback

NOTE This function is only available to educational supervisors/tutors and senior pharmacists.

To review the 360° feedback select “**360° feedback tool**” from your learner’s home page or the navigation menu.



Click in the “**Summary report**” tab to view the rating and comments. This is displayed as a heat map. The higher the count of each rating, the darker the shading.



If a minimum of five individuals have not provided feedback, you will see a message at the top of the screen indicating that not enough comments have been received and therefore you cannot edit or publish the report.

1 Feedback providers have provided feedback.
 You have set 0/1 comments to be published and 0/1 comments to NOT be published.
 There are 1/1 comments waiting to be published/not published.

The feedback process is not closed yet. Once the feedback process is closed, you will be able to publish the report.

If the threshold has been reached the message will ask you to publish the report. However, before you publish the report and make the comments available to your learner, you should review the ratings and add your own comments.

5 Feedback providers have provided feedback.
 You have set 0/5 comments to be published and 0/5 comments to NOT be published.
 There are 5/5 comments waiting to be published/not published.

Publish Report and Send to Learner

Comments relating to each rating is displayed in a table. You will see the details of each feedback provider. You can contact individuals directly if you need to ask them for further clarity on their comments. If you are happy for the comment to be published and revealed to your learner click **Yes** in the “**Publish**” column.

Accessibility	1	1	3
<ul style="list-style-type: none"> Accessible Takes proper responsibility Only delegates appropriately. Does not shirk duty Responds when called Arranges cover for absence 			

Feedback provider	Maintaining trust/professional relationship with patients	Verbal communication skills	Team-working	Accessibility	Overall comments	Publish
Select all to publish						
Colleague TWO (helen.chang@rpharms.com)	Comments 1	Comments 1	Comments 1	Comments 1	Comments 1	<input type="radio"/> Yes <input type="radio"/> No
Colleague FOUR (helen.chang@rpharms.com)	Comments 4	Comments 4	Comments 4	Comments 4	Comments 4	<input type="radio"/> Yes <input type="radio"/> No
Colleague FIVE (helen.chang@rpharms.com)	Comments 5	Comments 5	Comments 5	Comments 5	Comments 5	<input type="radio"/> Yes <input type="radio"/> No
Colleague (education@rpharms.com)	My comments					<input type="radio"/> Yes <input type="radio"/> No
Colleague ONE (helen.chang@rpharms.com)	Comments 1	Comments 1	Comments 1	Comments 1	Comments 1	<input type="radio"/> Yes <input type="radio"/> No

Add your comments to the “**Senior Pharmacist or Educational Supervisor/Tutor Comments**” field and select “**Save**” when you are done.

Senior Pharmacist or Educational Supervisor/Tutor Comments
Please review the feedback provided by a learner's colleagues and peers on the learner's professional attitude and/or behaviour.
You will be able to view names of individuals who provided the feedback.
The learner will receive feedback, but you will not be identified without an advanced discussion with you.

Save

You will be able to return and edit your comments at any point.

Once you are happy with the form and have completed your comments, scroll up to the top of the page and select “**Publish Report and Send to Learner**”.

Lucy Whitmore's Provisional Registration [Senior Pharmacist]
[Back to your Provisionally Registered Pharmacists](#)

360° Feedback Tool
A tool that allows learners to seek feedback on their practice, specifically professional attitudes and behaviour from peers and senior colleagues. The tool should prompt reflection and development of an action plan.

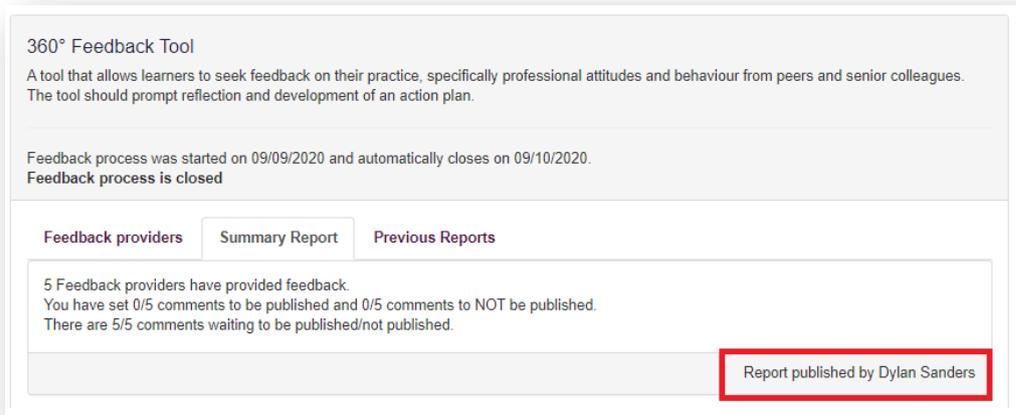
Feedback process was started on 09/09/2020 and automatically closes on 09/10/2020.
Feedback process is closed

Feedback providers | **Summary Report** | **Previous Reports**

5 Feedback providers have provided feedback.
You have set 0/5 comments to be published and 0/5 comments to NOT be published.
There are 5/5 comments waiting to be published/not published.

Publish Report and Send to Learner

The report will then become read-only, and you will see confirmation that it has been published by you.



360° Feedback Tool

A tool that allows learners to seek feedback on their practice, specifically professional attitudes and behaviour from peers and senior colleagues. The tool should prompt reflection and development of an action plan.

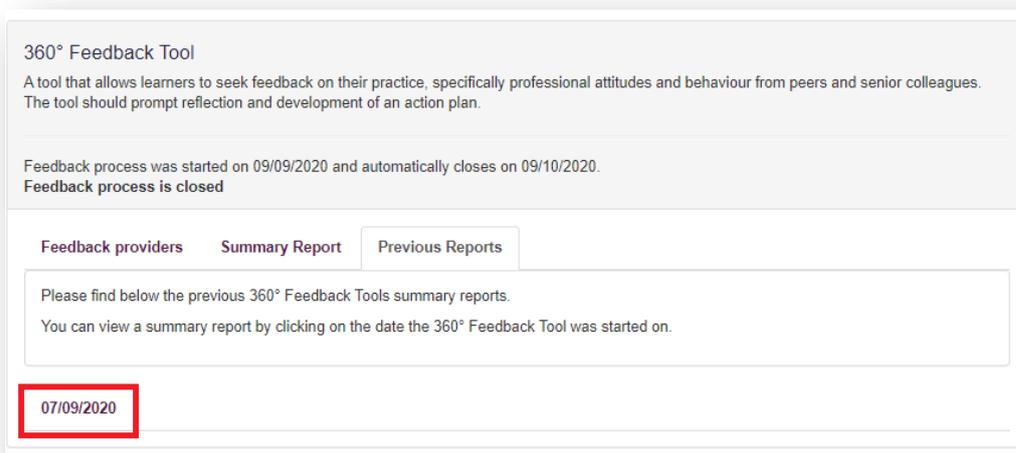
Feedback process was started on 09/09/2020 and automatically closes on 09/10/2020.
Feedback process is closed

Feedback providers Summary Report Previous Reports

5 Feedback providers have provided feedback.
You have set 0/5 comments to be published and 0/5 comments to NOT be published.
There are 5/5 comments waiting to be published/not published.

Report published by Dylan Sanders

You will also be able to view any published reports under the “**Previous Reports**” tab. Click on the date to view the contents.



360° Feedback Tool

A tool that allows learners to seek feedback on their practice, specifically professional attitudes and behaviour from peers and senior colleagues. The tool should prompt reflection and development of an action plan.

Feedback process was started on 09/09/2020 and automatically closes on 09/10/2020.
Feedback process is closed

Feedback providers Summary Report Previous Reports

Please find below the previous 360° Feedback Tools summary reports.
You can view a summary report by clicking on the date the 360° Feedback Tool was started on.

07/09/2020

5.2 Reflective Summary

The reflective summary encourages learners to take a reflective approach to their learning and development. 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 incidences, and learning events, e.g. CPD.

To access the reflective summary, select **“Reflective Summary”** from the Navigation menu

The screenshot shows the Royal Pharmaceutical Society E-portfolio interface. The top navigation bar includes the logo, a 'Toggle menu' button, and a session timer. The left sidebar lists various menu items, with 'Reflective Summary' highlighted in a red box. The main content area is titled 'Provisional Registration' and contains a description, a 'Back to programmes' link, and a 'Reflective Summary' section. The 'Reflective Summary' section includes a description, an 'Add new Reflective Summary' button, and a table with one record.

Date	Title	Attachments	Actions
03/08/2020	Reflective Summary 1		Edit record Edit mapping Print view

Select the record you want to view from the list by clicking **“Edit record”**.

The 'Edit Reflective Summary' form contains the following fields:

- Title:** Reflective Summary 1
- Date:** 03/08/2020
- Situation or Event:** (Empty text area)
- Reflections:** My reflections
- Actions:** Actions to take
- Collaborator comments:** (Empty text area)

We have also included a section for collaborator comments, but you can also edit other fields where appropriate. Once you are happy with your edits and additions, select “**Save and Continue**”.

You will have the opportunity to review and edit the mappings. If you do not have any amendment to the mappings, select “**Skip**”.

Map competencies

[Skip](#)

Framework Competencies

Here you can manage your Framework Competencies

1. Professional practice

Applies clinical knowledge and skills in practice

- 1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence
- 1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate
- 1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills

Draws upon and critically appraises appropriate information to inform decision making; manages uncertainty and risk appropriately

- 1.4 Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care
- 1.5 Manages uncertainty and risk appropriately
- 1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary
- 1.7 Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level
- 1.8 Keeps the individual at the centre of their approach to care at all times
- 1.9 Supports and facilitates the seamless continuity of care for each individual

You can view files that your learner has uploaded but also upload any of your own files that are associated with this reflective summary. Click “**Finish**” to save the upload.

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.

Add an attachment

Linked Attachments (0)

Choose file
 No file chosen

File description:

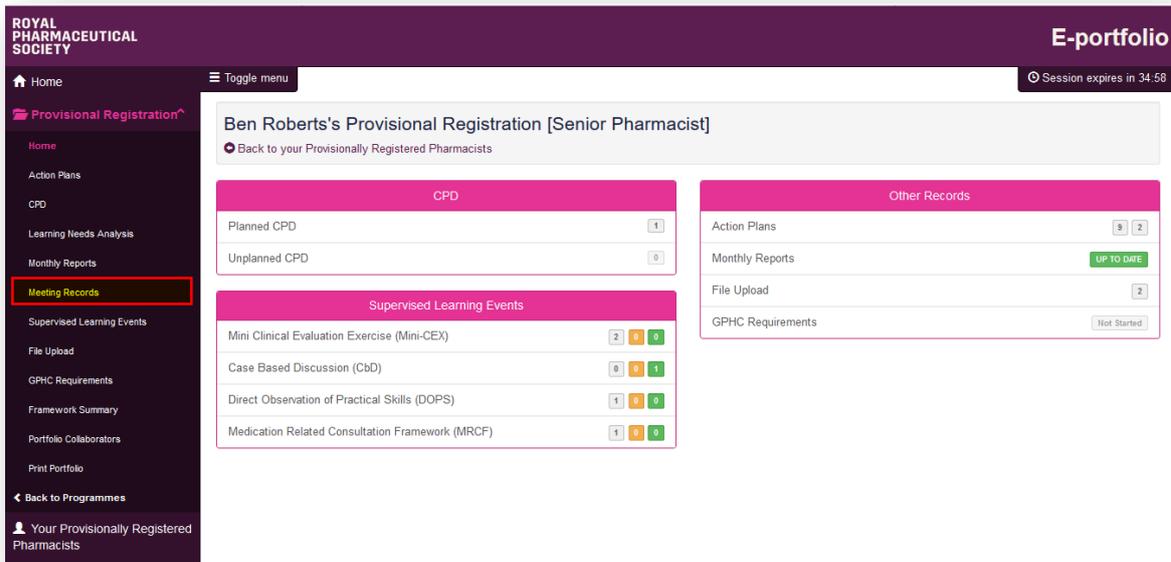
[Finish](#)

5.3 Meeting Records

You can record details of development meeting with your learner in the meeting records section. The form is designed to be flexible so different portfolio collaborators can use it for different meetings.

