ROYAL
PHARMACEUTICAL
SOCIETY

E-Portfolio User Guide

For Provisionally Registered Pharmacists

September 2020

Contents

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 you, as a provisionally registered pharmacist, can work through the elements yourself, or as instructed by your training providers. The E-portfolio also contains forms and templates to enable you to fulfil the requirements of provisional registration as set out by the General Pharmaceutical Council.

This is a life-long learning portfolio for you to collate and record evidence of your practice throughout your 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 learners. If you 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

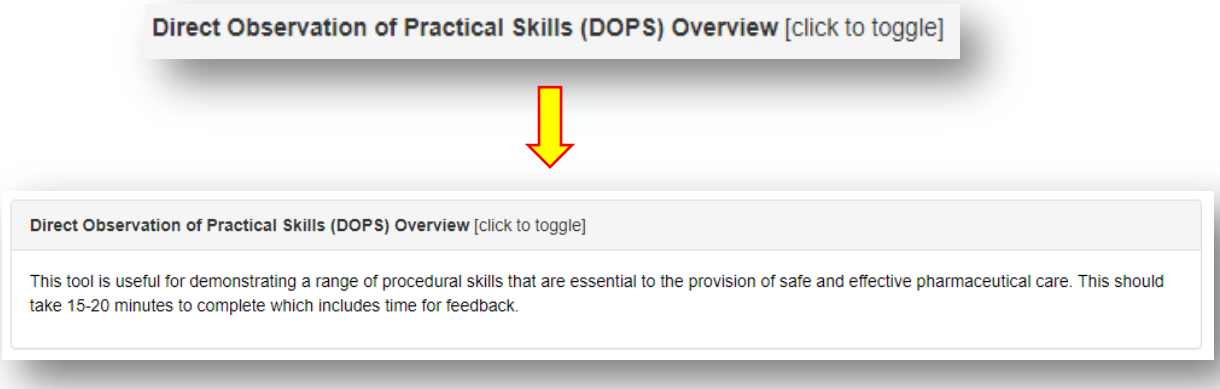
This section contains general information on the technical functionality of the E-portfolio.

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 an option to **"click to toggle"** or a question mark symbol 

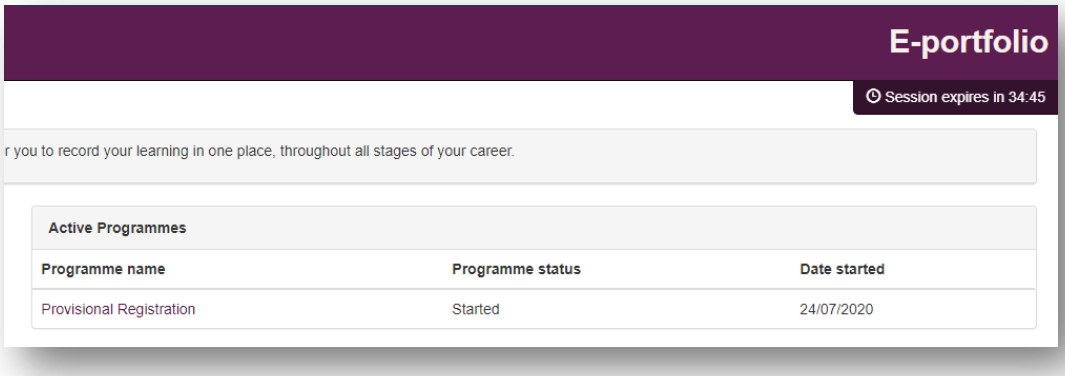
Select these to get more details on the section you are viewing, and you will see a hint or additional information about what you should include and take into consideration: An example of the **"click to toggle"** option is shown below.



2.2 Session Timer

You will notice a timer in the top right-hand corner of the screen. This is a countdown of inactivity. If you are inactive for a period of 35 minutes, you will automatically be logged out of the portfolio.

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

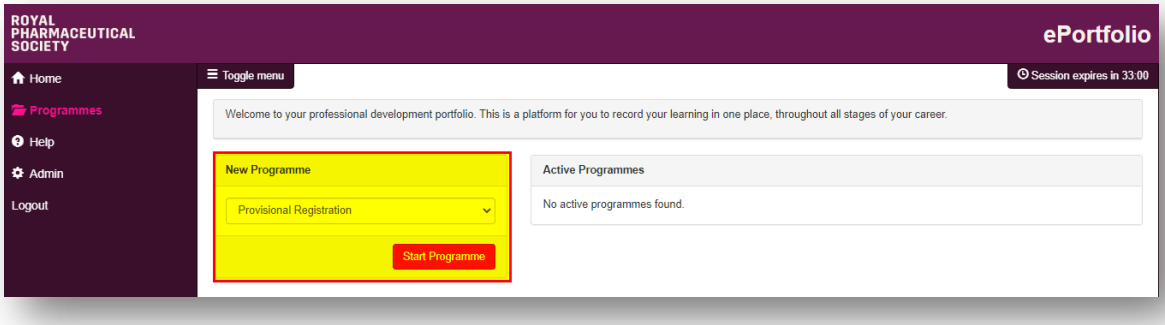


3 Getting Started

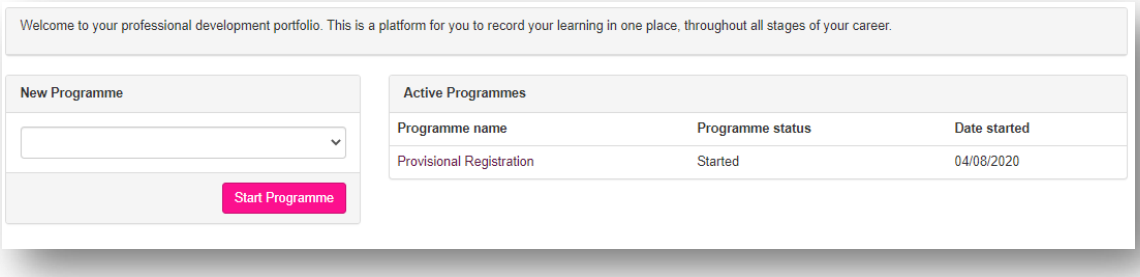
When you first access the E-portfolio, you will need to select a programme.

3.1 Selecting your Programme

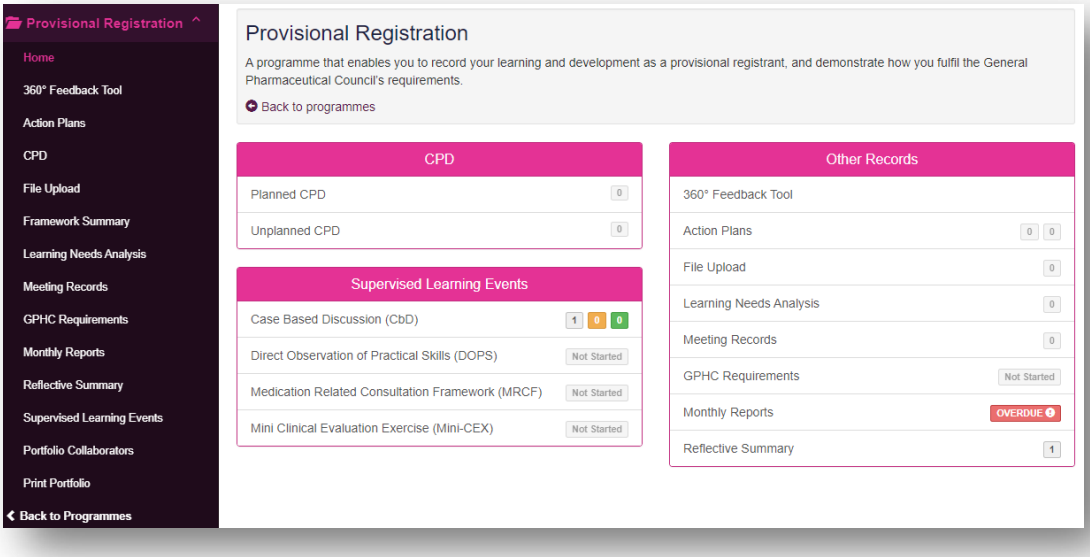
Select your programme from the "**New Programme**" dropdown. You will see an option for **Provisional Registration**; select this and click on the "**Start Programme**" button.



Once you have started a programme you will see it under the "**Active Programmes**" table, selecting the name of your programme i.e. **Provisional Registration** will open the programme and allow you to edit the sections available.



After opening your programme, you will see the below home page, here you can access all sections relevant to your programme and add records to them.



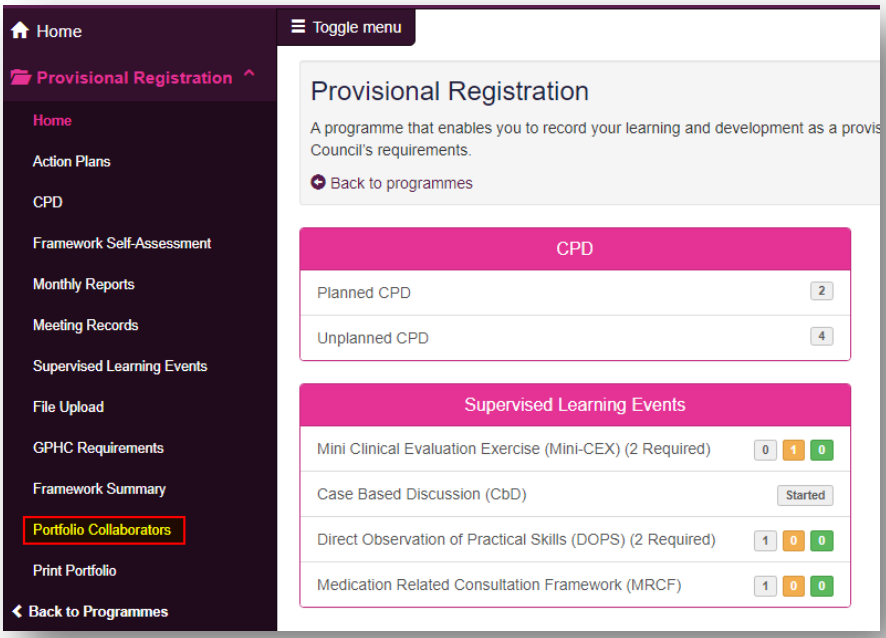
3.2 Portfolio Collaborators

Some of the tools and records in the E-portfolio require input from other colleagues (collaborators). In order for them to be able to support your development, you will need to give them access to your E-portfolio. As a learner you have control over who gets to view the details and content of your portfolio. See the table in section 3.2 for further details of what different collaborators have access to.

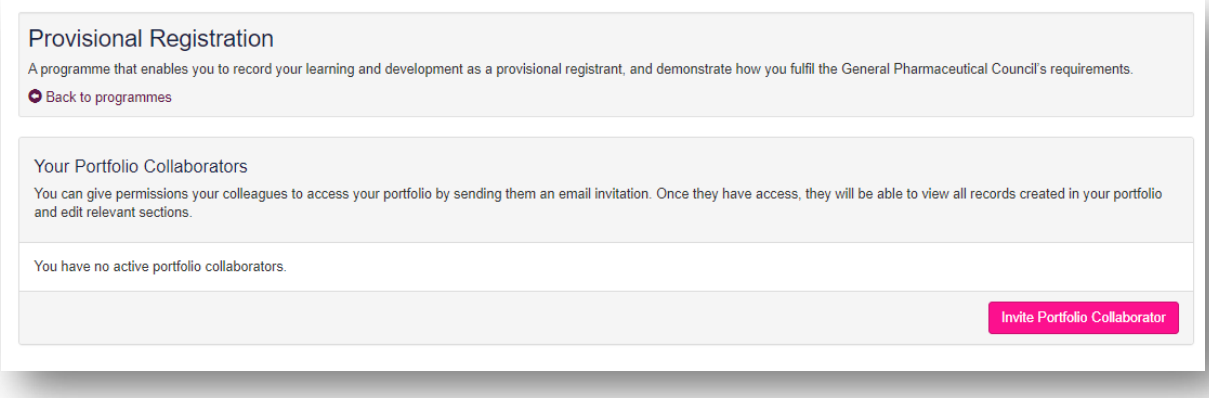
Collaborators are your senior pharmacist, educational supervisors, employers or colleagues you want to give access to view your portfolio and contribute to it. You can add (and remove) a collaborator at any point.

Please note that once invited and accepted, a collaborator will be able to view all contents of your E-portfolio.

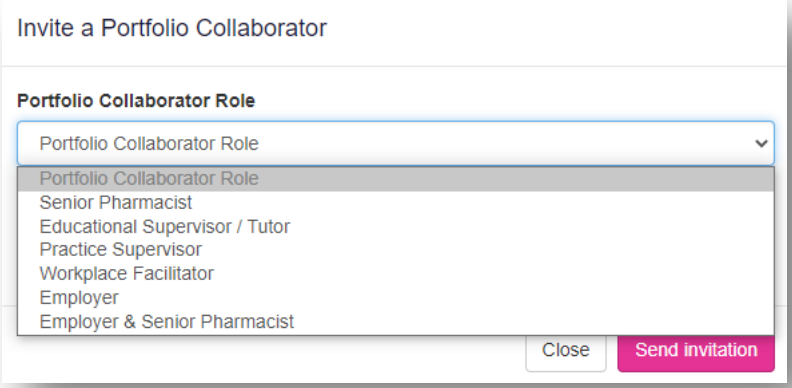
To invite a collaborator to view and add to your portfolio select the "**Portfolio Collaborators**" navigation item in the sidebar menu.



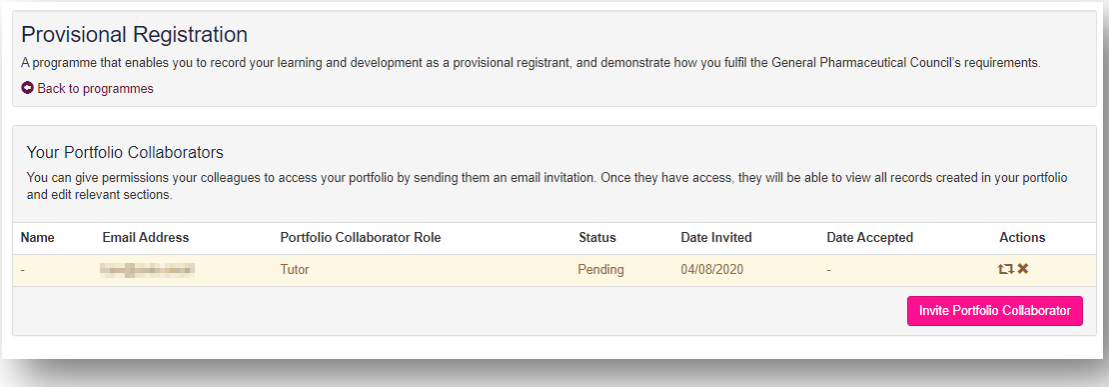
This will take you to a page which will display all of your currently invited collaborators. Select the "**Invite Portfolio Collaborator**" button to start the invitation process.



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



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



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

3.3 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	✓
CPD	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	✓
GPhC Forms	Monthly report	✓	✓	No access	No access	No access	✓
	Reflective summary	✓	✓	✓	✓	✓	✓
Supervised Learning Events	Case based discussion (CbD)	✓	✓	✓	✓	✓	✓
Supervised Learning Events	Direct Observation of Practical Skills (DOPS)	✓	✓	✓	✓	✓	✓
Supervised Learning Events	Medication Related Consultation Framework (MRCF)	✓	✓	✓	✓	✓	✓
Supervised Learning Events	Mini Clinical Evaluation Exercise (Mini-CEX)	✓	✓	✓	✓	✓	✓

4 Identifying your Development Needs

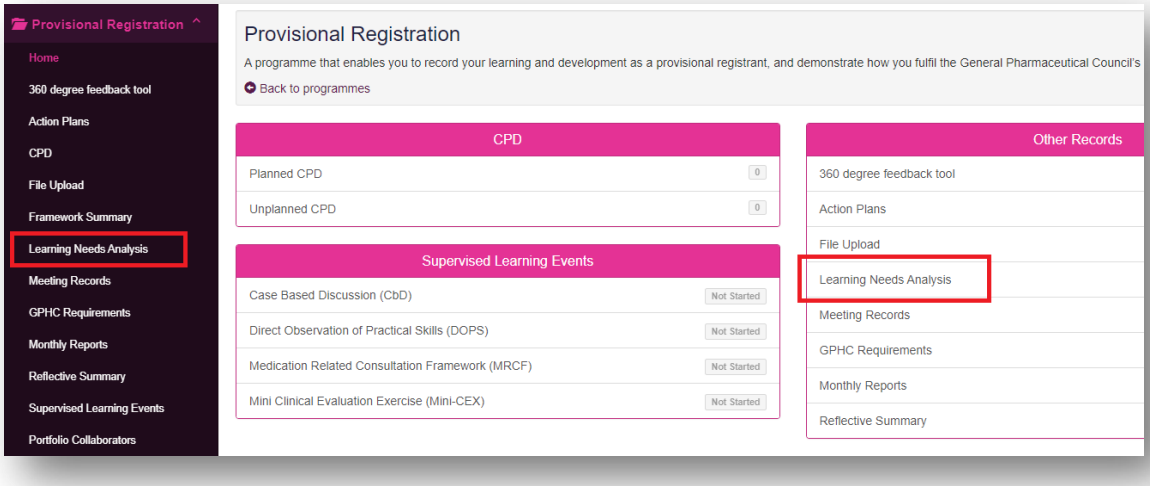
We have incorporated several tools to help you identify your strengths and areas for development.

4.1 Learning Needs Analysis

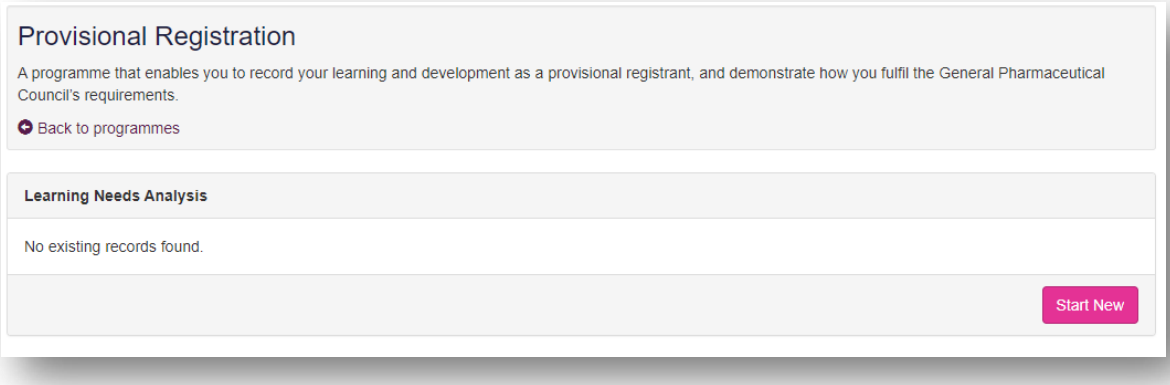
The learning needs analysis (LNA) enables you to assess your practice against the interim foundation curriculum learning outcomes. You are recommended to complete a learning needs analysis every 6-12months or when your practice changes significantly, such as a change in hospital rotation, change in role or change in responsibilities. If you are undertaking a formal training programme, check the requirements of your training provider, as they may require you to complete the LNA more frequently.

4.1.1 Completing a learning needs analysis

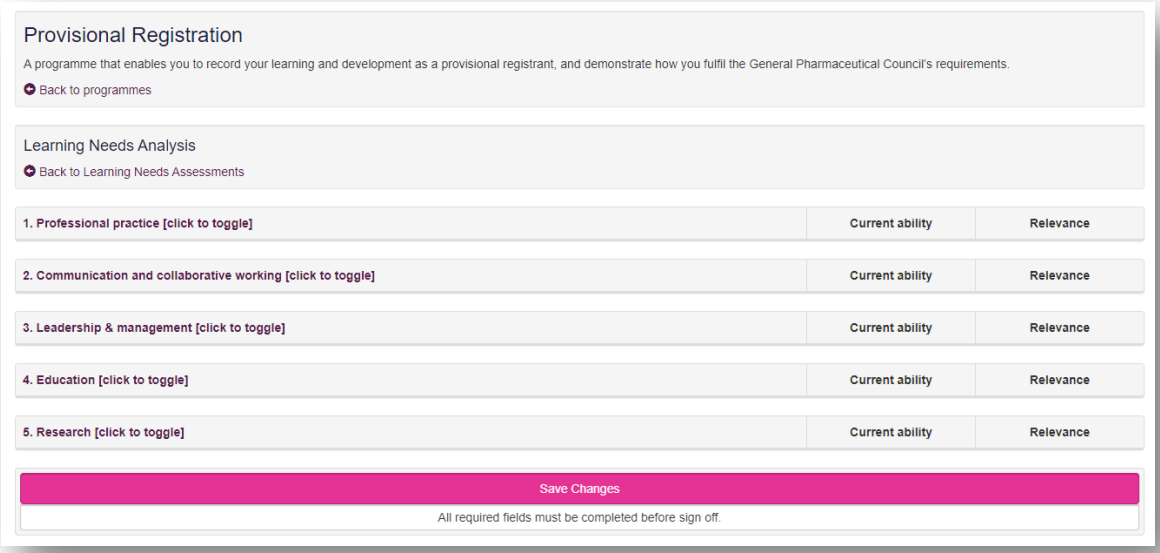
To complete a learning needs analysis, select the "**Learning Needs Analysis**" option from the sidebar menu or the "**Other Records"** area on the main home page dashboard.



Select "**Start New**" to open us a new LNA.



Click on each domain to open and view the sections.



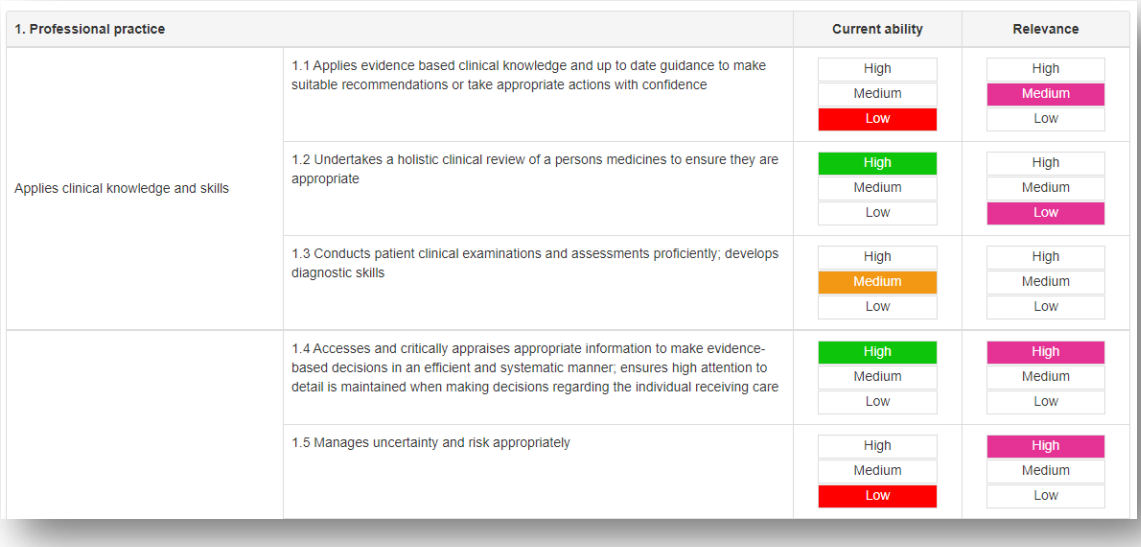
Work through the sections and assess yourself against all the learning outcomes from the framework.

You will need to indicate:

- Your current ability in demonstrating the outcome
- The relevance of that outcome to your current practice

The ratings are ***High***, ***Medium*** or ***Low***.

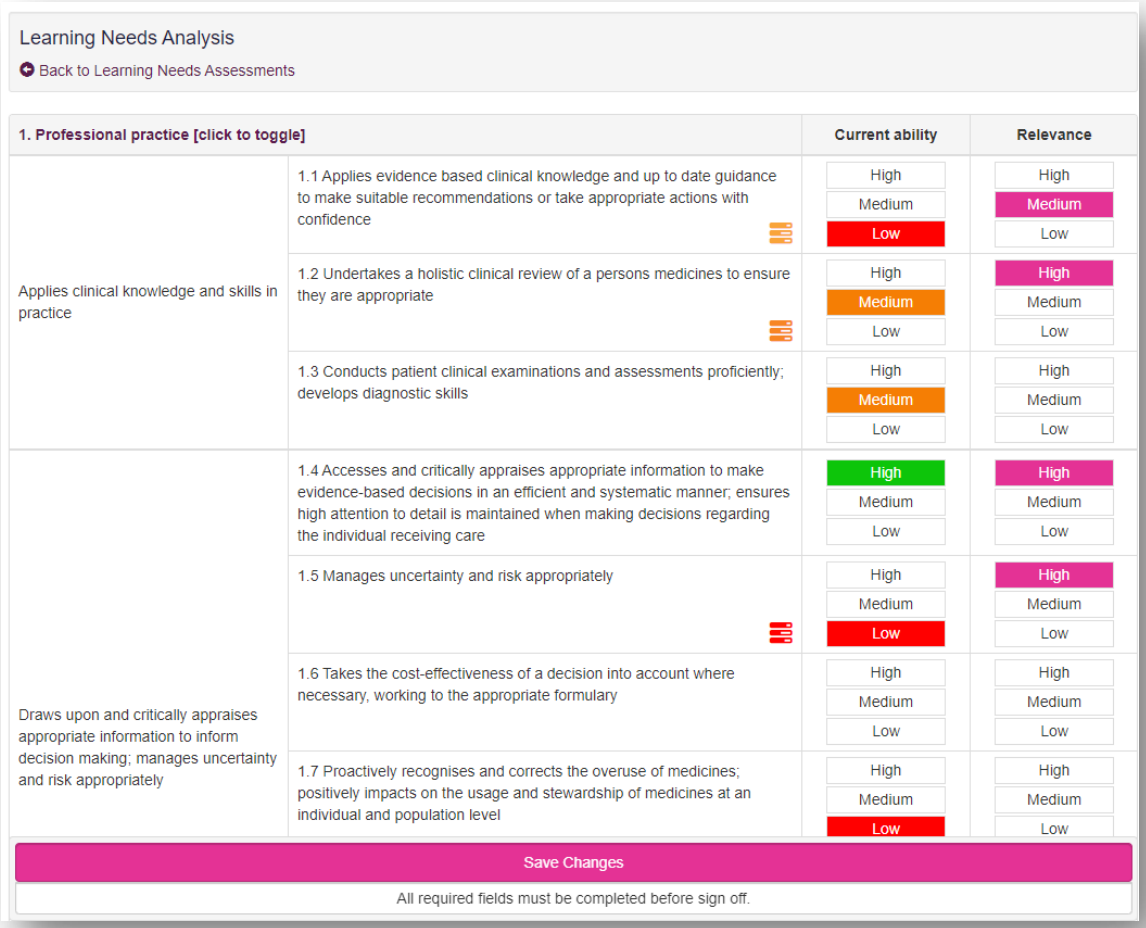
Once you have completed assessing yourself select the "**Save Changes**" button will save your decisions.



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	High Medium **Low**	High **Medium** Low
	1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate	**High** Medium Low	High Medium **Low**
	1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills	High **Medium** Low	High Medium Low
	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	**High** Medium Low	**High** Medium Low
	1.5 Manages uncertainty and risk appropriately	High Medium **Low**	**High** Medium Low

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

Outcomes that require further development are highlighted by an ***action*** icon . Full details of all icons can be found in the table in section 4.1.1.



Learning Needs Analysis

Back to Learning Needs Assessments

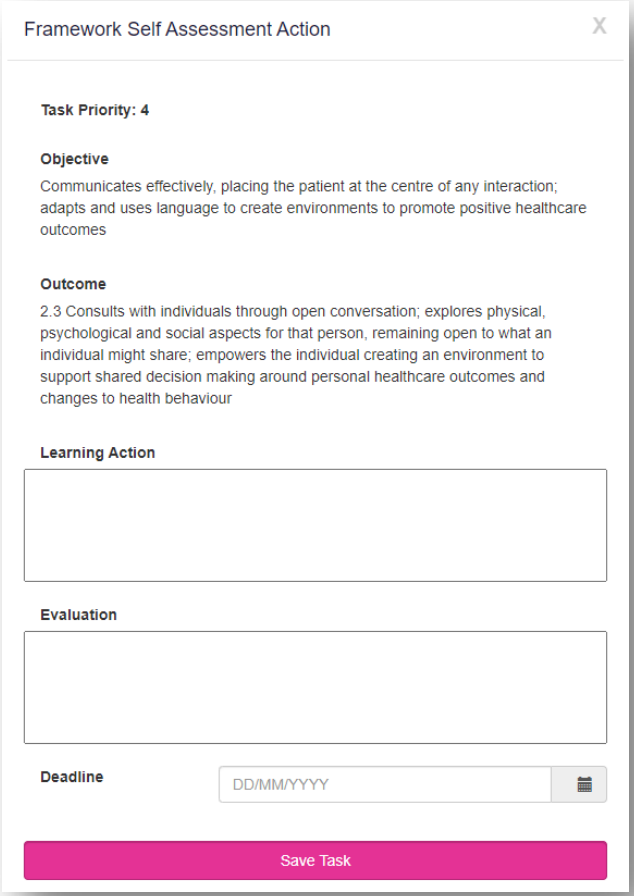
1. Professional practice [click to toggle]		Current ability	Relevance
Applies clinical knowledge and skills in practice	1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence	High Medium Low	High Medium Low
	1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate	High Medium Low	High Medium Low
	1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills	High Medium Low	High Medium Low
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	High Medium Low	High Medium Low
	1.5 Manages uncertainty and risk appropriately	High Medium Low	High Medium Low
	1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary	High Medium Low	High Medium Low
	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	High Medium Low	High Medium Low

Save Changes

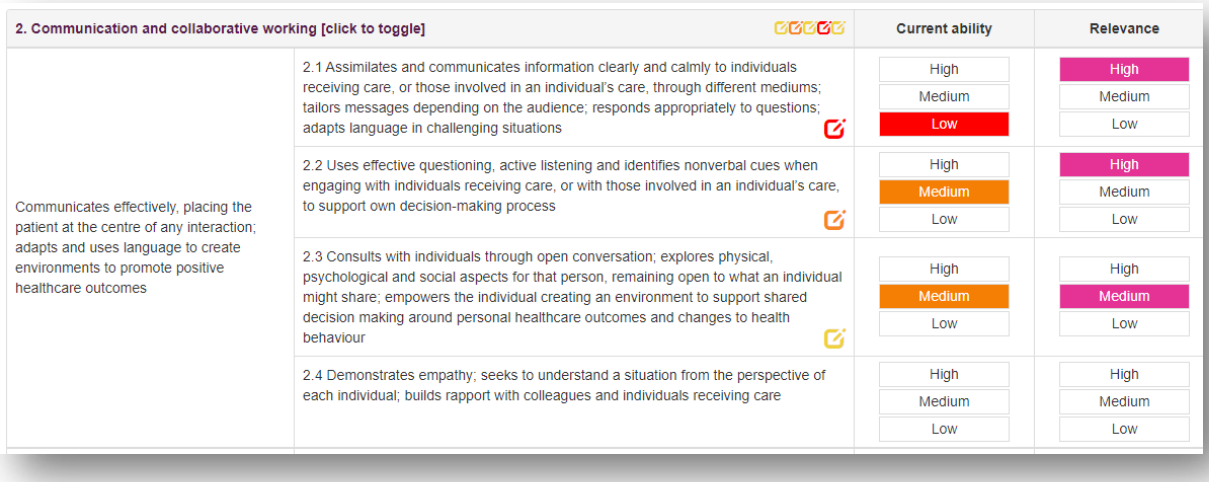
All required fields must be completed before sign off.