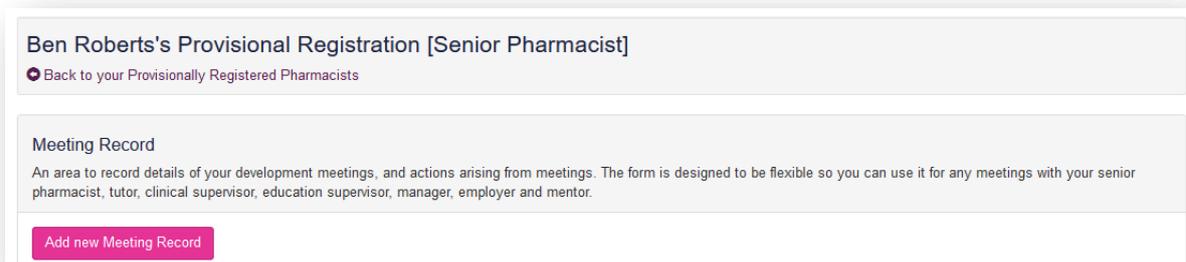
5.3.1 Creating a meeting record

To create a record, select the “**Meeting Records**” navigation menu item as highlighted below.



The screenshot shows the Royal Pharmaceutical Society E-portfolio interface. The top navigation bar includes the logo, a toggle menu, and a session expiry timer. The left sidebar contains a navigation menu with items like Home, Provisional Registration, Action Plans, CPD, Learning Needs Analysis, Monthly Reports, Meeting Records (highlighted with a red box), Supervised Learning Events, File Upload, GPHC Requirements, Framework Summary, Portfolio Collaborators, Print Portfolio, Back to Programmes, and Your Provisionally Registered Pharmacists. The main content area displays 'Ben Roberts's Provisional Registration [Senior Pharmacist]' with a back button and three summary cards: CPD (Planned: 1, Unplanned: 0), Supervised Learning Events (Mini-CEX: 2/0/0, Case Based Discussion: 0/0/1, DOPS: 1/0/0, MRCF: 1/0/0), and Other Records (Action Plans: 0/2, Monthly Reports: UP TO DATE, File Upload: 2, GPHC Requirements: Not Started).

Click on the “**Add new record**” to start creating the meeting record.



The screenshot shows the 'Meeting Record' form introduction page. It features the title 'Ben Roberts's Provisional Registration [Senior Pharmacist]' and a back button. Below the title, the text reads: 'Meeting Record. An area to 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 senior pharmacist, tutor, clinical supervisor, education supervisor, manager, employer and mentor.' At the bottom, there is a pink button labeled 'Add new Meeting Record'.

In the first section you will need to insert the details of the meeting, such as what was discussed and who was present. Once you are happy with the details you have entered select the **“Save and Continue”** button.

The screenshot shows a web form titled "Add a new Meeting Record". It contains several input fields: "Title *" with the value "Tutor Record"; "Date" with the value "18/08/2020" and a calendar icon; "Attendees" with the value "Student, Tutor"; "Summary *" with the value "Summary"; "Additional Comments *" with the value "Comments"; and "Actions *" with the value "Required Actions". At the bottom of the form is a pink button labeled "Save and continue".

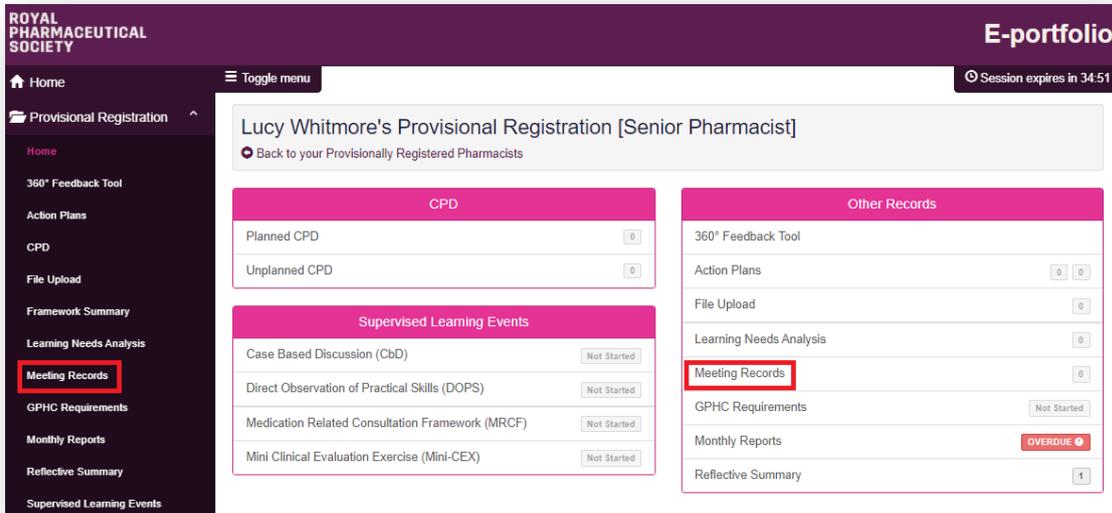
This will progress you onto the attachment section, browse for any relevant documents of the meeting by selecting **“Choose Files”**, once you have selected a file and given it a description select the **“Save”** button to add it to the meeting record.

When you have finished adding attachments select the **“Finish”** button to complete the meeting record.

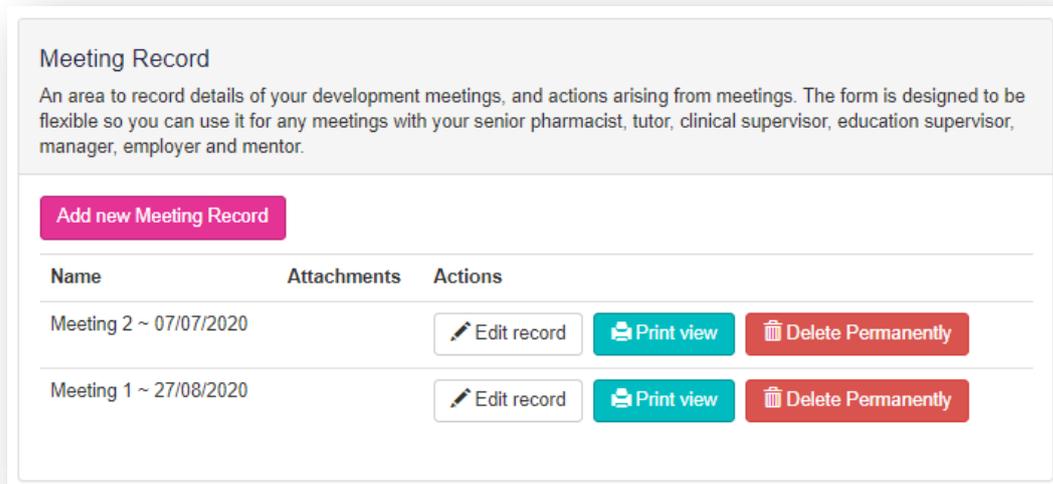
The screenshot shows the "Add an attachment" section of the meeting record form. It includes a heading "Add an attachment" and a sub-heading "Linked Attachments (1)". Below this, there is a section for "Attachment" with a trash icon. To the right, there is a "Choose file" section with a "Browse..." button and the text "No files selected.". Below that is a "File description:" label and an empty text input field. At the bottom of this section is a "Save" button. At the bottom left of the entire form is a pink button labeled "Finish".

5.3.2 Reviewing and contributing to a meeting record

As a portfolio collaborator you will be able to view and edit meeting records created by your learner(s). First click on the “**Meeting Records**” option in the menu on the left.



Select the meeting record you want to edit from the list by clicking on “**Edit Record**”.



You will be able to add the details of the meeting here under the “**Additional Comments**” field.

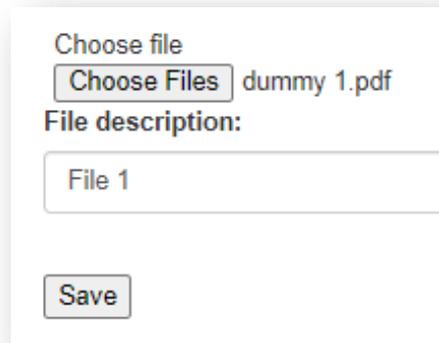
The screenshot shows a form titled "Edit Meeting Record". It contains several input fields: "Title" with the value "Meeting 2", "Date" with the value "07/07/2020", "Attendees" with the value "Learner, Senior pharmacist", "Summary" with the value "Test", "Additional Comments" (highlighted with a red border), and "Actions" with the value "Test". At the bottom of the form is a pink button labeled "Save and continue".

Once done, click “**Save and continue**”.

You will also have the opportunity to attach any relevant files.

The screenshot shows the "Add an attachment" section of the form. It includes a heading "Add an attachment", a sub-heading "Linked Attachments (0)", and a "Choose file" section with a "Choose Files" button and the text "No file chosen". Below this is a "File description:" label and an empty text input field. At the bottom of this section is a "Save" button. In the bottom left corner of the overall form area is a pink button labeled "Finish".

To attach a file, select “**Choose file**”. Select the relevant file to attach, enter a name for the file and click save.

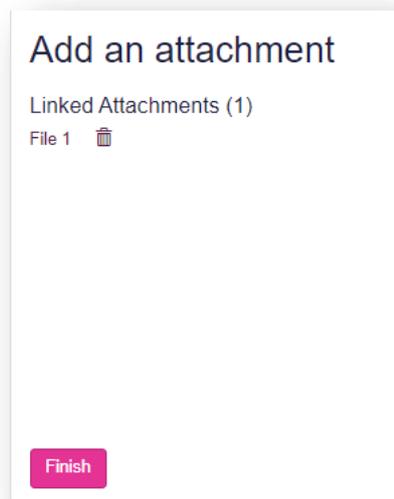


The screenshot shows a dialog box titled "Choose file". At the top, there is a "Choose Files" button followed by the text "dummy 1.pdf". Below this is a section labeled "File description:" with a text input field containing "File 1". At the bottom of the dialog is a "Save" button.

You will receive confirmation that the file has uploaded.

TIP: You can upload as many files as required, there is no limit.

Once you have uploaded all relevant files click “**Finish**” to end the process.