4.1.2 Creating and managing tasks

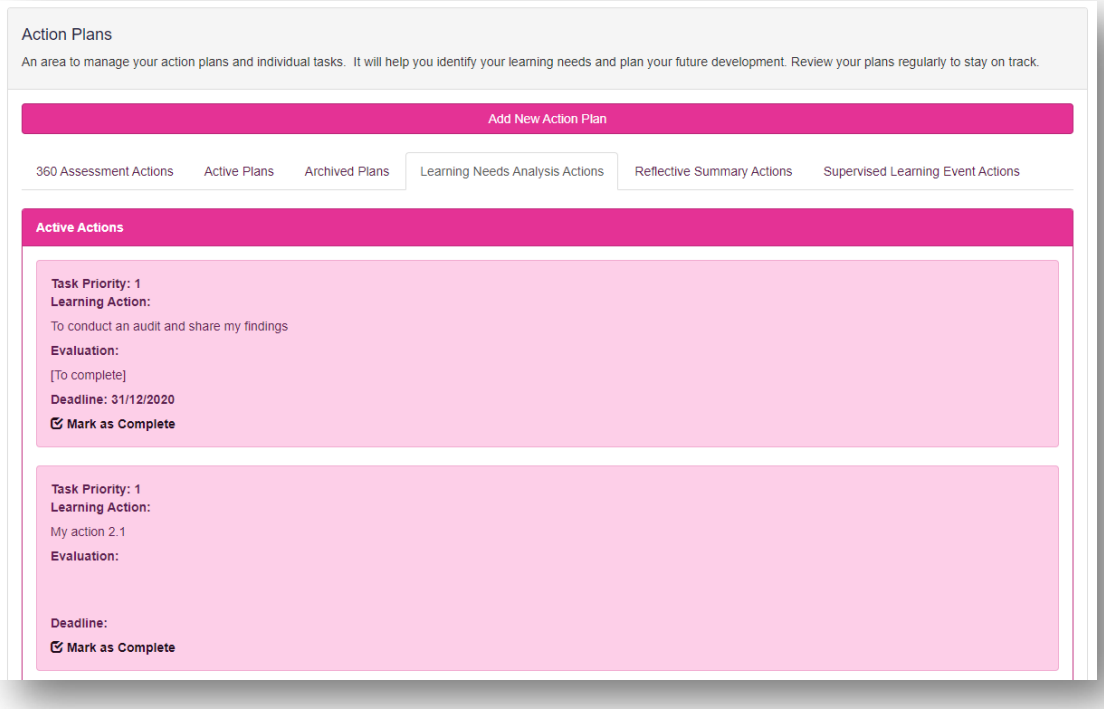
Clicking on the action icon will enable you to create a task. You should create an action and decide the deadline by when it will be achieved. The evaluation field is to be filled in once you have carried out the action.



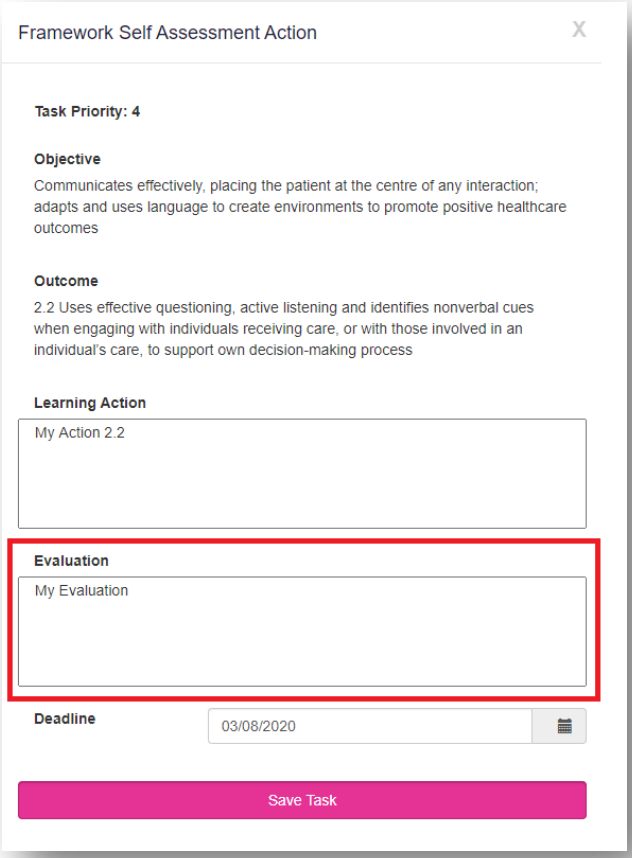
Once you have created a task the icon changes to a ***task*** icon .



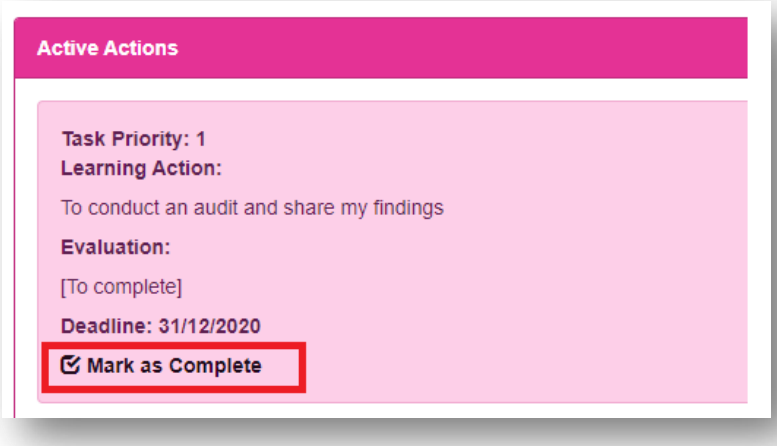
Your tasks are saved under the **Action Plans** area under the "**Learning Needs Analysis Actions**" tab.



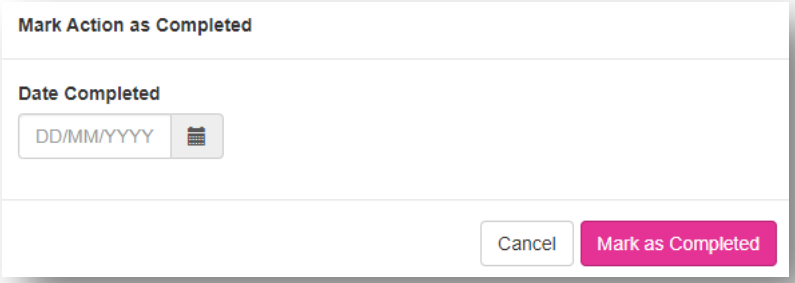
When you have completed a task, ensure that you complete your evaluation of the task. Click on the icon and complete the Evaluation field and select "**Save Task**".



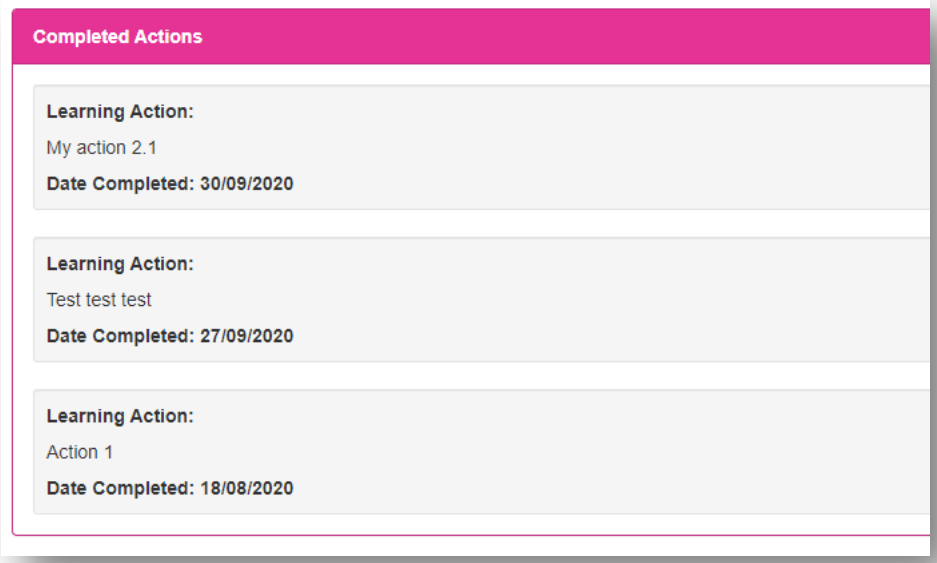
Also ensure that you mark the task as complete in the **Action Plans** area. Find the task on your list and click on "**Mark as Complete**".



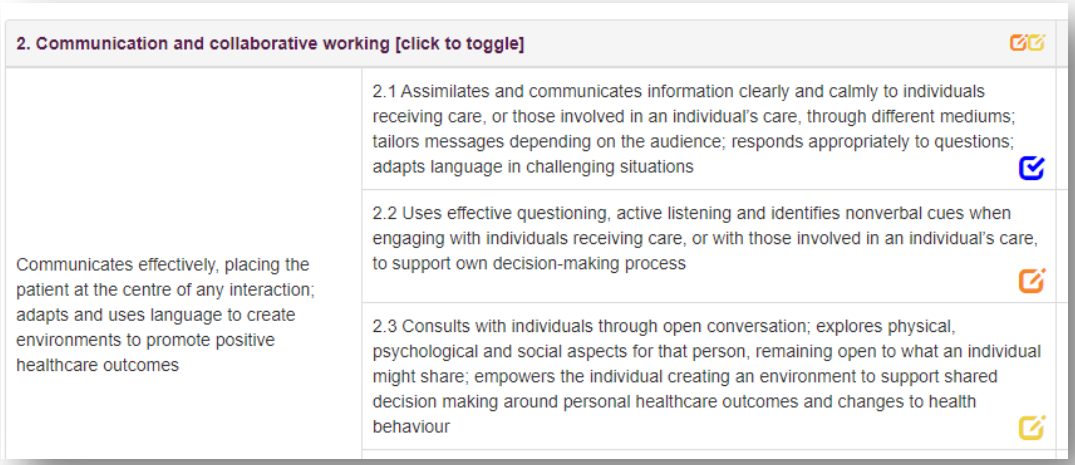
Enter the ***completion date*** and select "**Mark as Completed**".



Completed tasks are displayed that the bottom of the action plan list.



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



4.1.3 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 you can take if you 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 Recording and Planning Your Development

The E-portfolio contains several tools that you 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 your professional behaviour. You must invite at least 5 individuals to provide feedback; this ensures that the feedback you received will be of value. Individuals who can provide feedback on your practice include your senior pharmacist, your educational supervisor/tutor, other pharmacy colleagues, healthcare colleagues, patients and other individuals you might work with who can comment on your current practice.

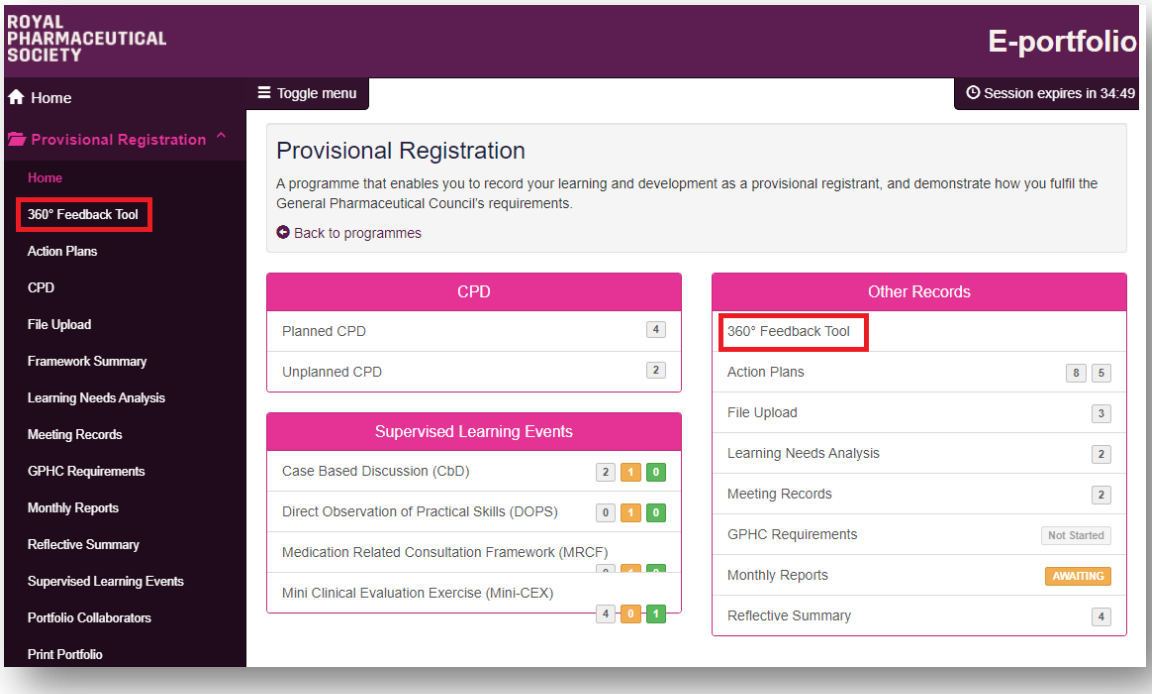
You should aim to seek feedback from ideally 10-12 individuals; the more the better. There is no limit on the number of individuals you can invite to provide feedback. However, you will not be able to complete the process if you try to send invitations to fewer than five colleagues and peers.

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

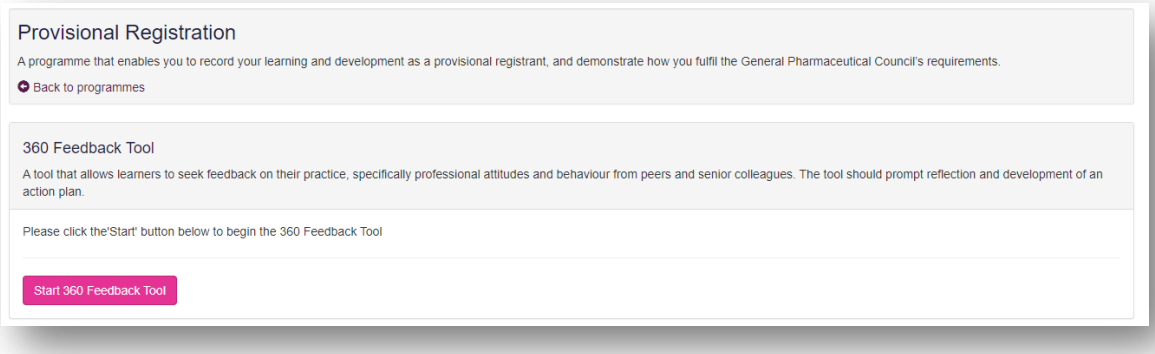
NOTE: The process only gives your feedback providers 30 days to provide feedback. If they do not provide feedback by the required time you will not be able to complete the process.

5.1.1 Initiating the 360° feedback process

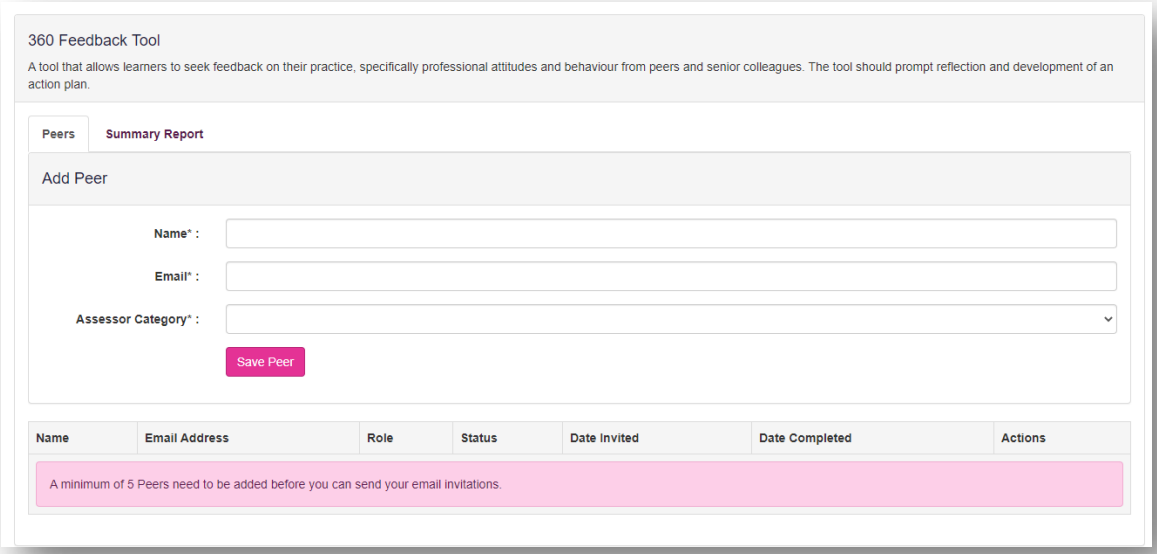
Select "**360° Feedback Tool**" from the menu or the **Other Records** section on your home page dashboard.



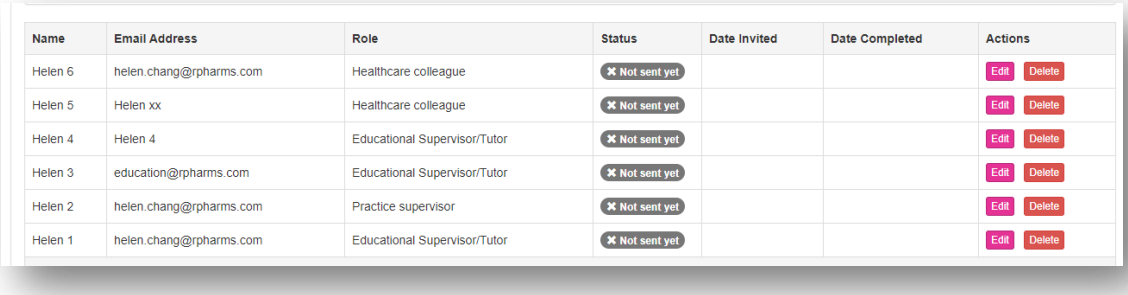
To initiate the process, select "Start 360° Feedback Tool".



Enter details of at least 5 individuals who you want to seek feedback from. Once you have entered the required information click on “Save Peer”.



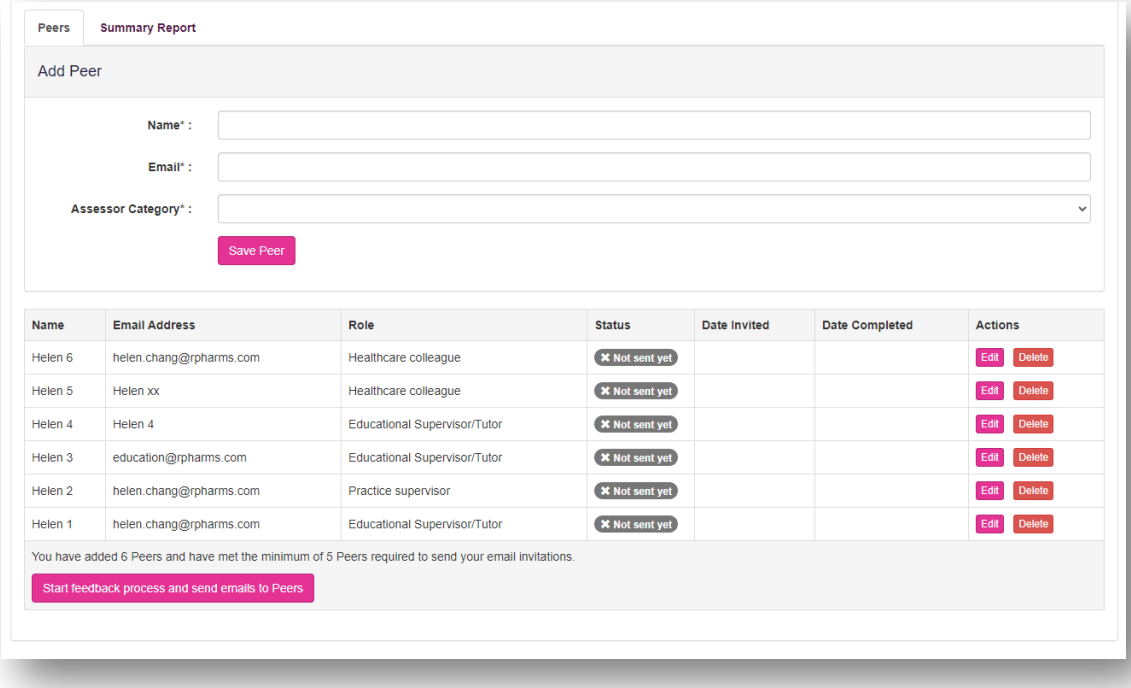
You can edit the details of your feedback providers at any point by click on “Edit”. You can also delete their details if you change your mind or find out that they can no longer provide you with feedback. Simplify select “Delete” to delete them from the list.



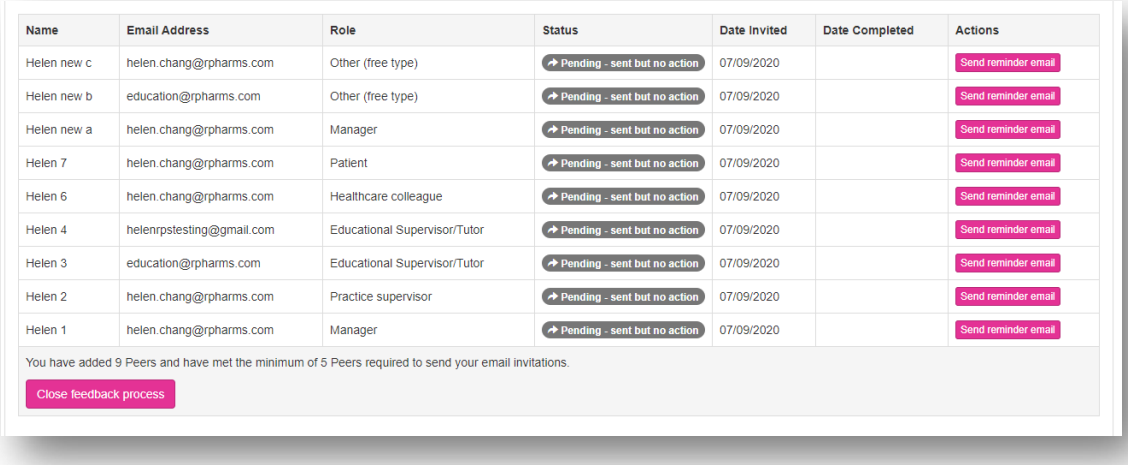
Name	Email Address	Role	Status	Date Invited	Date Completed	Actions
Helen 6	helen.chang@rpharms.com	Healthcare colleague	Not sent yet			Edit Delete
Helen 5	Helen xx	Healthcare colleague	Not sent yet			Edit Delete
Helen 4	Helen 4	Educational Supervisor/Tutor	Not sent yet			Edit Delete
Helen 3	education@rpharms.com	Educational Supervisor/Tutor	Not sent yet			Edit Delete
Helen 2	helen.chang@rpharms.com	Practice supervisor	Not sent yet			Edit Delete
Helen 1	helen.chang@rpharms.com	Educational Supervisor/Tutor	Not sent yet			Edit Delete

Once you have entered the details of your feedback providers and are happy with your list, click on "**Start feedback process and send emails to Peers**".

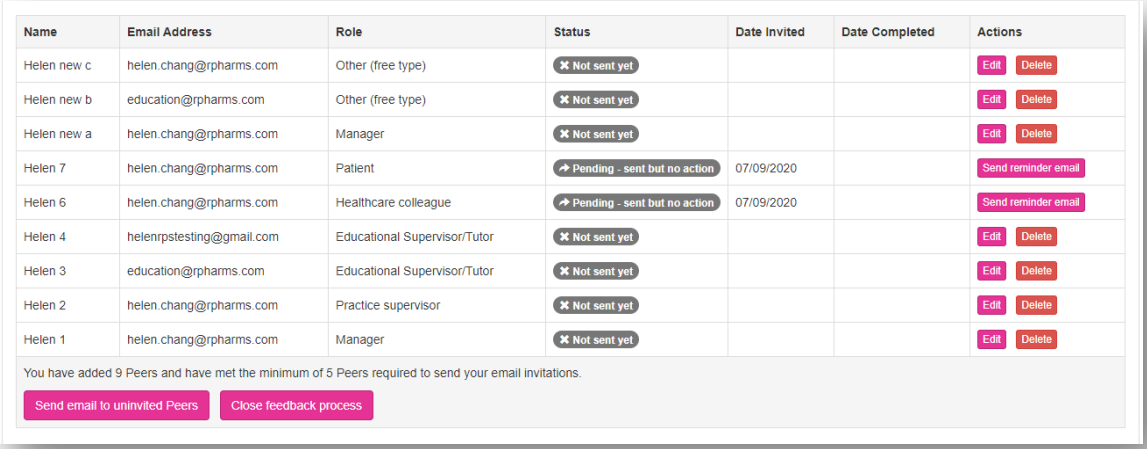
NOTE: Once you start the process you will no longer be able to edit or delete details, or add further names.



The status will change once all emails have been sent.



On occasions, emails might not send as intended. If this happened, you can click on "**Send email to uninvited Peers**", to try again. On occasions emails fail to send because the email address is invalid so do check details for your feedback providers and correct them as necessary.

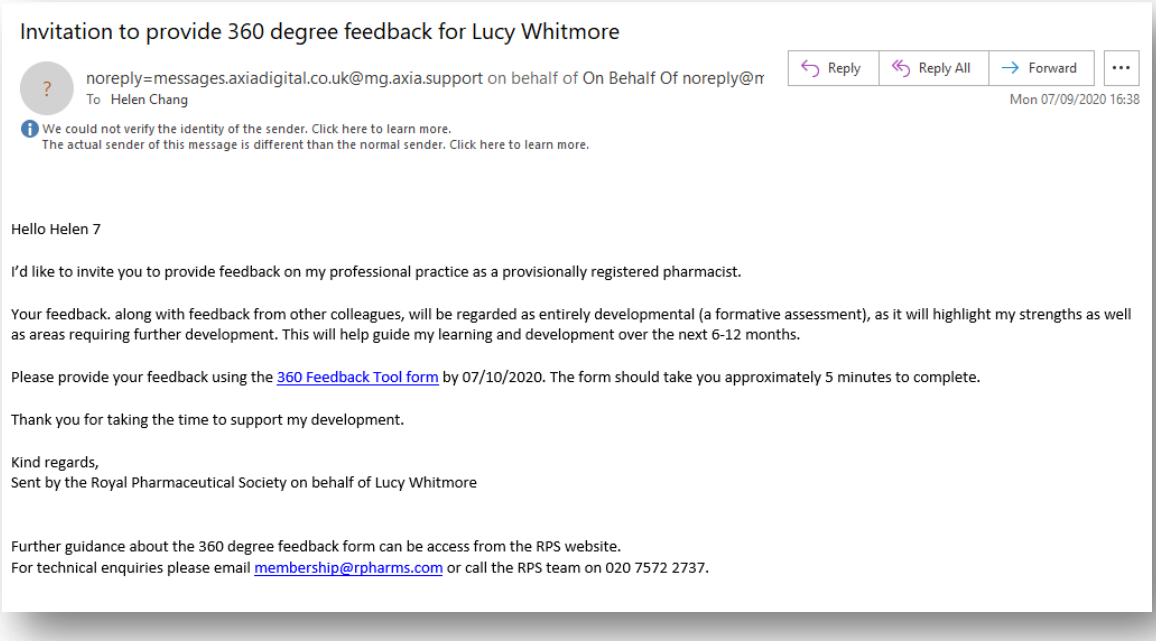


Name	Email Address	Role	Status	Date Invited	Date Completed	Actions
Helen new c	helen.chang@rpharms.com	Other (free type)	Not sent yet			Edit Delete
Helen new b	education@rpharms.com	Other (free type)	Not sent yet			Edit Delete
Helen new a	helen.chang@rpharms.com	Manager	Not sent yet			Edit Delete
Helen 7	helen.chang@rpharms.com	Patient	Pending - sent but no action	07/09/2020		Send reminder email
Helen 6	helen.chang@rpharms.com	Healthcare colleague	Pending - sent but no action	07/09/2020		Send reminder email
Helen 4	helenrpstesting@gmail.com	Educational Supervisor/Tutor	Not sent yet			Edit Delete
Helen 3	education@rpharms.com	Educational Supervisor/Tutor	Not sent yet			Edit Delete
Helen 2	helen.chang@rpharms.com	Practice supervisor	Not sent yet			Edit Delete
Helen 1	helen.chang@rpharms.com	Manager	Not sent yet			Edit Delete

You have added 9 Peers and have met the minimum of 5 Peers required to send your email invitations.

Send email to uninvited Peers | Close feedback process

Your feedback providers will receive an email with requesting their feedback.



Invitation to provide 360 degree feedback for Lucy Whitmore

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

To Helen Chang

Reply | Reply All | Forward

Mon 07/09/2020 16:38

We could not verify the identity of the sender. Click here to learn more.
The actual sender of this message is different than the normal sender. Click here to learn more.