The screenshot shows a confirmation screen titled "Add an attachment". It displays "Linked Attachments (1)" and a list item "File 1" with a trash icon to its right. At the bottom of the screen is a pink "Finish" button.

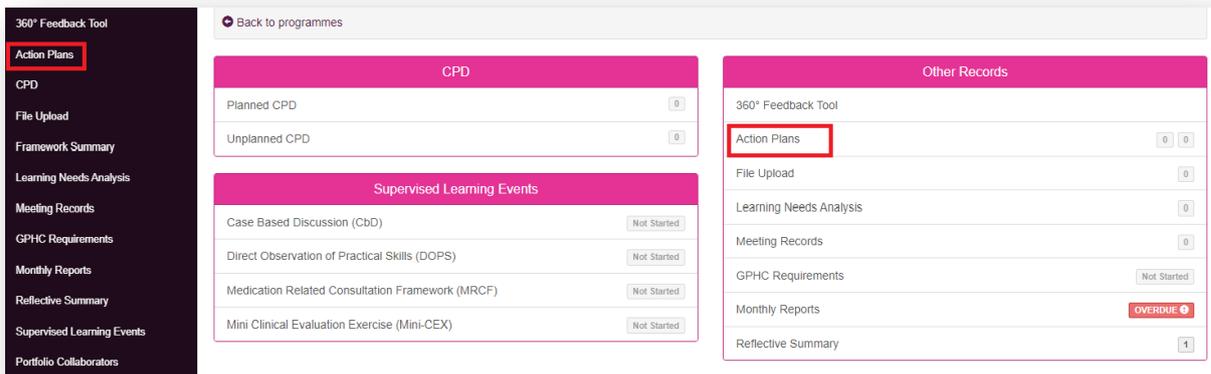
If you do not have any files to upload you can also click “**Finish**” to skip and end the process.

5.4 Action Plans

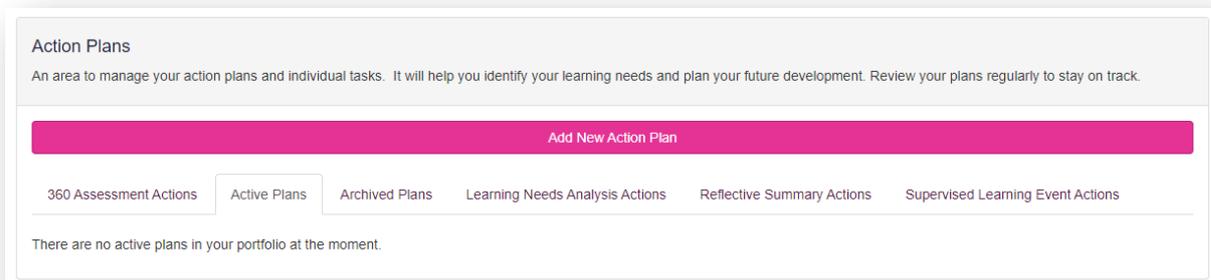
This section enables you to set action plans and individual tasks for your learner(s). This will become a 'to-do' list for their learning and development.

5.4.1 Creating an action plan for your learner(s)

Select the “**Action Plans**” 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.

Title	Tutor Action Plan
Learning/ Development Need	Leaning Need
How will these needs be met?	Example of how they will be met
Expected start date	18/08/2020 
Planned completion date	20/08/2020 
Resources required	Resources

[Save and finish](#)

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.

Ben Roberts's Provisional Registration [Senior Pharmacist]

[Back to your Provisionally Registered Pharmacists](#)

Action Plans

An area to manage your action plans and individual tasks. It will help you identify your learning needs and plan your future development. Review your plans regularly to stay on track.

[Add New Action Plan](#)

Supervised Learning Event Actions | **Active Plans** | Framework Self Assessment Actions | Archived Plans

Tutor Action Plan (BRoberts TutorTest - 18/08/2020)    

Tasks will require you to insert a task title and a description of what the task requires.

Ben Roberts's Provisional Registration [Senior Pharmacist]

[← Back to your Provisionally Registered Pharmacists](#)

Edit Action Plans

Please complete the fields below and click save and finish.

Title	<input type="text" value="Tutor Task"/>
Description	<input type="text" value="Task added by the tutor"/>

Save and finish

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 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:

- Case Based Discussion (CbD)
- Direct Observation of Practical Skills (DOPS)
- Mini Clinical Evaluation Exercise (Mini-CEX)
- Medication Related Consultation Framework (MRCF)

These tools should be completed with your learner as you observe them in practice and provide feedback on how well they have demonstrated specific knowledge, skills or attributes.

We have designed these tools to be flexible so your learner can complete sections if helpful. As a portfolio collaborator, you will have the ability to sign off SLEs.

6.1 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.

6.1.1 Creating a CbD

Select the “**Case Based Discussions**” option under the Supervised Learning Events area on your learner’s home dashboard page.

The screenshot displays a dashboard with two main sections: CPD and Supervised Learning Events. The CPD section includes Planned CPD (4) and Unplanned CPD (2). The Supervised Learning Events section lists Case Based Discussion (CbD) (2), Direct Observation of Practical Skills (DOPS) (1), Medication Related Consultation Framework (MRCF) (1), and Mini Clinical Evaluation Exercise (Mini-CEX) (4). The CbD item is highlighted with a red box. To the right, the Other Records section lists 360° Feedback Tool, Action Plans (1/5), File Upload (3), Learning Needs Analysis (2), Meeting Records (2), GPHC Requirements (Not Started), Monthly Reports (AWAITING), and Reflective Summary (4).

CPD	
Planned CPD	4
Unplanned CPD	2

Supervised Learning Events	
Case Based Discussion (CbD)	2 0 0
Direct Observation of Practical Skills (DOPS)	1 0 0
Medication Related Consultation Framework (MRCF)	1 0 0
Mini Clinical Evaluation Exercise (Mini-CEX)	4 0 0

Other Records	
360° Feedback Tool	
Action Plans	1 5
File Upload	3
Learning Needs Analysis	2
Meeting Records	2
GPHC Requirements	Not Started
Monthly Reports	AWAITING
Reflective Summary	4

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



Select “Start new” to create a new record.



Complete all sections of the tool as instructed.

Case Based Discussion (CbD) (17/08/2020)
[Back to Case Based Discussion \(CbD\)s](#)

Case Based Discussion (CbD) Overview [click to toggle]

Knowledge, Skill, Experience or Behaviour

	Significantly below expectation	Below expectation	Borderline	Meets expectation	Above expectation	Significantly above expectation	Unable to comment
Pharmaceutical need assessment *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treatment recommendations *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall clinical care *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summary of Assessment (Completed by the Learner)

Summary of patient interaction (to include sector, patient type, focus of interaction, new or follow up case, complexity case) *

This section has not yet been completed.

Anything especially good *

This section has not yet been completed.

Suggestions for development *

This section has not yet been completed.

The details input in the “**Agreed Actions**” area will be added into the action plans section (see section 6.5).

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

- 1.5 Manages uncertainty and risk appropriately
- 1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary
- 1.7 Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level
- 1.8 Keeps the individual at the centre of their approach to care at all times
- 1.9 Supports and facilitates the seamless continuity of care for each individual

Practises professionally

- 1.10 Actively practises honesty and integrity in all that they do; upholds a duty of candour
- 1.11 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice
- 1.12 Is accountable and responsible for own decisions and actions, understanding the potential consequences of these decisions across the whole care pathway
- 1.13 Works within ethical guidelines and legal frameworks, including consent and confidentiality; seeks to gain permission from the individual before accessing confidential records where necessary
- 1.14 Recognises and works safely within own level of competence, understanding the importance of working within this; knows when it is appropriate to escalate a situation

2. Communication and collaborative working

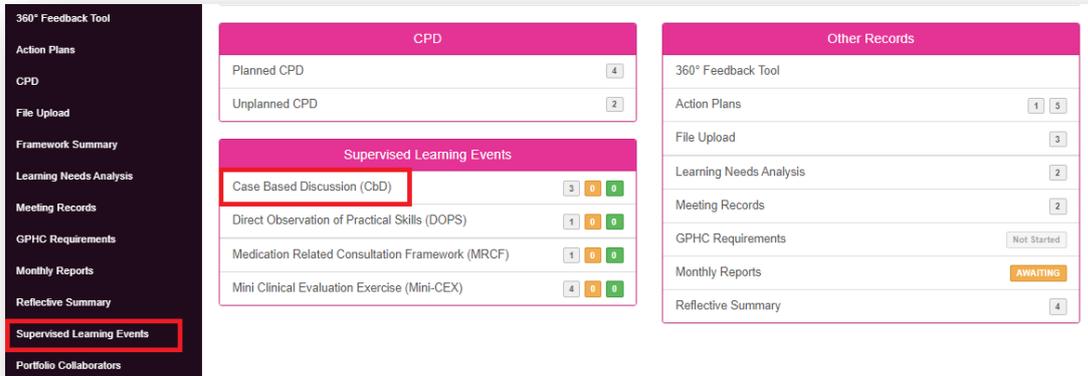
Communicates effectively, placing the patient at the centre of any interaction; adapts and uses language to create environments to promote positive healthcare outcomes

- 2.1 Assimilates and communicates information clearly and calmly to individuals receiving care, or those involved in an individual's care, through different mediums; tailors messages depending on the audience; responds appropriately to questions; adapts language in challenging situations

Save Changes

6.1.2 Reviewing a CbD

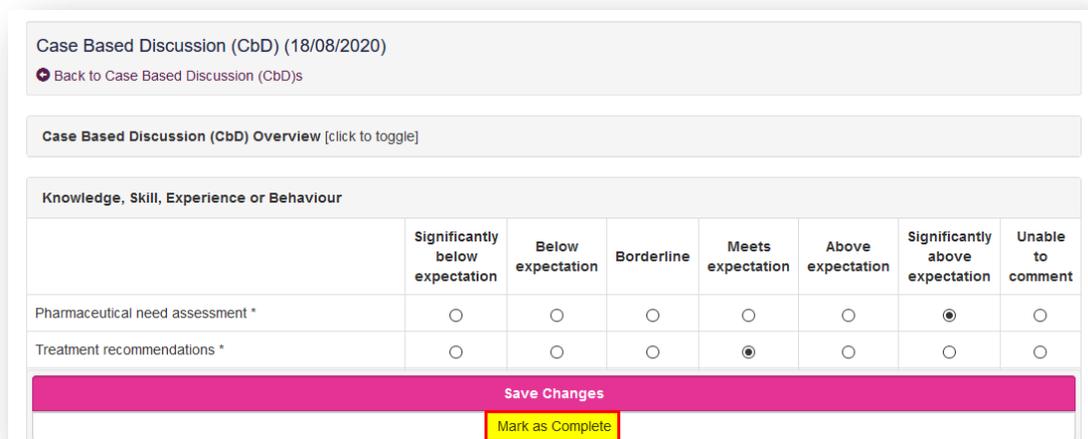
Select the “**Case Based Discussions**” option under the Supervised Learning Events section.



Once accessed you can access already created CbD's by selecting the date the record was created.



Once you are happy with the record you can click on “**Mark as Complete**” button at the bottom of the page to lock the record from all future edits.



All mandatory sections (marked with asterisk *) have to be completed before you can sign the tool off.