Hello Helen 7

I'd like to invite you to provide feedback on my professional practice as a provisionally registered pharmacist.

Your feedback. along with feedback from other colleagues, will be regarded as entirely developmental (a formative assessment), as it will highlight my strengths as well as areas requiring further development. This will help guide my learning and development over the next 6-12 months.

Please provide your feedback using the 360 Feedback Tool form by 07/10/2020. The form should take you approximately 5 minutes to complete.

Thank you for taking the time to support my development.

Kind regards,
Sent by the Royal Pharmaceutical Society on behalf of Lucy Whitmore

Further guidance about the 360 degree feedback form can be access from the RPS website.
For technical enquiries please email membership@rpharms.com or call the RPS team on 020 7572 2737.

We have produces 360° feedback tool guidance for feedback providers if they need further information.

You now need to wait for the feedback to be complied.

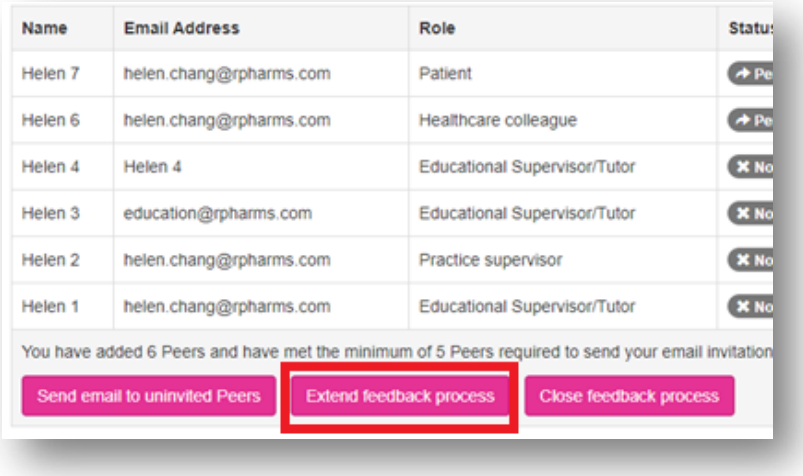
5.1.2 Managing feedback providers

Extending feedback process

Feedback providers have **30 days** to complete the process, but if they need time you can extend the feedback period by **14 days**.

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

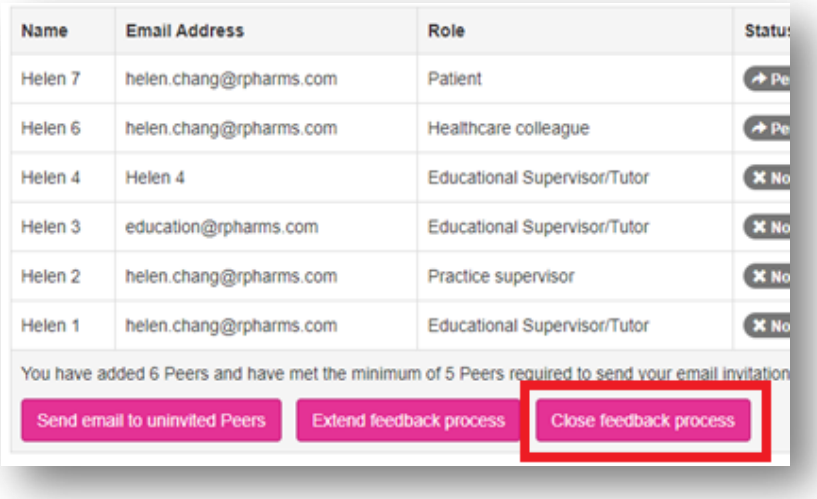
To extend the process select "**Extend feedback process**".



Closing feedback process

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

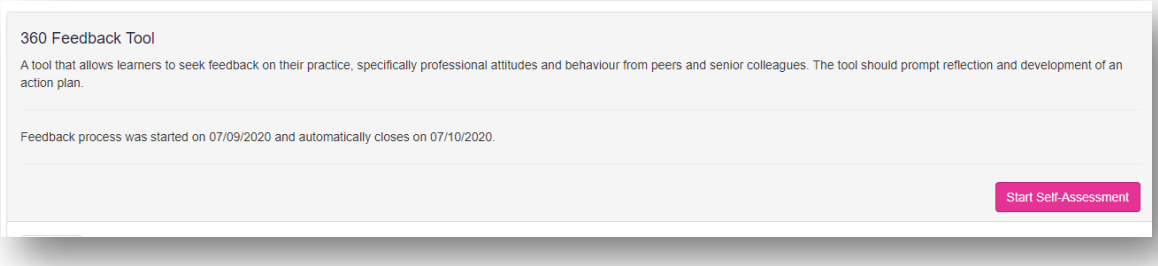
To close the process, select "**Close feedback process**". Once you have done this you will not be able to return and open up the process.



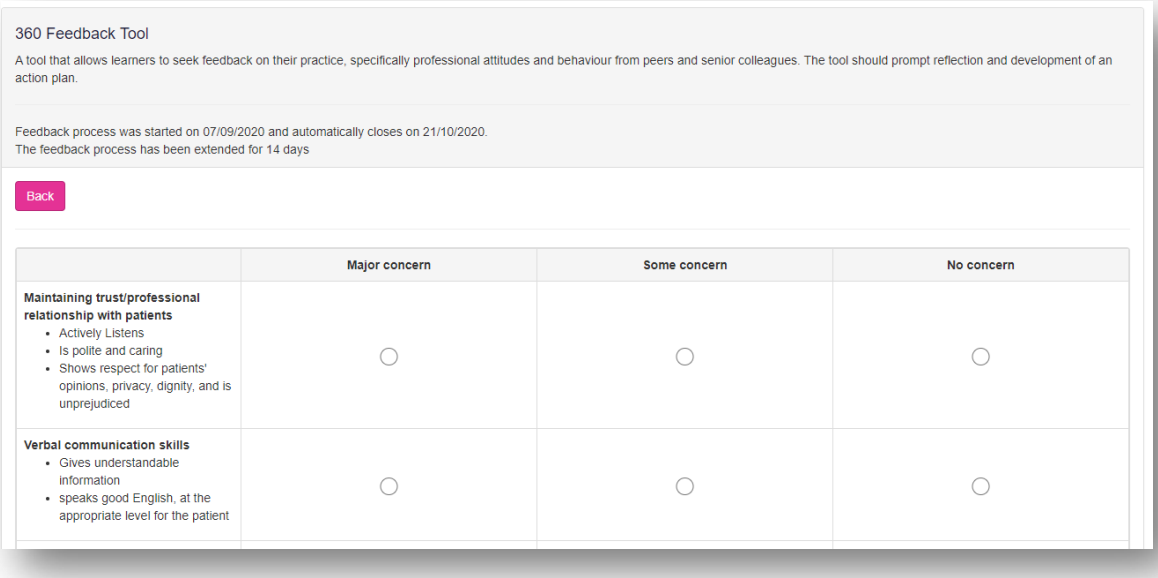
5.1.3 Completing your self-assessment

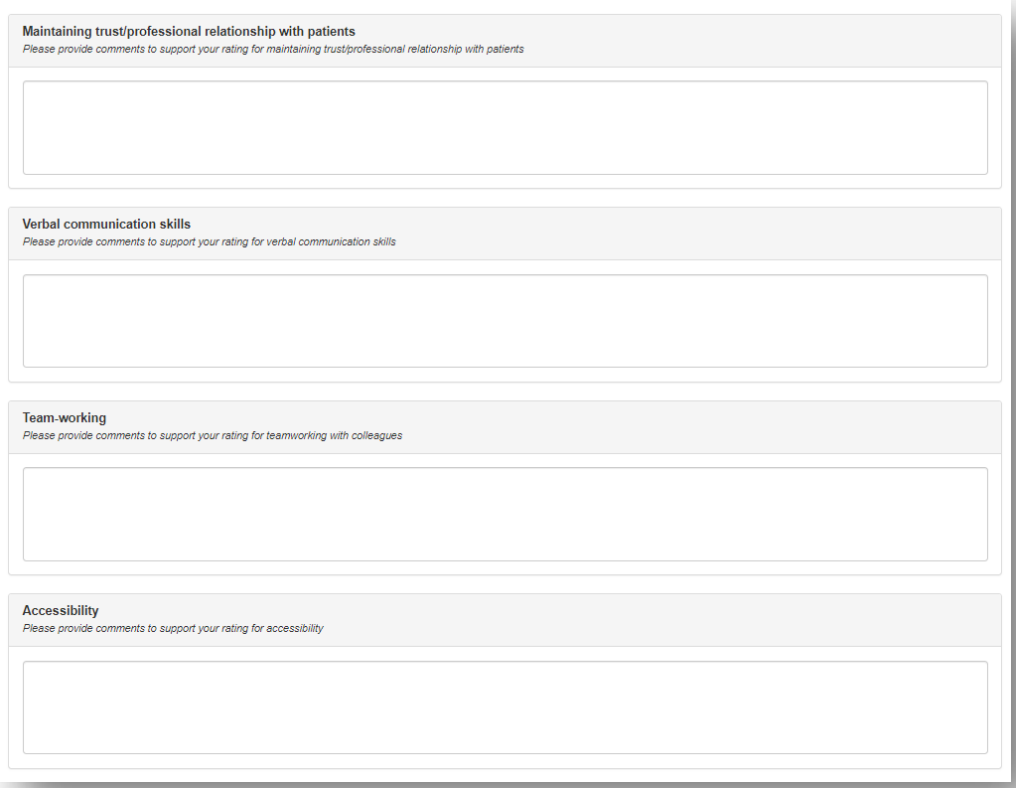
Completing a self-assessment of your practice using the same criteria as your colleagues, peers and patients is a key element of a multisource feedback process.

To complete self-assessment, select “Start Self-Assessment”.

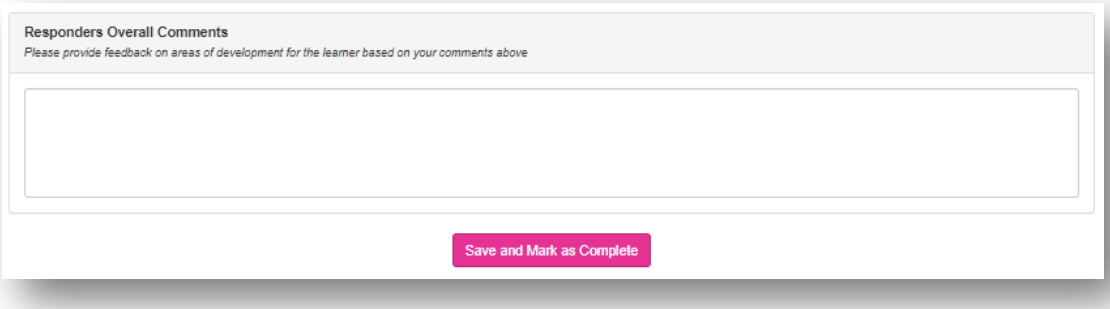


Complete all sections as instructed, rating your practice and providing comments on each section.



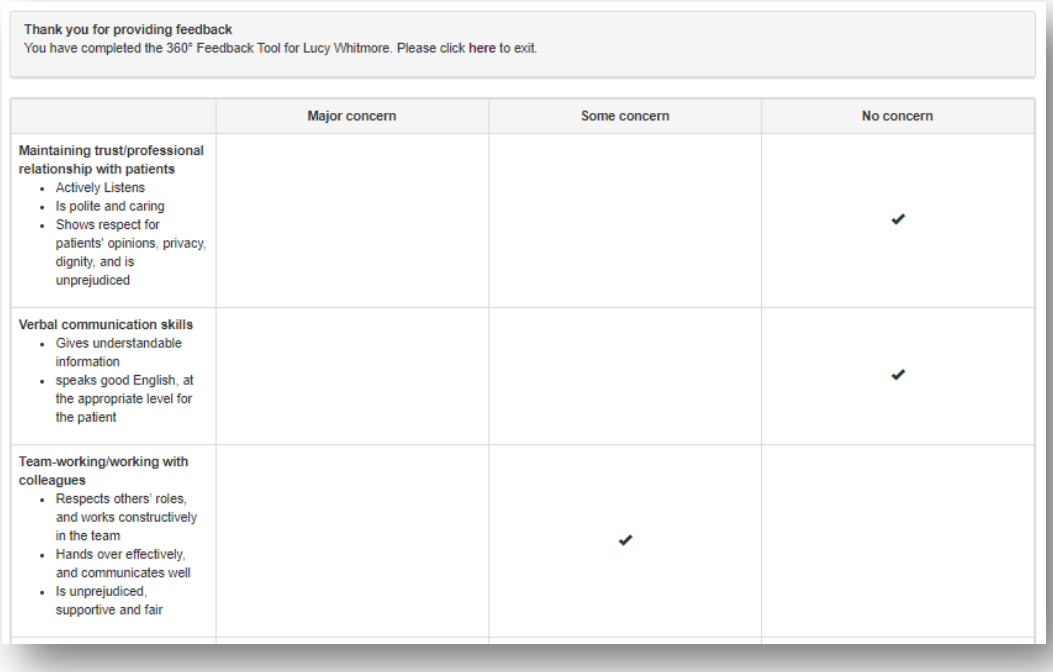


When you have completed your feedback, select "**Save and Mark as Complete**" to complete the process.



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.



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

	Major concern	Some concern	No concern
Maintaining trust/professional relationship with patients • Actively Listens • Is polite and caring • Shows respect for patients' opinions, privacy, dignity, and is unprejudiced			✔
Verbal communication skills • Gives understandable information • speaks good English, at the appropriate level for the patient			✔
Team-working/working with colleagues • Respects others' roles, and works constructively in the team • Hands over effectively, and communicates well • Is unprejudiced, supportive and fair		✔	

Close the form by clicking on the exit link.

5.1.4 Reviewing your feedback

Portfolio collaborator review

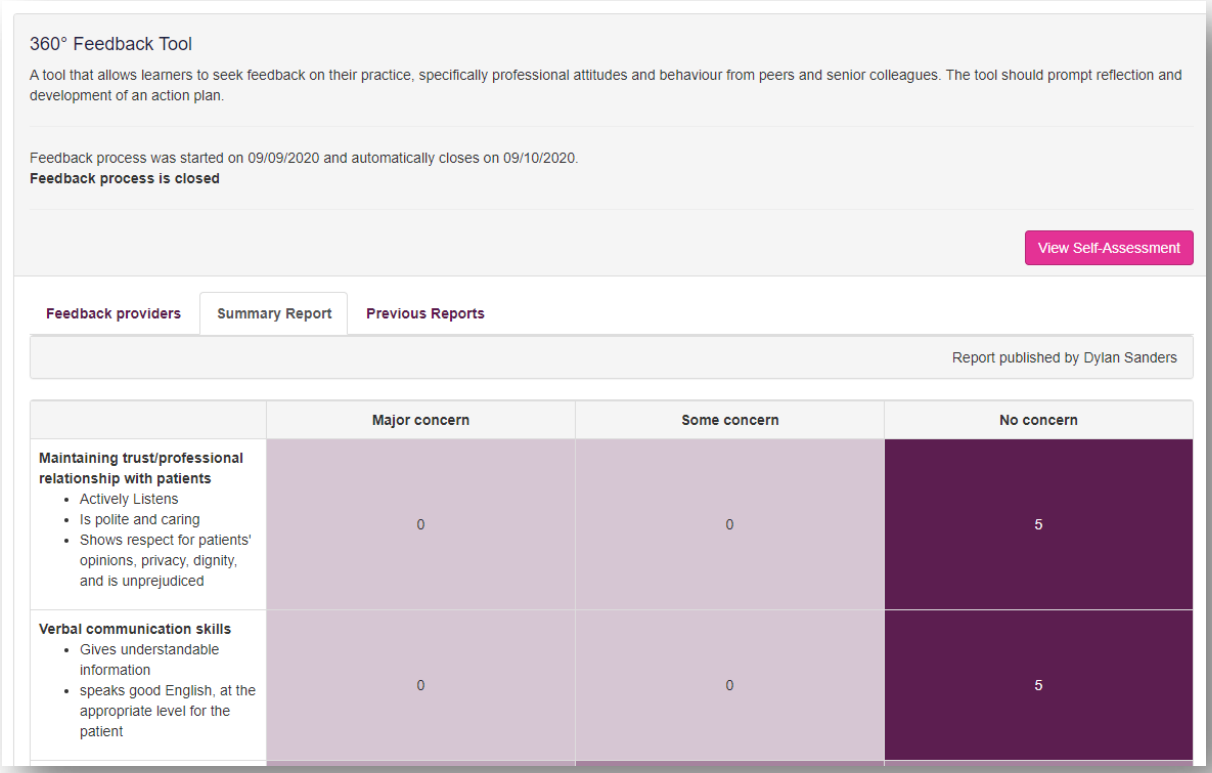
Once the feedback process is closed (either manually by you or because the deadline has passed), your senior pharmacist or educational supervisor/tutor will review your feedback.

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

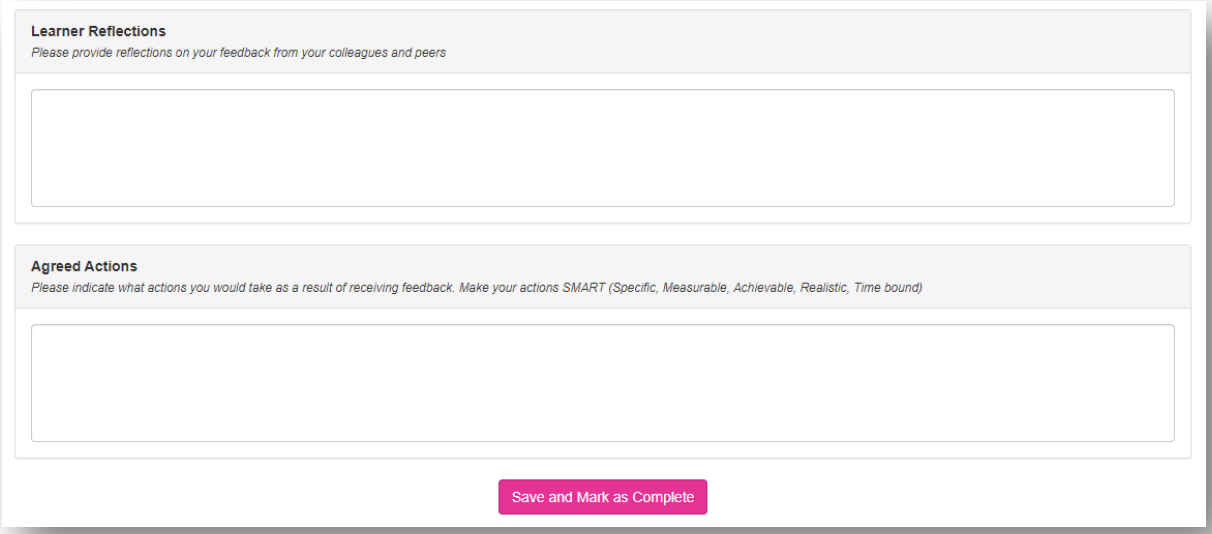
Once they have completed this process, they will publish the report. This report will then appear in your **360° feedback tool area** for your review and comments.

Your review

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



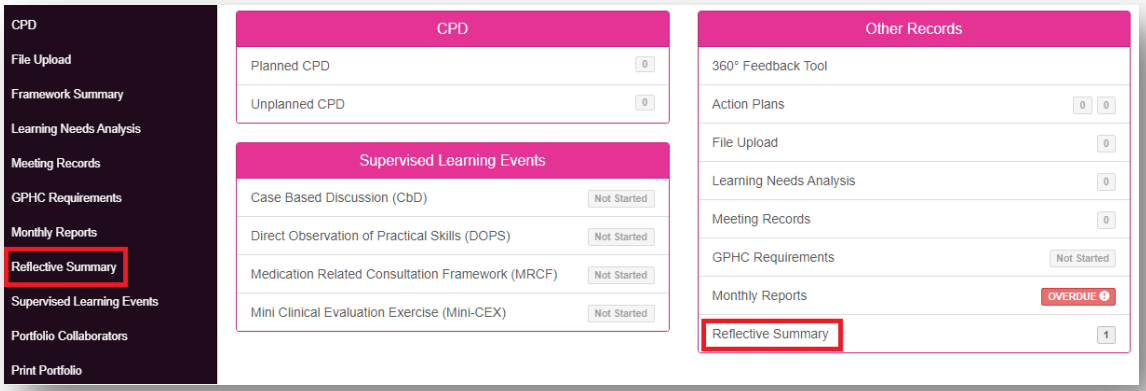
Read through all the sections, reflect on the rating and comments, then complete the **Learner Reflections** and **Agreed Actions** fields. Click "**Save and Mark as Complete**" when you have finished.



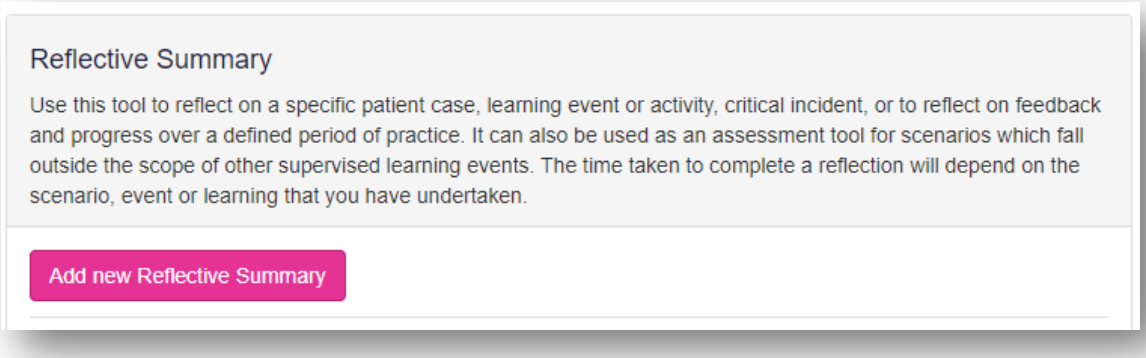
5.2 Reflective Summary

You can use the reflective summary to reflect upon your practice. 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.

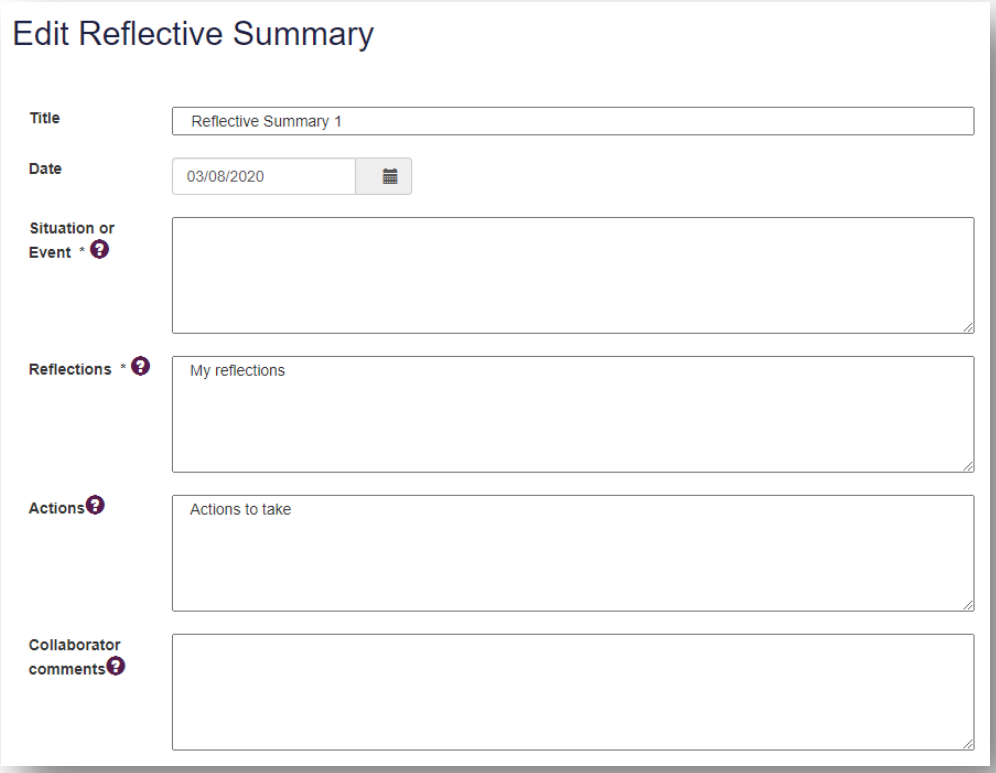
To access the reflective summary, select "**Reflective Summary**" from the navigation menu or from the **Other Records** section on you home page dashboard.



Select "**Add new Reflective Summary**".

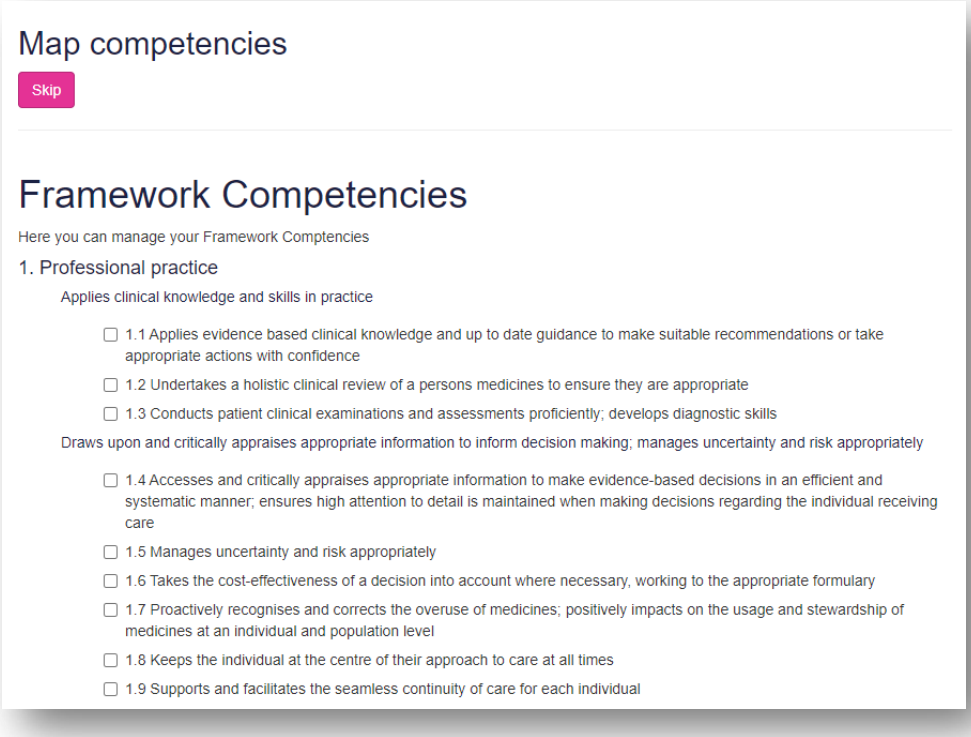


Complete the tool as instructed, expect for the **Collaborator Comments** field.

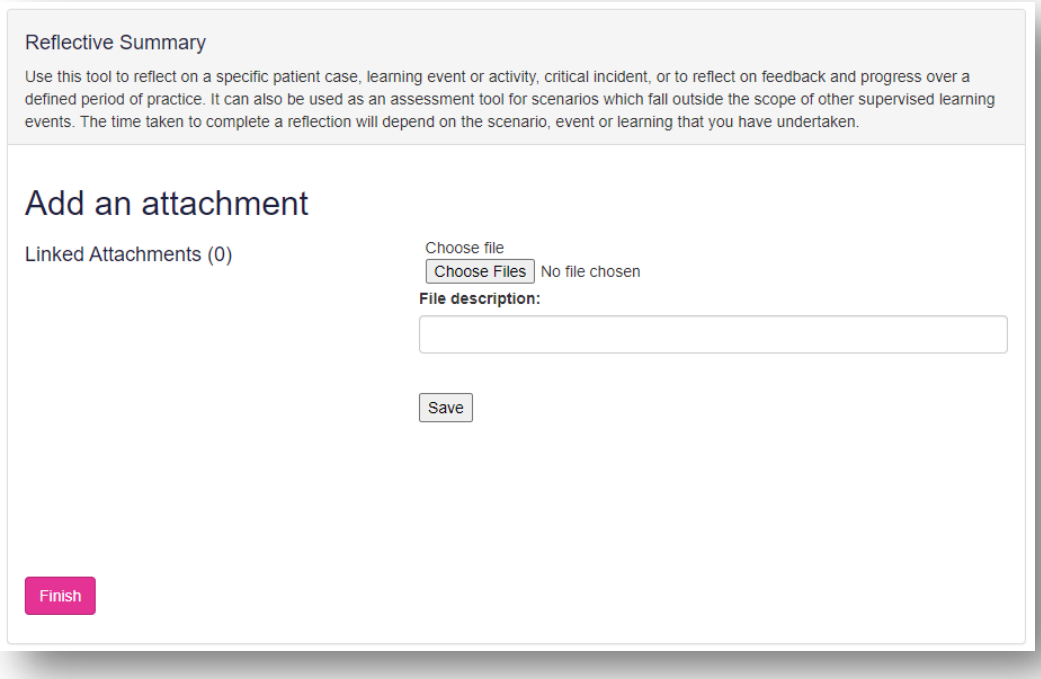


Select the learning outcomes this record will relate to. Once you have selected the learning outcomes, click the "**Save Changes**" button.

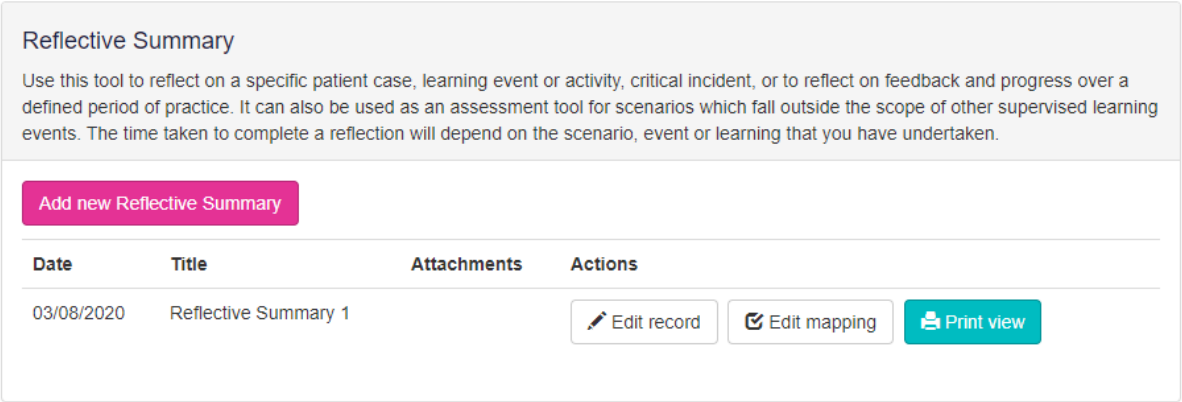
Select "**Skip**", if you want to come back and complete this step later.