Doing so will open a pop-up window for you to confirm the decision, the record will then be changed to a completed state.

Complete Case Based Discussion (CbD)?

Are you sure you want to mark this assessment as complete? You will no longer be able to make changes to it.

IMPORTANT: Please make sure you have saved your changes using the **'Save Changes'** button before completing the assessment.

Close
Mark as Complete

the record then becomes read-only.

Case Based Discussion (CbD) (17/09/2020)
[Back to Case Based Discussion \(CbD\)s](#)

Case Based Discussion (CbD) Overview [\[click to toggle\]](#)

Knowledge, Skill, Experience or Behaviour

	Significantly below expectation	Below expectation	Borderline	Meets expectation	Above expectation	Significantly above expectation	Unable to comment
Pharmaceutical need assessment *				⊙			
Treatment recommendations *					⊙		
Professionalism *					⊙		
Overall clinical care *					⊙		

Summary of Assessment (Completed by the Learner)

Summary of patient interaction (to include sector, patient type, focus of interaction, new or follow up case, complexity case) *

Summary

Anything especially good *

Comment

Suggestions for development *

Suggestions

Agreed action *

Agreed Action

Framework Mapping

1. Professional practice

Applies clinical knowledge and skills in practice

- 1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence
- 1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate
- 1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills

Draws upon and critically appraises appropriate information to inform decision making; manages uncertainty and risk appropriately

- 1.4 Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care
- 1.5 Manages uncertainty and risk appropriately
- 1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary
- 1.7 Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level
- 1.8 Keeps the individual at the centre of their approach to care at all times
- 1.9 Supports and facilitates the seamless continuity of care for each individual

6.2 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. This should take 15-20 minutes to complete which includes time for feedback.

6.2.1 Creating a DOPS

To access the DOPS select the **Direct Observation of Practical Skills (DOPS)** item under the Supervised Learning Events area on your learner's home dashboard page.

The screenshot shows a dashboard with two main sections: CPD and Supervised Learning Events. The CPD section has two items: Planned CPD (4) and Unplanned CPD (2). The Supervised Learning Events section has five items: Case Based Discussion (CbD) (2, 0, 0), Direct Observation of Practical Skills (DOPS) (1, 0, 0), Medication Related Consultation Framework (MRCF) (1, 0, 0), and Mini Clinical Evaluation Exercise (Mini-CEX) (4, 0, 0). The DOPS item is highlighted with a red box. To the right, there is an 'Other Records' section with items: 360° Feedback Tool, Action Plans (1, 5), File Upload (3), Learning Needs Analysis (2), Meeting Records (2), GPHC Requirements (Not Started), Monthly Reports (AWAITING), and Reflective Summary (4).

CPD	
Planned CPD	4
Unplanned CPD	2

Supervised Learning Events			
Case Based Discussion (CbD)	2	0	0
Direct Observation of Practical Skills (DOPS)	1	0	0
Medication Related Consultation Framework (MRCF)	1	0	0
Mini Clinical Evaluation Exercise (Mini-CEX)	4	0	0

Other Records	
360° Feedback Tool	
Action Plans	1 5
File Upload	3
Learning Needs Analysis	2
Meeting Records	2
GPHC Requirements	Not Started
Monthly Reports	AWAITING
Reflective Summary	4

You can also access it from the menu and selecting “**Supervised Learning Events**”, then “**Direct Observation of Practical Skills (DOPS)**”.

The screenshot shows a dark navigation menu on the left with 'Supervised Learning Events' highlighted in a red box. To the right, a white panel shows a list of Supervised Learning Events: Case Based Discussion (CbD), Direct Observation of Practical Skills (DOPS) (highlighted in a red box), Medication Related Consultation Framework (MRCF), and Mini Clinical Evaluation Exercise (Mini-CEX).

Supervised Learning Events
Case Based Discussion (CbD)
Direct Observation of Practical Skills (DOPS)
Medication Related Consultation Framework (MRCF)
Mini Clinical Evaluation Exercise (Mini-CEX)

Create a new record by selecting the “Start New” button.

Direct Observation of Practical Skills (DOPS)s

[Back to assessments](#)

Direct Observation of Practical Skills (DOPS) (Minimum of 2 completed required)

No existing records found.

[Start New](#)

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

Direct Observation of Practical Skills (DOPS) (04/08/2020)

[Back to Direct Observation of Practical Skills \(DOPS\)s](#)

Direct Observation of Practical Skills (DOPS) Overview [click to toggle]

Knowledge, Skill, Experience or Behaviour ?

	Significantly below expectation	Below expectation	Borderline	Meets expectation	Above expectation	Significantly above expectation	Unable to comment
Demonstrates understanding of potential risk(s) associated with task *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates appropriate preparation pre-task *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completes task in timely manner *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates use of appropriate process & resources *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek help where appropriate *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-task management *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Communicates effectively *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Documentation completed accurately and appropriately *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Consideration of patient/professionalism *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopts a logical and structured approach to work *	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall clinical care *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

Summary of Assessment

Summary of patient interaction (to include sector, patient type, focus of interaction, new or follow up case, complexity case) *

Anything especially good *

Suggestions for development *

Agreed action *

The details input in the “**Agreed Actions**” area will be added into the action plans section (see section 6.5).

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

Framework Mapping ?

1. Professional practice

Applies clinical knowledge and skills

- 1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence
- 1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate
- 1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills

Draws upon and critically appraises appropriate information to inform decision making; manages uncertainty and risk appropriately

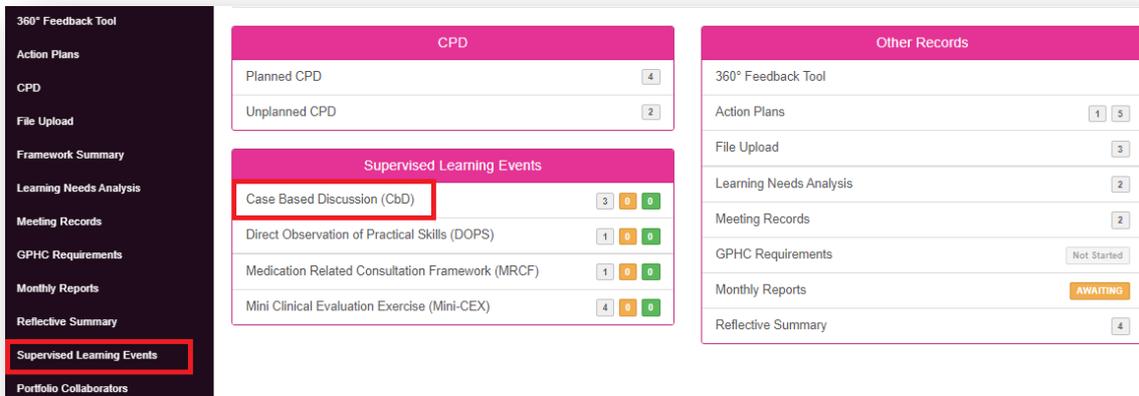
- 1.4 Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care
- 1.5 Manages uncertainty and risk appropriately
- 1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary
- 1.7 Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level
- 1.8 Keeps the individual at the centre of their approach to care at all times
- 1.9 Supports and facilitates the seamless continuity of care for each individual

Practises professionally

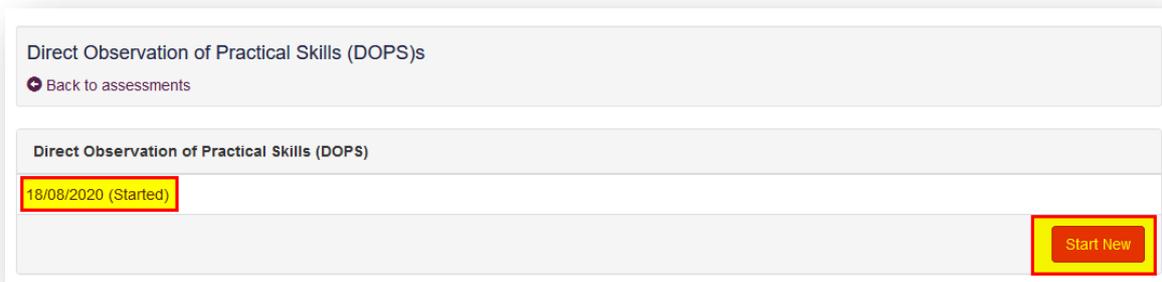
- 1.10 Actively practises honesty and integrity in all that they do; upholds a duty of candour
- 1.11 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice
- 1.12 Is accountable and responsible for own decisions and actions, understanding the potential consequences of these decisions across the whole care pathway
- 1.13 Works within ethical guidelines and legal frameworks, including consent and confidentiality; seeks to gain permission from the individual before accessing confidential records where necessary
- 1.14 Recognises and works safely within own level of competence, understanding the importance of working within this; knows when it is appropriate to escalate a situation

6.2.2 Reviewing a DOPS

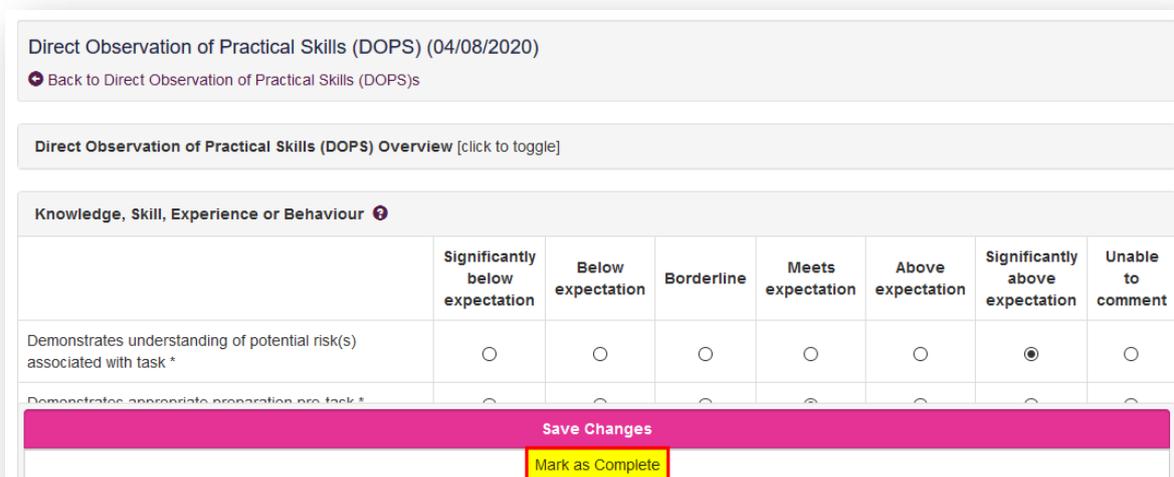
To access the DOPS select the Direct Observation of Practical Skills (DOPS) item under the Supervised Learning Events section.



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



Once you believe the record is complete, click on the “Mark as Complete” button at the bottom to sign off the record.



Doing so will open the following pop-up, confirming the completion with this pop-up will mark the DOPS record as complete and close it to prevent any further edits.

Complete Direct Observation of Practical Skills (DOPS)?

Are you sure you want to mark this assessment as complete? You will no longer be able to make changes to it.

IMPORTANT: Please make sure you have saved your changes using the 'Save Changes' button before completing the assessment.