You can also upload any relevant files that is associated with or demonstrates your reflection. Click “**Finish**” to save the upload and complete the record.



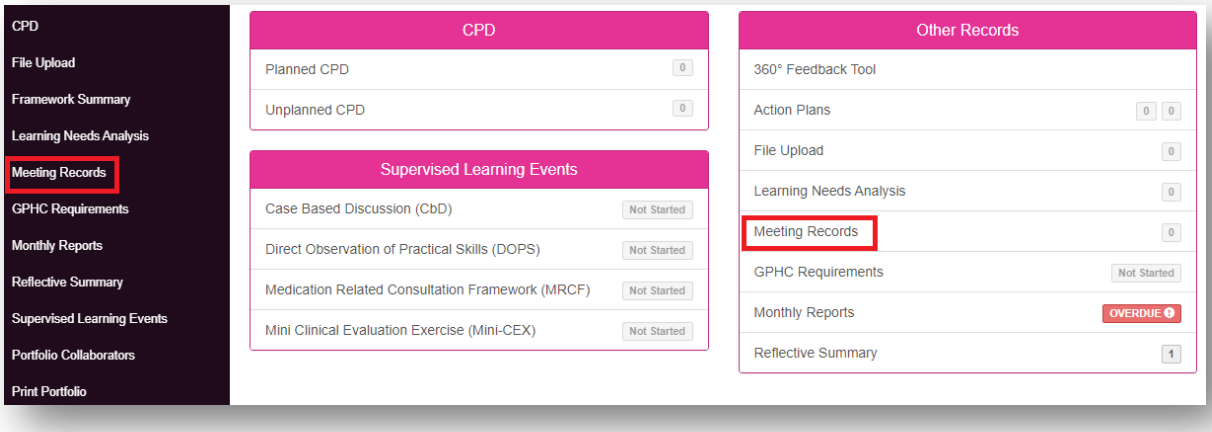
You can some back and edit your record at any time.



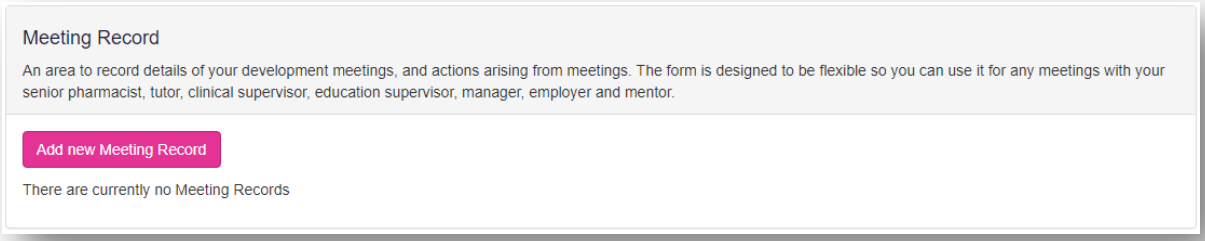
5.3 Meeting Records

This is an area where you can record details of your development meetings, and actions arising from meetings. The form is designed to be flexible so you can use it for any meetings with your senior pharmacist, educational supervisor/tutor, and other colleagues if useful.

Select the "**Meeting Records**" navigation item from the menu or the **Other Records** section on your home page dashboard.

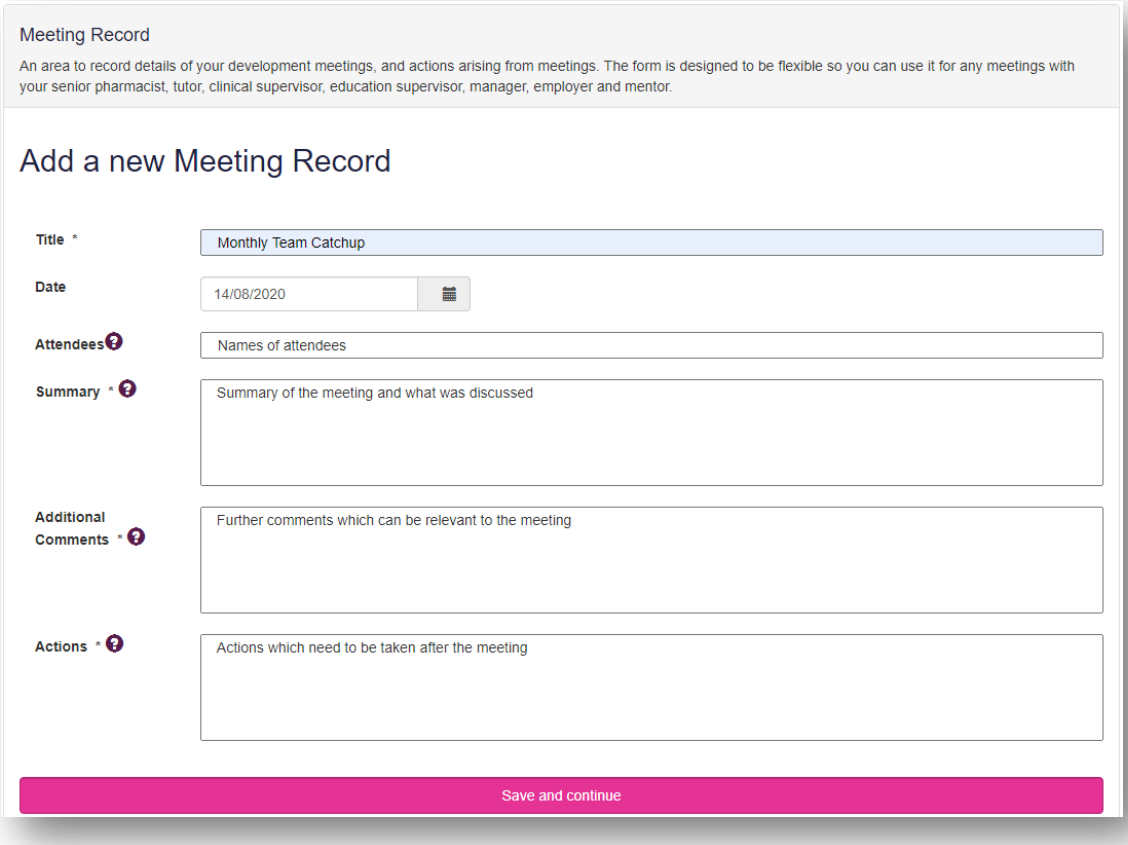


Once the page has loaded select the "**Add new record**" to start creating the meeting record.



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.

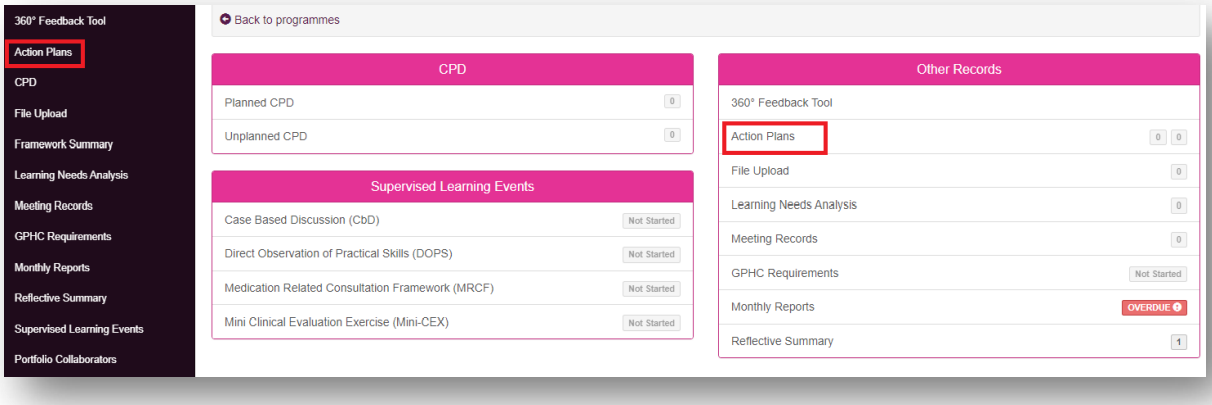
NOTE: The **Additional Comments** field if for collaborators to complete.



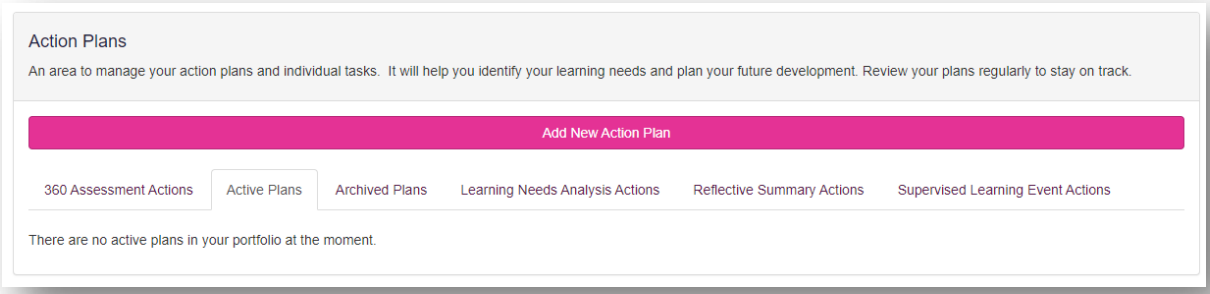
5.4 Action plans

This section enables you to set action plans and individual tasks. This is essentially a 'to-do' list for your learning and development.

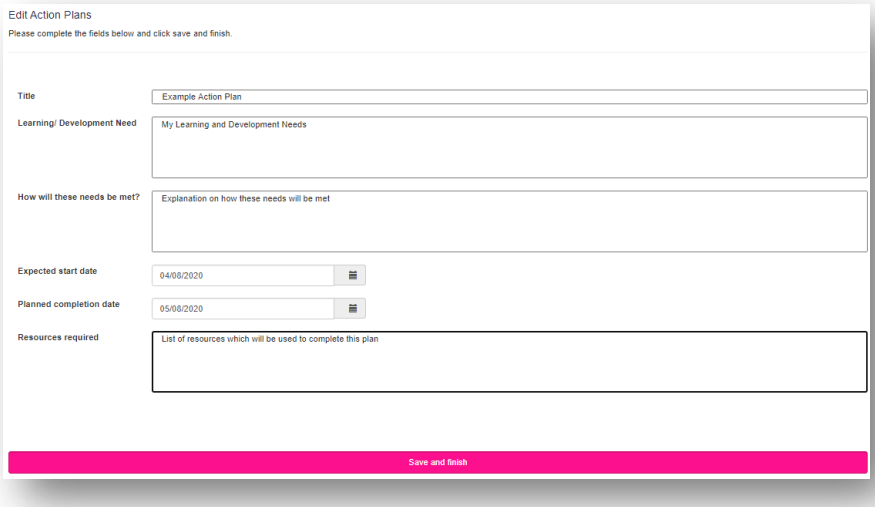
Select the "**Action Plans**" option either in the navigation section in the side navigation menu or under the "**Other Records**" section of your dashboard.



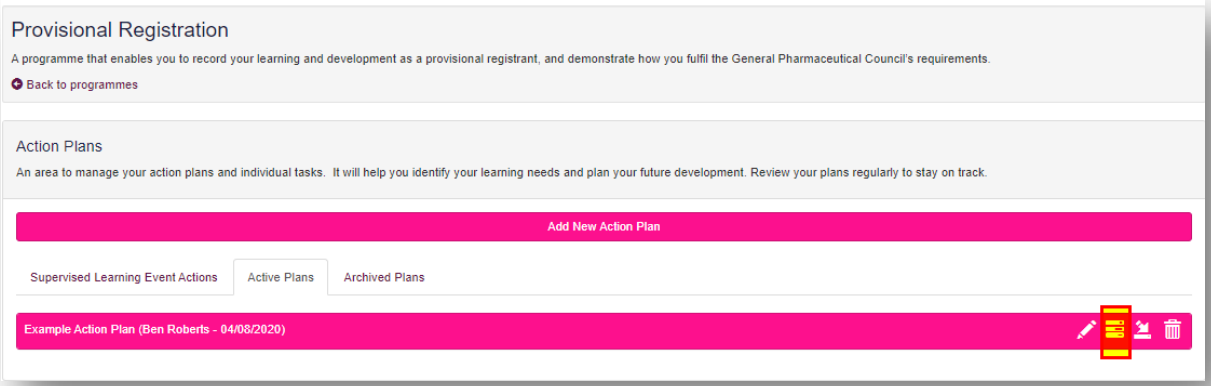
Select the "**Add New Action Plan**" button.



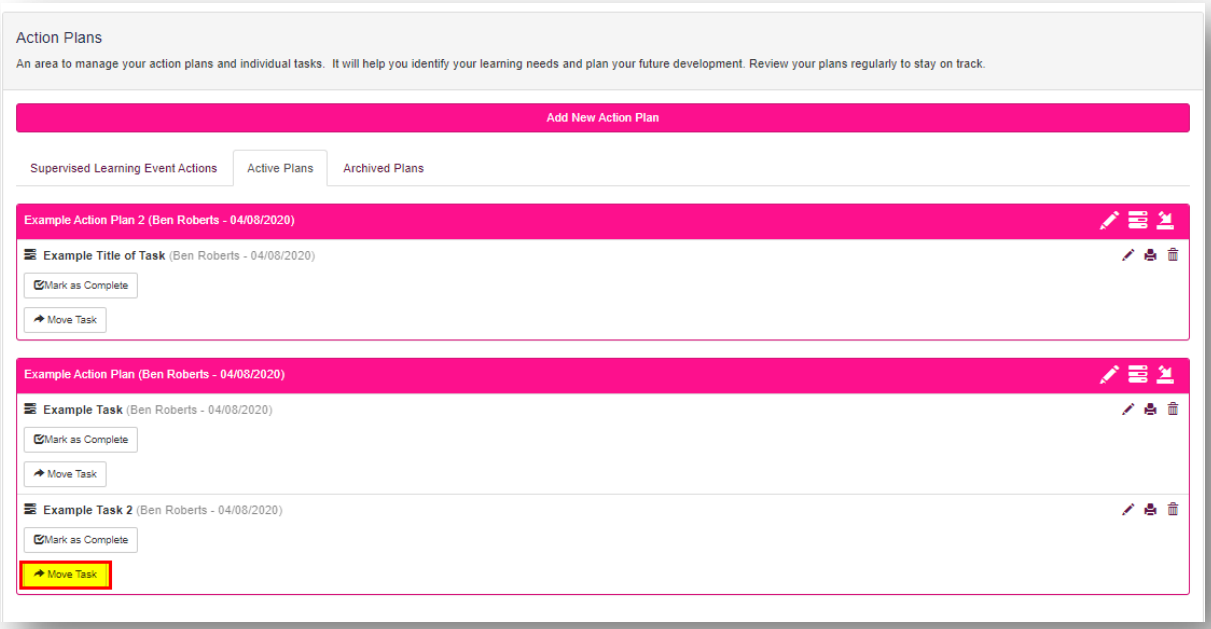
Here you can insert the details of your action plan. Fill in the details of your action plan and remember to click on "**Save and finish**" button at the bottom of the screen.