Close
Mark as Complete

The record then becomes read only.

Direct Observation of Practical Skills (DOPS) (06/08/2020)

[Back to Direct Observation of Practical Skills \(DOPS\)s](#)

Direct Observation of Practical Skills (DOPS) Overview [\[click to toggle\]](#)

Knowledge, Skill, Experience or Behaviour ⓘ

	Significantly below expectation	Below expectation	Borderline	Meets expectation	Above expectation	Significantly above expectation	Unable to comment
Demonstrates understanding of potential risk(s) associated with task *				⊙			
Demonstrates appropriate preparation pre-task *				⊙			
Completes task in timely manner *				⊙			
Demonstrates use of appropriate process & resources *					⊙		
Seek help where appropriate *					⊙		
Post-task management *					⊙		
Communicates effectively *					⊙		
Documentation completed accurately and appropriately *					⊙		
Consideration of patient/professionalism *							⊙
Adopts a logical and structured approach to work *					⊙		
Overall clinical care *					⊙		

Summary of Assessment

Summary of patient interaction (to include sector, patient type, focus of interaction, new or follow up case, complexity case) *

Summary

Anything especially good *

Comment

Suggestions for development *

Suggestions

Agreed action *

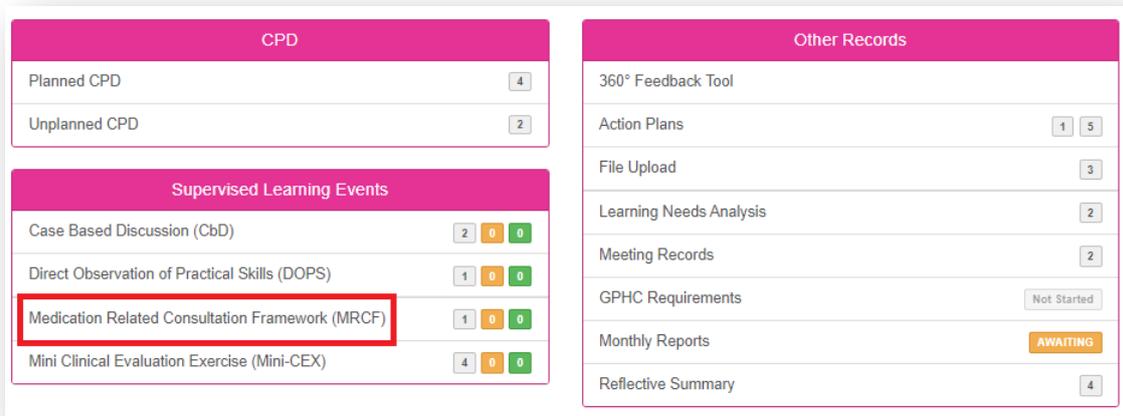
Action 3 (DOPS)

6.3 Medication Related Consultation Framework (MRCF)

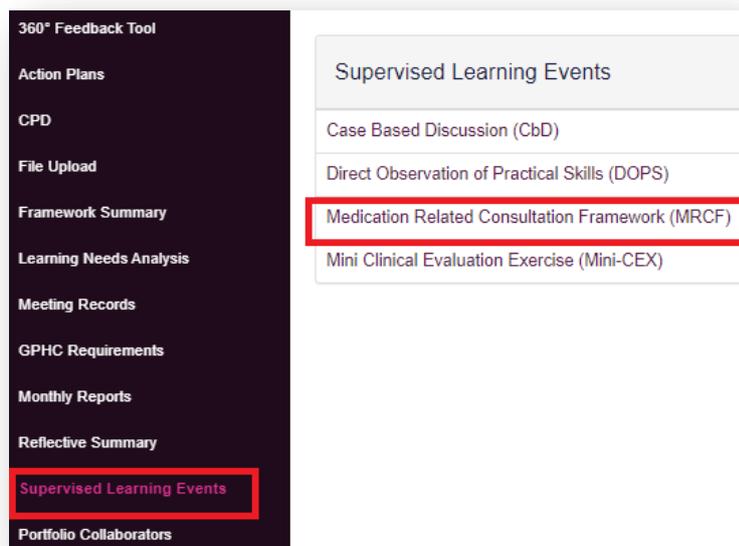
This is a reflective tool that can be used to support the development of consultation behaviours and skills. It provides a structured approach to reviewing a patient’s medicines to identify any problems they may have, including how the patient adheres to their treatment. This assessment can take between 10-30 minutes (this will depend on the patient in question).

6.3.1 Creating a MRCF record

You can access this section by selecting the **Medication Related Consultation Framework (MRCF)** option under the Supervised Learning Events area on your learner’s home dashboard page.



You can also access it from the menu and selecting “**Supervised Learning Events**”, then “**Medication Related Consultation Framework (MRCF)**”



This will display the below page, select the “**Start New**” button to begin creating your record.

Medication Related Consultation Framework (MRCF)s

[Back to assessments](#)

Medication Related Consultation Framework (MRCF)

No existing records found.

[Start New](#)

You will then see various knowledge/skills regarding the pharmacist and their interaction with patients, see below screenshot for one example. Each topic per knowledge/skill can only have one option selected at one time. You will need to mark each question/topic. Any details you enter into the **Learning Needs/Actions** area will be added into the **Action Plans** section.

Medication Related Consultation Framework (MRCF) (04/08/2020)

[Back to Medication Related Consultation Framework \(MRCF\)s](#)

Medication Related Consultation Framework (MRCF) Overview [click to toggle]

Was the pharmacist fully able to build therapeutic relationship with the patient? Did they...?

	Yes	No	Not Applicable
Introduce themselves *	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confirm patient's identity *	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Discuss purpose and structure of the consultation *	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invite patient to discuss medication or health-related issue *	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiate a shared agenda *	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Was the pharmacist fully able to build therapeutic relationship with the patient? Comments?

Comments / Reflections *

Learning needs (i.e. areas for improvement / action points) *

You will be asked for your overall impression of the pharmacist and what their main strengths and weaknesses are. The details written in this field will be added into the action plans section (see section 6.5).

What was the overall impression of the pharmacist?				
	Not addressed	Partially addressed	Mostly addressed	Fully addressed
Overall, ability to consult with the patient meant that their pharmaceutical needs were: *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What was the overall impression of the pharmacist? Comments?				
Main strengths *				
<div style="border: 1px solid #ccc; height: 40px;"></div>				
Main areas of weakness / further improvement *				
<div style="border: 1px solid #ccc; height: 40px;"></div>				

You will then need to select the learning outcomes which are relevant to the record, once selected press the **“Save Changes”** button to save the record.

Framework Mapping ?

1. Professional practice

Applies clinical knowledge and skills

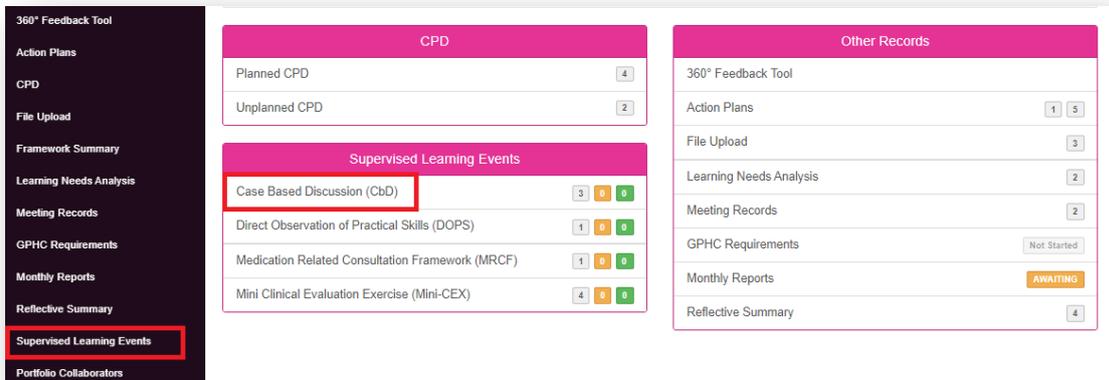
- 1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence
- 1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate
- 1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills

Draws upon and critically appraises appropriate information to inform decision making; manages uncertainty and risk appropriately

- 1.4 Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care
- 1.5 Manages uncertainty and risk appropriately
- 1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary
- 1.7 Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level
- 1.8 Keeps the individual at the centre of their approach to care at all times
- 1.9 Supports and facilitates the seamless continuity of care for each individual

6.3.2 Reviewing a MRCF

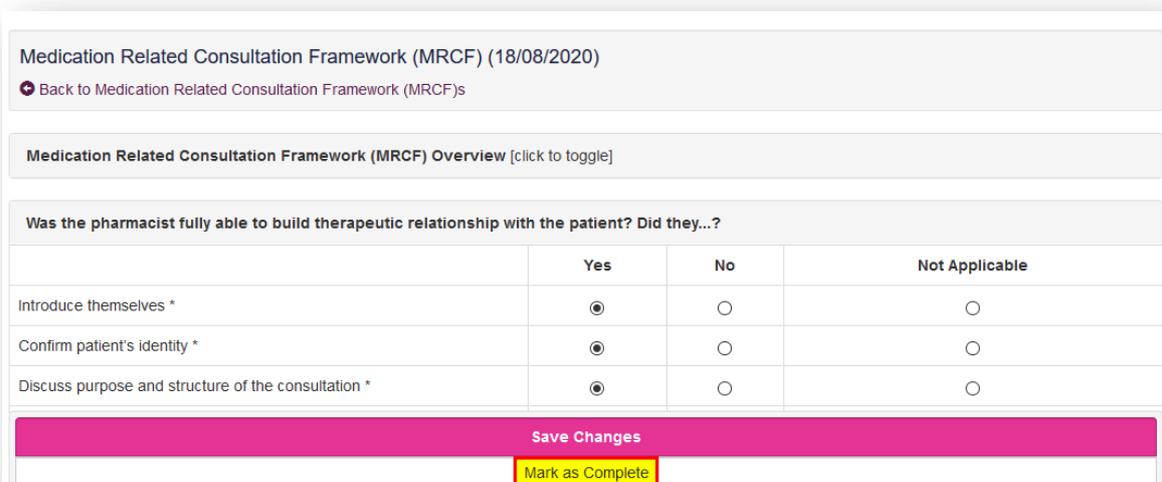
You can access this section by selecting the **Medication Related Consultation Framework (MRCF)** option under the **Supervised Learning Events** section.



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



Once you believe the record is complete you can select the **“Mark as Complete”** button to sign off it off.



Doing so will open the following pop-up, confirming the completion with this pop-up will mark the MRCF record as complete and close it to prevent any further edits.

Complete Medication Related Consultation Framework (MRCF)?

Are you sure you want to mark this assessment as complete? You will no longer be able to make changes to it.

IMPORTANT: Please make sure you have saved your changes using the **'Save Changes'** button before completing the assessment.

Close
Mark as Complete

The record will then become read only.

Did the pharmacist fully demonstrate the following consultation behaviours? Comments?

Comments / Reflections *

Comments

Learning needs (i.e. areas for improvement / action points) *

Action MRCF D

What was the overall impression of the pharmacist?

	Not addressed	Partially addressed	Mostly addressed	Fully addressed
Overall, ability to consult with the patient meant that their pharmaceutical needs were: *				✔

What was the overall impression of the pharmacist? Comments?

Main strengths *

Strengths

Main areas of weakness / further improvement *

Action MRCF E

Framework Mapping ⓘ

1. Professional practice

Applies clinical knowledge and skills in practice

- 1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence
- 1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate
- ✔ 1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills

Draws upon and critically appraises appropriate information to inform decision making; manages uncertainty and risk appropriately

- ✔ 1.4 Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care
- ✔ 1.5 Manages uncertainty and risk appropriately
- 1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary
- 1.7 Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level
- 1.8 Keeps the individual at the centre of their approach to care at all times
- 1.9 Supports and facilitates the seamless continuity of care for each individual

6.4 Mini 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. This usually takes about 15-20 minutes to complete, which includes time for discussion.

6.4.1 Creating a mini-CEX

Select the “**Mini Clinical Evaluation Exercise (Mini-CEX)**” option under the Supervised Learning Event box on area on your learner’s home dashboard page.

The screenshot shows a dashboard with two main sections: CPD and Supervised Learning Events. The CPD section has two rows: 'Planned CPD' with a count of 4 and 'Unplanned CPD' with a count of 2. The Supervised Learning Events section has five rows: 'Case Based Discussion (CbD)' with counts 2, 0, 0; 'Direct Observation of Practical Skills (DOPS)' with counts 1, 0, 0; 'Medication Related Consultation Framework (MRCF)' with counts 1, 0, 0; 'Mini Clinical Evaluation Exercise (Mini-CEX)' with counts 4, 0, 0 (highlighted with a red box); and '360° Feedback Tool' with counts 1, 5. To the right, an 'Other Records' section lists: 'Action Plans' (1, 5), 'File Upload' (3), 'Learning Needs Analysis' (2), 'Meeting Records' (2), 'GPHC Requirements' (Not Started), 'Monthly Reports' (AWAITING), and 'Reflective Summary' (4).

CPD	
Planned CPD	4
Unplanned CPD	2

Supervised Learning Events			
Case Based Discussion (CbD)	2	0	0
Direct Observation of Practical Skills (DOPS)	1	0	0
Medication Related Consultation Framework (MRCF)	1	0	0
Mini Clinical Evaluation Exercise (Mini-CEX)	4	0	0

Other Records	
360° Feedback Tool	
Action Plans	1 5
File Upload	3
Learning Needs Analysis	2
Meeting Records	2
GPHC Requirements	Not Started
Monthly Reports	AWAITING
Reflective Summary	4

You can also access it from the menu and selecting “**Supervised Learning Events**”, then **Mini Clinical Evaluation Exercise (Mini-CEX)**”.

The screenshot shows a dark sidebar menu on the left with items: '360° Feedback Tool', 'Action Plans', 'CPD', 'File Upload', 'Framework Summary', 'Learning Needs Analysis', 'Meeting Records', 'GPHC Requirements', 'Monthly Reports', 'Reflective Summary', 'Supervised Learning Events' (highlighted with a red box), and 'Portfolio Collaborators'. The main content area shows a list of 'Supervised Learning Events' with items: 'Case Based Discussion (CbD)', 'Direct Observation of Practical Skills (DOPS)', 'Medication Related Consultation Framework (MRCF)', and 'Mini Clinical Evaluation Exercise (Mini-CEX)' (highlighted with a red box).

360° Feedback Tool	
Action Plans	
CPD	
File Upload	
Framework Summary	
Learning Needs Analysis	
Meeting Records	
GPHC Requirements	
Monthly Reports	
Reflective Summary	
Supervised Learning Events	
Portfolio Collaborators	

Supervised Learning Events	
Case Based Discussion (CbD)	
Direct Observation of Practical Skills (DOPS)	
Medication Related Consultation Framework (MRCF)	
Mini Clinical Evaluation Exercise (Mini-CEX)	

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

Mini Clinical Evaluation Exercise (Mini-CEX)s

[➔ Back to assessments](#)

Mini Clinical Evaluation Exercise (Mini-CEX) (Minimum of 2 completed required)

No existing records found.

Start New

After selecting the start button, you will see the below page, it is important that when seeing this you do not leave this page.

Provisional Registration

A programme that enables you to record your learning and development as a provisional registrant, and demonstrate how you fulfil the General Pharmaceutical Council's requirements.

[➔ Back to programmes](#)

Loading assessment, please do not leave this page...

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

Mini Clinical Evaluation Exercise (Mini-CEX) Overview <small>[click to toggle]</small>							
Patient and Pharmaceutical Care							
	Significantly below expectation	Below expectation	Borderline	Meets expectation	Above expectation	Significantly above expectation	Unable to comment
Patient consultation *	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need for the medicine *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection of the medicine *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provision of medicine *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medicine specific issues (previous and newly prescribed) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medicines information and patient education *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Monitoring medicine therapy *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of outcomes *	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 6.5).

Summary of Assessment

Summary of patient interaction (to include sector, patient type, focus of interaction, new or follow up case, complexity of case) *

Anything especially good *

Suggestions for development *

Agreed action *

Select the learning outcomes this record will relate to. Once you have selected the learning outcomes remember to click the “**Save Changes**” button.

Framework Mapping ?

1. Professional practice

Applies clinical knowledge and skills

- 1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence
- 1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate
- 1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills

Draws upon and critically appraises appropriate information to inform decision making; manages uncertainty and risk appropriately

- 1.4 Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care
- 1.5 Manages uncertainty and risk appropriately
- 1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary
- 1.7 Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level
- 1.8 Keeps the individual at the centre of their approach to care at all times
- 1.9 Supports and facilitates the seamless continuity of care for each individual

Practises professionally

- 1.10 Actively practises honesty and integrity in all that they do; upholds a duty of candour

6.4.2 Reviewing a mini-CEX

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

The screenshot shows a software interface with a dark sidebar on the left and a main content area. The sidebar has a menu with items: 360° Feedback Tool, Action Plans, CPD, File Upload, Framework Summary, Learning Needs Analysis, Meeting Records, GPHC Requirements, Monthly Reports, Reflective Summary, **Supervised Learning Events** (highlighted with a red box), and Portfolio Collaborators. The main content area is divided into three sections: CPD, Supervised Learning Events, and Other Records. The CPD section has 'Planned CPD' (4) and 'Unplanned CPD' (2). The Supervised Learning Events section has a table with the following items: 'Case Based Discussion (CbD)' (3, 0, 0), 'Direct Observation of Practical Skills (DOPS)' (1, 0, 0), 'Medication Related Consultation Framework (MRCF)' (1, 0, 0), and 'Mini Clinical Evaluation Exercise (Mini-CEX)' (4, 0, 0). The 'Case Based Discussion (CbD)' row is highlighted with a red box. The Other Records section has a table with items: '360° Feedback Tool', 'Action Plans' (1, 5), 'File Upload' (3), 'Learning Needs Analysis' (2), 'Meeting Records' (2), 'GPHC Requirements' (Not Started), 'Monthly Reports' (AWAITING), and 'Reflective Summary' (4).

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.

The screenshot shows a software interface for 'Ben Roberts's Provisional Registration [Senior Pharmacist]'. The top right corner shows 'Session expires in 32:56'. The main content area has a header 'Ben Roberts's Provisional Registration [Senior Pharmacist]' and a sub-header 'Mini Clinical Evaluation Exercise (Mini-CEX)s'. Below this, there is a section for 'Mini Clinical Evaluation Exercise (Mini-CEX)' with a table containing one row: '18/08/2020 (Started)'. A 'Start New' button is visible in the bottom right corner of the table area. The left sidebar has a menu with items: Home, Provisional Registration (expanded), Home, Action Plans, CPD, Learning Needs Analysis, Monthly Reports, Meeting Records, **Supervised Learning Events** (highlighted with a red box), File Upload, GPHC Requirements, Framework Summary, Portfolio Collaborators, Print Portfolio, and Back to Programmes.

If you are happy with the record, then you can select the “**Mark as complete**” button available at the bottom of your screen to sign it off.

Ben Roberts's Provisional Registration [Senior Pharmacist]

[← Back to your Provisionally Registered Pharmacists](#)

Mini Clinical Evaluation Exercise (Mini-CEX) (18/08/2020)

[← Back to Mini Clinical Evaluation Exercise \(Mini-CEX\)s](#)

Mini Clinical Evaluation Exercise (Mini-CEX) Overview [click to toggle]

Patient and Pharmaceutical Care

	Significantly below expectation	Below expectation	Borderline	Meets expectation	Above expectation	Significantly above expectation	Unable to comment
Patient consultation *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Need for the medicine *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save Changes

Mark as Complete

Doing so will open the following pop-up, confirming the completion with this pop-up will mark the MRCF record as complete and close it to prevent any further edits.

Complete Mini Clinical Evaluation Exercise (Mini-CEX)?

Are you sure you want to mark this assessment as complete? You will no longer be able to make changes to it.

IMPORTANT: Please make sure you have saved your changes using the 'Save Changes' button before completing the assessment.

The record will then become read only.

Personal Practice							
	Significantly below expectation	Below expectation	Borderline	Meets expectation	Above expectation	Significantly above expectation	Unable to comment
Gathering information *				☑			
Knowledge *				☑			
Analysing information *				☑			
Providing information *				☑			
Follow up *				☑			
Overall clinical care *				☑			

Summary of Assessment

Summary of patient interaction (to include sector, patient type, focus of interaction, new or follow up case, complexity of case) *

Test

Anything especially good *

Test

Suggestions for development *

Test

Agreed action *

Action 1

Framework Mapping

1. Professional practice

Applies clinical knowledge and skills in practice

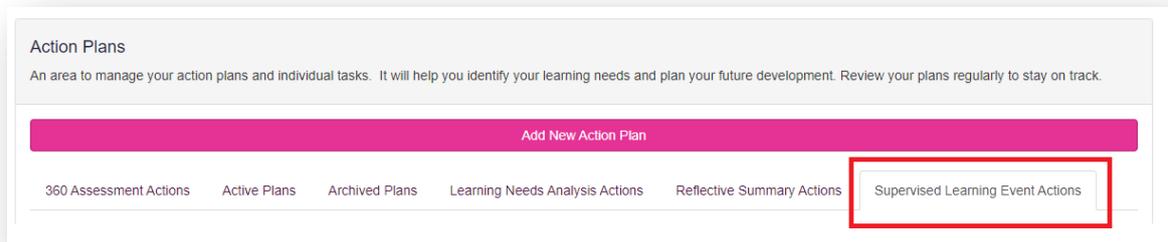
- ☑ 1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence
- ☑ 1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate
- 1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills

Draws upon and critically appraises appropriate information to inform decision making; manages uncertainty and risk appropriately

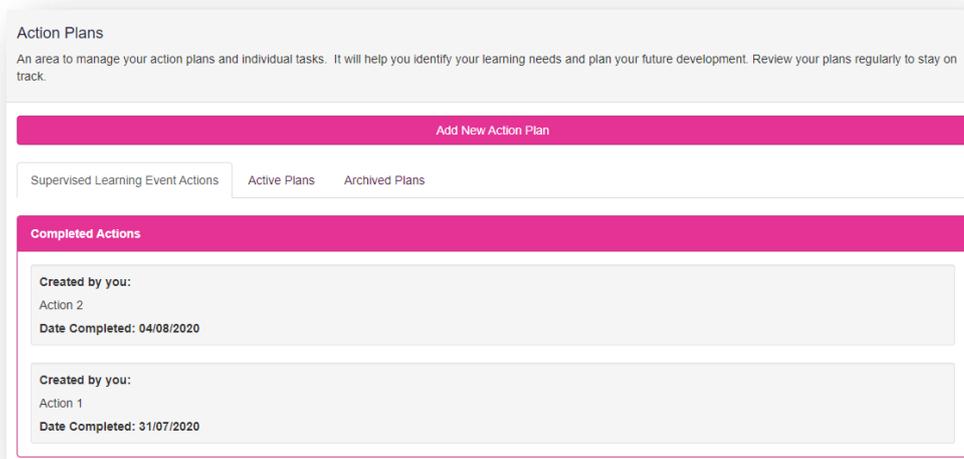
- 1.4 Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care
- 1.5 Manages uncertainty and risk appropriately
- 1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary

6.5 Supervised Learning Event Actions

Actions created within supervised learning events are listed in the “**Supervised Learning Events Actions**” tab. Incomplete actions are displayed at the top of the list. You will also see details of who created the action.

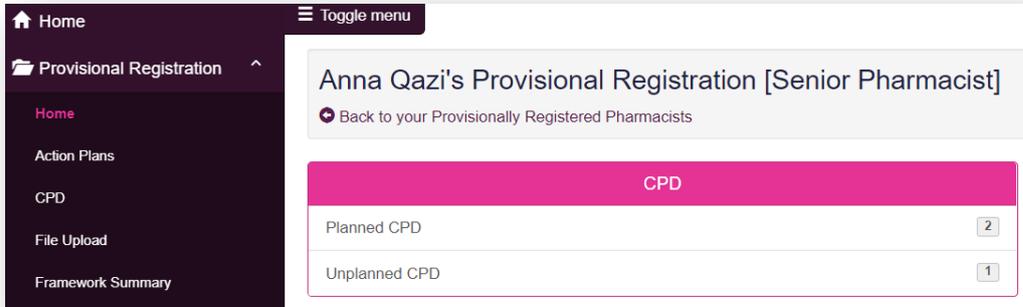


Completed actions are marked with the date completed.

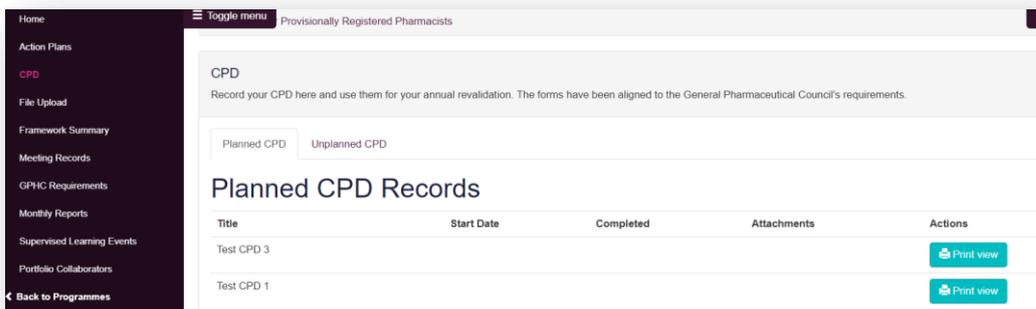


7 Continuing Professional Development (CPD)

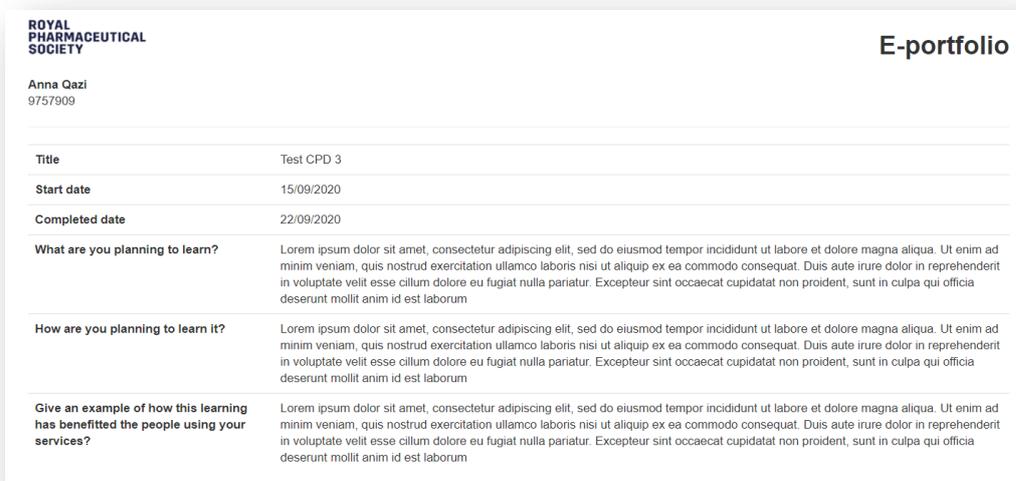
This section allows you to view records of any planned or unplanned learning. The forms have been aligned to the forms used by the General Pharmaceutical Council (GPhC) for revalidation. You will not be able to edit these sections but can view the information completed by your learner. Use this information to structure your conversations about learning and development.



Click on **“Unplanned CPD”** or **“Planned CPD”** tabs to see the list of CPD records learner has submitted:



Click on **“Print view”** to see the details for each record pop up in a new window.



8 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 provisional registration is saved in one place.

The **"File Upload"** is under the **"Other Records"** section or the navigation options in the sidebar navigation menu.

The screenshot shows a dashboard for 'Ben Roberts's Provisional Registration [Senior Pharmacist]'. The left sidebar contains navigation options: Home, Action Plans, CPD, Learning Needs Analysis, Monthly Reports, Meeting Records, Supervised Learning Events, File Upload, GPHC Requirements, Framework Summary, Portfolio Collaborators, and Print Portfolio. The main content area is divided into three sections: CPD, Supervised Learning Events, and Other Records. The 'Other Records' section is highlighted with a yellow border and contains 'Action Plans' (1/2), 'Monthly Reports' (UP TO DATE), 'File Upload' (1), and 'GPHC Requirements' (Not Started).

Select **"Add new record"** to start the creation of your file upload.

The screenshot shows the 'File Upload' section. It includes the following text: 'Use this section to upload any relevant learning and development files, such as other SLEs. File types that can be uploaded include Word, Excel, pdf, audio files, images. Please ensure that you remove any information that might identify individuals (including patients) or seek appropriate consent from individuals before uploading files. (Maximum file size 25MB)'. Below the text is a pink button labeled 'Add new record'.

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.

File Upload

Use this section to upload any relevant learning and development files, such as other SLEs. File types that can be uploaded include Word, Excel, pdf, audio files, images. Please ensure that you remove any information that might identify individuals (including patients) or seek appropriate consent from individuals before uploading files. (Maximum file size 25MB)

Add a new file

Title

Description

Date

Save and continue

You will then need to select the relevant competencies which will be supported by this file upload. Remember to **“Save and continue”**.

Ben Roberts's Provisional Registration [Senior Pharmacist]

[Back to your Provisionally Registered Pharmacists](#)

File Upload

Use this section to upload any relevant learning and development files, such as other SLEs. File types that can be uploaded include Word, Excel, pdf, audio files, images. Please ensure that you remove any information that might identify individuals (including patients) or seek appropriate consent from individuals before uploading files. (Maximum file size 25MB)

Map competencies

Skip

Framework Competencies

Here you can manage your Framework Competencies

1. Professional practice

Applies clinical knowledge and skills

- 1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence
- 1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate
- 1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills

Draws upon and critically appraises appropriate information to inform decision making; manages uncertainty and risk appropriately.

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”**.

Ben Roberts's Provisional Registration [Senior Pharmacist]

[← Back to your Provisionally Registered Pharmacists](#)

File Upload

Use this section to upload any relevant learning and development files, such as other SLEs. File types that can be uploaded include Word, Excel, pdf, audio files, images. Please ensure that you remove any information that might identify individuals (including patients) or seek appropriate consent from individuals before uploading files. (Maximum file size 25MB)

Add an attachment

Linked Attachments (1)

Attachment 1 

Choose file

No files selected.

File description:

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

File Upload

Use this section to upload any relevant learning and development files, such as other SLEs. File types that can be uploaded include Word, Excel, pdf, audio files, images. Please ensure that you remove any information that might identify individuals (including patients) or seek appropriate consent from individuals before uploading files. (Maximum file size 25MB)

Title	Attachments	Actions
Tutor File	Attachment 1	<input type="button" value="Edit record"/> <input type="button" value="Edit competencies"/> <input type="button" value="Print view"/> <input type="button" value="Delete Permanently"/>

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.

9 Provisional Registration Requirements

9.1 GPhC Requirements

In this section your learner(s) can state their current situation about their development and indicate whether they have access to certain support, as outlined by the GPhC for provisional registration.

You will not be able to edit these sections but can view the information completed by your learner. Use this information to structure your conversations about learning and development.

GPhC Requirements
This area outlines some of the requirements set out by the General Pharmaceutical Council as part of provisional registration. For further details visit the General Pharmaceutical Council website

No Monthly Reports Completed

Mentorship
I have access to a mentor? No Yes

Peer Support
I have access to a peer network? No Yes

Risk Assessment
A Risk Assessment has been completed? No Yes
Date

Registration Assessment
I have passed my registration assessment No Yes
Date

Save

TIP: If your learner tells you they don't have access to a mentor yet, you can advise them to find a mentor using the RPS Mentoring platform: www.rpharms.com/mentoring.

If your learner is an RPS member, they will also be able to access support from peers through RPS Locals and our dedicated provisional registration WhatsApp groups.

10 Reviewing Progress

You can review your learner's progress at any point by using the learner dashboard and framework summary.

10.1 Learner's dashboard

The learner's dashboard provides an overview of their progress. It provides a snapshot of the number of tools and records completed.

CPD	
Planned CPD	4
Unplanned CPD	2

Supervised Learning Events			
Case Based Discussion (CbD)	2	0	0
Direct Observation of Practical Skills (DOPS)	1	0	0
Medication Related Consultation Framework (MRCF)	1	0	0
Mini Clinical Evaluation Exercise (Mini-CEX)	4	0	0

Other Records	
360° Feedback Tool	
Action Plans	1 5
File Upload	3
Learning Needs Analysis	2
Meeting Records	4
GPHC Requirements	Not Started
Monthly Reports	AWAITING
Reflective Summary	3

Here is a more detailed explanation of the tools and records:

CPD	
Planned CPD	4
Unplanned CPD	2

Supervised Learning Events			
Case Based Discussion (CbD)	2	0	0
Direct Observation of Practical Skills (DOPS)	1	0	0
Medication Related Consultation Framework (MRCF)	1	0	0
Mini Clinical Evaluation Exercise (Mini-CEX)	4	0	0

Number of records started are indicated in grey

Number of records in progress requiring review and sign off are indicated in yellow

Number of records signed off are indicated in green

However, not tools are counted, and some will display a status note.

The screenshot shows a list of records under the heading 'Other Records'. The records are: 360° Feedback Tool, Action Plans (1, 5), File Upload (3), Learning Needs Analysis (2), Meeting Records (4), GPhC Requirements (Not Started), Monthly Reports (AWAITING), and Reflective Summary (3). Two callout boxes provide context: one for GPhC Requirements stating the status is either 'Not started' or 'Completed', and another for Monthly Reports stating the status is 'Overdue', 'Awaiting' or 'Completed'.

Record	Count/Status
360° Feedback Tool	
Action Plans	1 5
File Upload	3
Learning Needs Analysis	2
Meeting Records	4
GPhC Requirements	Not Started
Monthly Reports	AWAITING
Reflective Summary	3

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.

10.2 Framework summary

We have aligned the tools within our E-portfolio to our [interim foundation curriculum](#). For each tool learners will be asked to map their learning and development to the learning outcomes in the curriculum. This provides structure for their on-going development and will facilitate a seamless transition to the national foundation curriculum and associated foundation training programmes when these are launched in 2021.

The framework summary provides you with an overview of each tool and/or record mapped to the interim foundation curriculum.

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

The screenshot shows the 'ROYAL PHARMACEUTICAL SOCIETY' E-portfolio interface. The navigation menu on the left has 'Framework Summary' highlighted with a red box. The main content area shows 'Provisional Registration' and 'Interim Foundation Curriculum' sections. Below these is a table with columns for '1. Professional practice', 'Learning Outcomes', 'CPD Planned', 'CPD Unplanned', and 'File Upload'. The first row shows '1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence' with counts of 1, 0, and 0.

1. Professional practice	Learning Outcomes	CPD Planned	CPD Unplanned	File Upload
	1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence	1	0	0

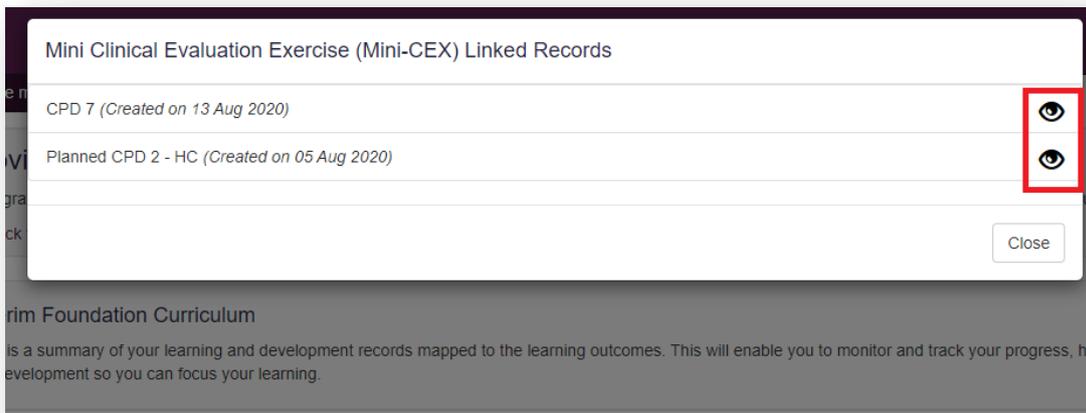
As you scroll down the page you will see the types of tools and records that have been mapped to each learning outcome. Darker shaded circles are counts of records associated with the outcome. If the tool or record has not been mapped to the outcome the circle will be displayed in a lighter shade of grey.

1. Professional practice	Learning Outcomes	CPD Planned	CPD Unplanned	File Upload	Case Based Discussion (CbD)	Direct Observation of Practical Skills (DOPS)	Medication Related Consultation Framework (MRCF)	Mini Clinical Evaluation Exercise (Mini-CEX)
Applies clinical knowledge and skills in practice	1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence	1	0	0	0	0	0	1
	1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate	2	0	1	0	0	0	2
	1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills	1	0	2	0	0	0	0
Draws upon and critically appraises appropriate information to inform decision making; manages uncertainty and risk appropriately	1.4 Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care	1	0	1	0	0	0	0
	1.5 Manages uncertainty and risk appropriately	1	0	1	0	0	0	0
	1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary	1	0	1	0	0	0	0
	1.7 Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level	1	0	1	0	0	0	0

You can view a list of record associated with each outcome by clicking on the count next to each outcome.

Learning Outcomes	CPD Planned	CPD Unplanned	File Upload
1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence	1	0	0
1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate	2	0	1
1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills	1	0	2
1.4 Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care	1	0	1

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.

Title	Planned CPD 2 - HC
Start date	03/08/2020
Completed date	01/09/2020
What are you planning to learn?	Planned learning
How are you planning to learn it?	Planned learning
Give an example of how this learning has benefitted the people using your services?	Example
Supports	<ul style="list-style-type: none"> 1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence 1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate 1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills 1.4 Accesses and critically appraises appropriate information to make evidence-based decisions in an efficient and systematic manner; ensures high attention to detail is maintained when making decisions regarding the individual receiving care 1.5 Manages uncertainty and risk appropriately 1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary 1.7 Proactively recognises and corrects the overuse of medicines; positively impacts on the usage and stewardship of medicines at an individual and population level 1.8 Keeps the individual at the centre of their approach to care at all times 1.9 Supports and facilitates the seamless continuity of care for each individual
Attachments	Test pdf

11 Printing Records

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

Case Based Discussion (CbD) Overview [click to toggle]

		Significantly below expectation	Below expectation	Borderline	Meets expectation
Pharmaceutical need assessment *					<input checked="" type="checkbox"/>
Treatment recommendations *					
Professionalism *					
Overall clinical care *					

Summary of Assessment (Completed by)

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.

17/09/2020 E-portfolio - Your Provisionally Registered Pharmacists

Case Based Discussion (CbD) (17/09/2020)

Back to Case Based Discussion (CbD)s (/Framework/Analysis/DisplayResults.aspx?MemberQueryID=1360D8E8-2013-41EF-8D59-4D32558B5415&nodeid=BBEC5A47-E217-4266-A2A1-4111D341CEF7&subp=MYPATH§ion=AAO&assessment=F929E3F3-6BFD-49B2-A551-6CA67422ED61)

Case Based Discussion (CbD) Overview [click to toggle]

Knowledge, Skill, Experience or Behaviour

Pharmaceutical need assessment *

Meets expectation

Treatment recommendations *

Above expectation

Professionalism *

Above expectation

Overall clinical care *

Above expectation

The E-portfolio also has a function to allow you to print all records in a learner's programme. To print a complete portfolio, select "Print Portfolio" from the menu.

The screenshot shows the Royal Pharmaceutical Society E-portfolio interface. The left-hand navigation menu is visible, with the 'Print Portfolio' option highlighted in a red box. The main content area displays 'Lucy Whitmore's Provisional Registration [Senior Pharmacist]' and includes sections for 'Programme' and 'Portfolio Collaborators'.

Programme	Provisional Registration
Started	24/07/2020
Status	Started

Name	Dylan Sanders
Email Address	help@axia.support
Portfolio Collaborator Role	Senior Pharmacist
Status	Accepted
Date Invited	24/07/2020
Date Accepted	24/07/2020

Move your cursor to the middle of the page and right click on your mouse to open up the options up the options dialogue window, then select "Print".

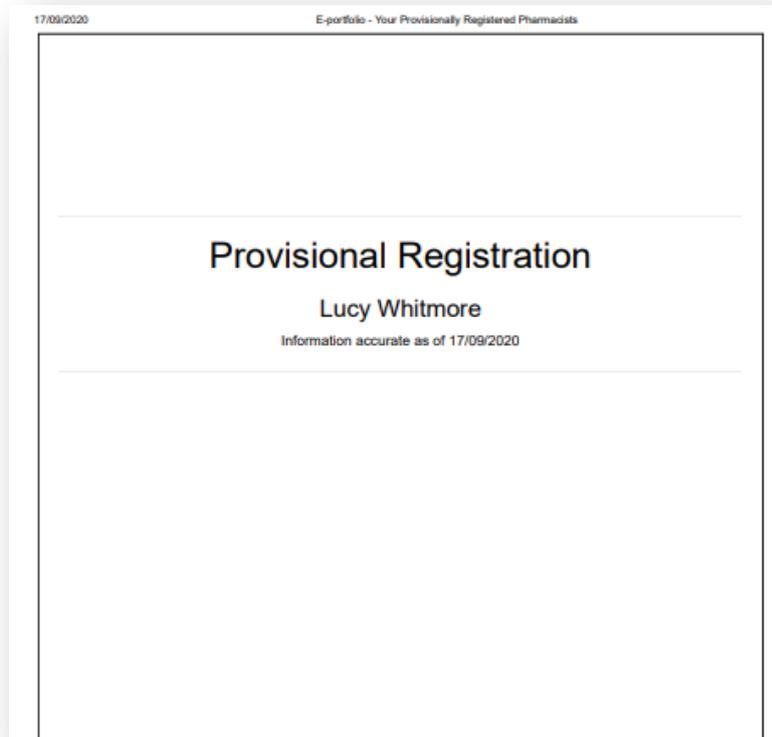
The screenshot shows the E-portfolio interface with a right-click context menu open over the 'Programme' table. The 'Print...' option is highlighted in the menu.

Programme	Provisional Registration
Started	24/07/2020
Status	Started

Name	Dylan Sanders
Email Address	help@axia.support
Portfolio Collaborator Role	Senior Pharmacist
Status	Accepted
Date Invited	24/07/2020

This will generate a print friendly pdf document.

WARNING: Please be aware that completed programmes can be over 100 pages in length. If you only want to print a selection, it would be best to save the print version as a pdf document, find the page you require and only print the page(s).



12 Contact Details

Visit www.rpharms.com/provreg for further information about the provisional registration.

For any questions about the requirements of provisional registration and RPS products and service please contact our dedicated support team:

Email: provreg@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: 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



13 Glossary

Term	Description
Provisional registration	See the GPhC website for further information: https://www.pharmacyregulation.org/provisional-registration-pharmacist
Provisional registrant	New pharmacist who needs to fulfil GPhC requirements for provisional registration.
Learner	An individual who is using the E-portfolio for their learning and development.
Senior pharmacist	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.
Tutor	An individual who supports a new pharmacist with their learning and development, usually in the same workplace and/or organisation.
Educational Supervisor	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.
Employer	Individual or organisation employing a pharmacist. They are responsible for completing a risk assessment before provisionally registered pharmacists starts.
Registered user	A user registered on RPS website who does not have an RPS membership account.
Mini-Clinical Evaluation Exercise (Mini-CEX)	Assesses 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.
Medication-Related Consultation Framework (MRCF)	A reflective tool that can be used to support the development of consultation behaviours and skills. It provides a structured approach for reviewing a patient's medicines to identify any problems they may have.
Case-Based Discussion (CbD)	A retrospective evaluation of input into patient care. Structured discussion assesses clinical reasoning, decision-making and the application or use of pharmaceutical /clinical knowledge in patient care.
Direct Observation of Practical Skill (DOPS)	Enables pharmacists to demonstrate a range of practical or procedural skills that are essential to the provision of safe and effective pharmaceutical care.
Supervised Learning Event (SLE)	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.

ROYAL PHARMACEUTICAL SOCIETY