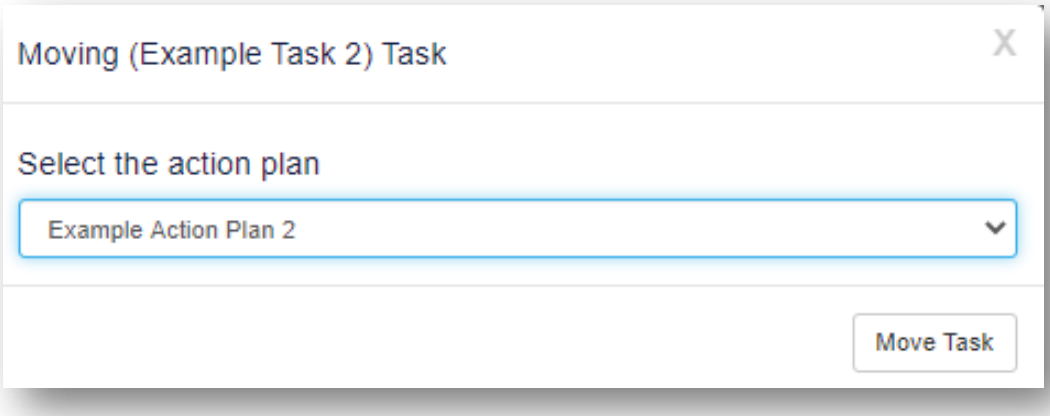
You will now be able to see your action plan under the “**Active Plans**” tab. Select the list icon to add tasks to your action plan for you to work towards. Tasks will require you to insert a task title and a description of what the task requires.



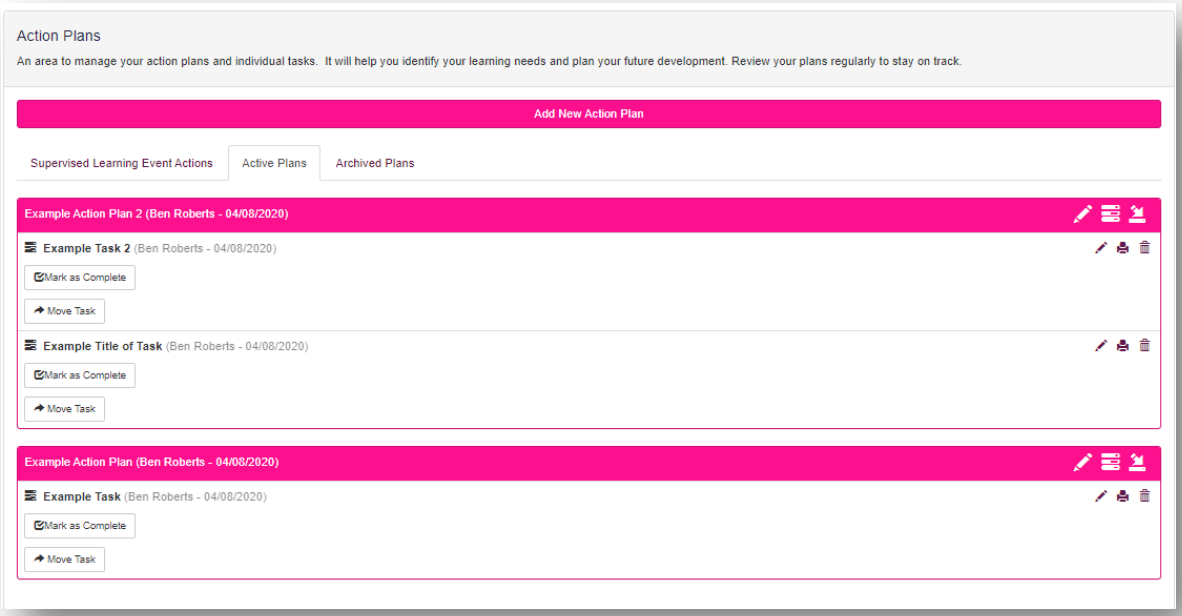
All tasks you add will be available under the action plan you added them into. If you have added a task into the incorrect action plan or it is no longer required in the plan you added it to, you can move them. Select the “**Move Task**” button to move a task from one active action plan to another.



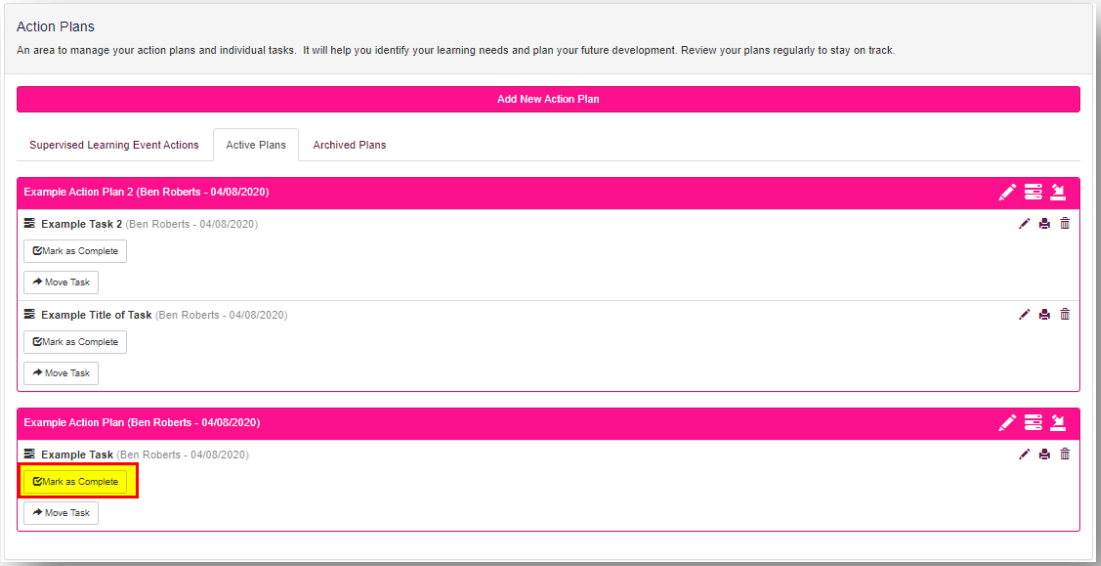
After selecting the “**Move Task**” button, a small pop-up will display with a dropdown list of all the action plans you have created. Select the action plan you wish to move the task to and select “**Move Task**” again to complete the process.



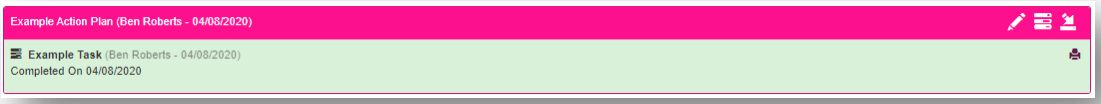
You will then see the task under the action plan you had moved it to.



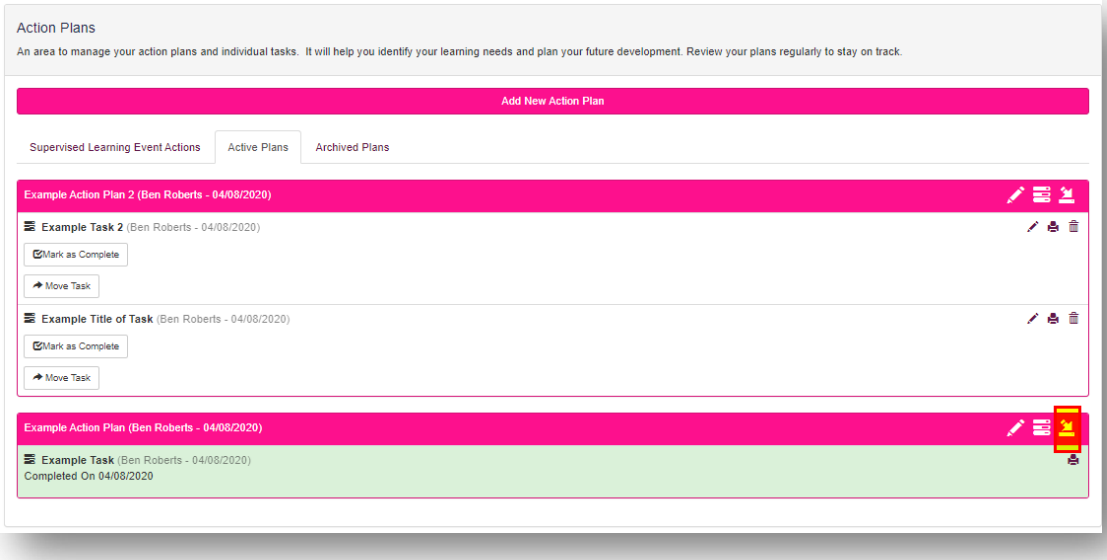
When you have completed a task - click on “**Mark as complete**” button available under all the active tasks.



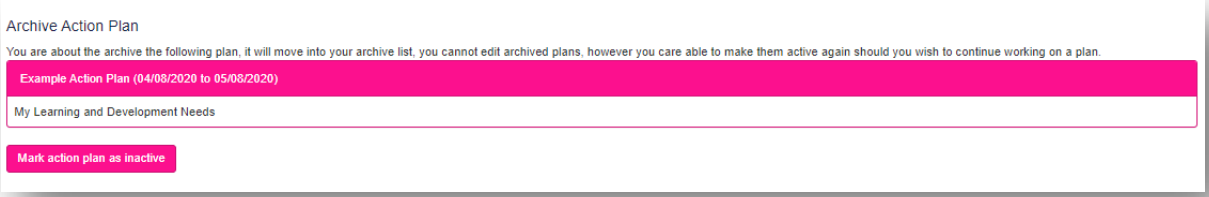
Note that the editing options for the task will be removed and it will show the date it was marked as completed. If you wish to look at the details of the task the print view option will still be available through the printer icon.



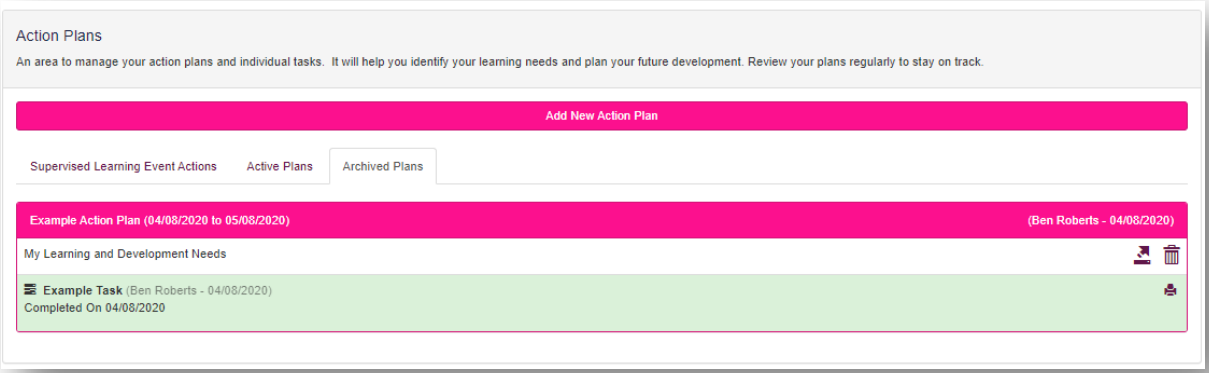
You can archive the completed action plan if you want to remove it from your active plans list. Simply select the “**Archive**” arrow icon as highlighted below.



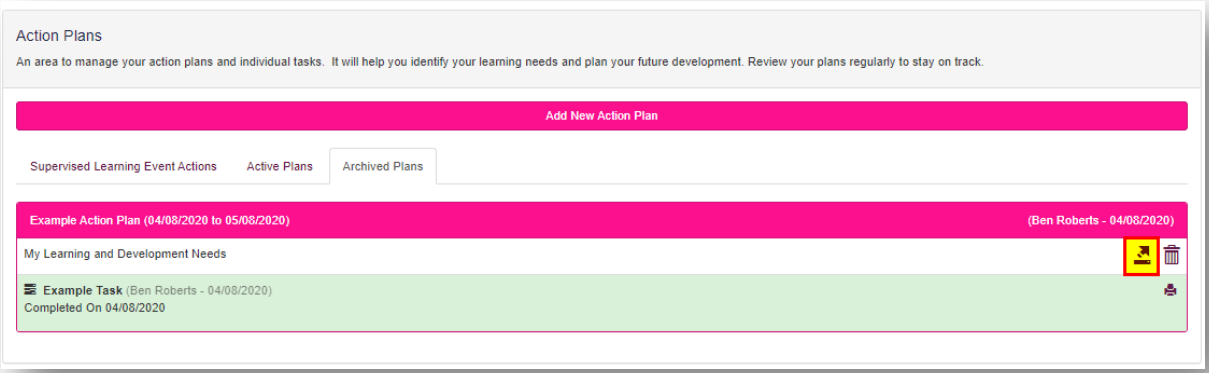
After selecting the icon, you will be taken to the below page, this will display the details of the action plan for you to check and you can “**Mark action plan as inactive**”.



Once you select this button the action plan will be moved to the archived plans tab for you to view at any time.



You can restore the archived action plans by selecting the arrow icon as highlighted below. This process follows the same steps as the archive but will return it to the Active Plans tab.



6 Using Supervised Learning Events (SLEs) to Support your Development

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

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

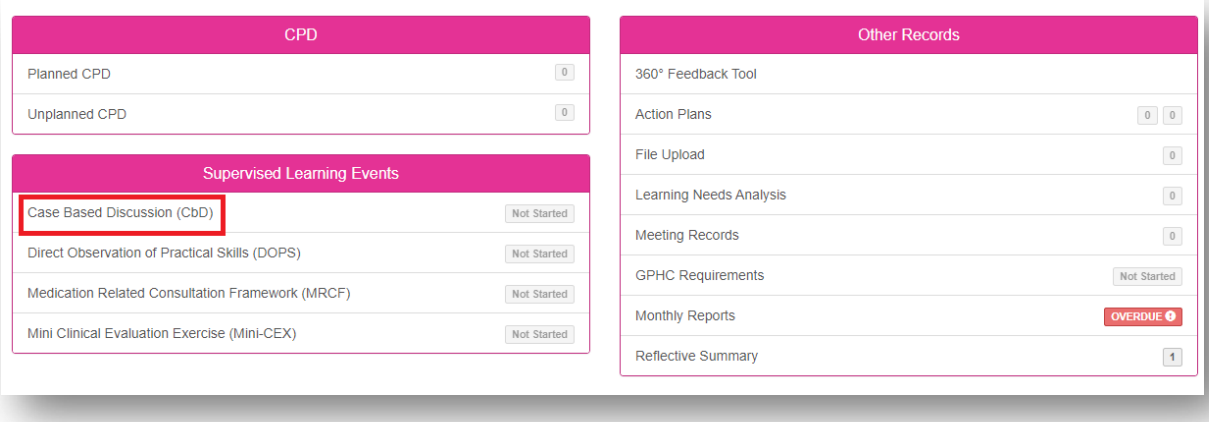
These tools should be completed with your senior pharmacist, or educational supervisor/tutor. They will observe you in practice and provide you with feedback on how well you have demonstrated specific knowledge, skills or attributes.

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

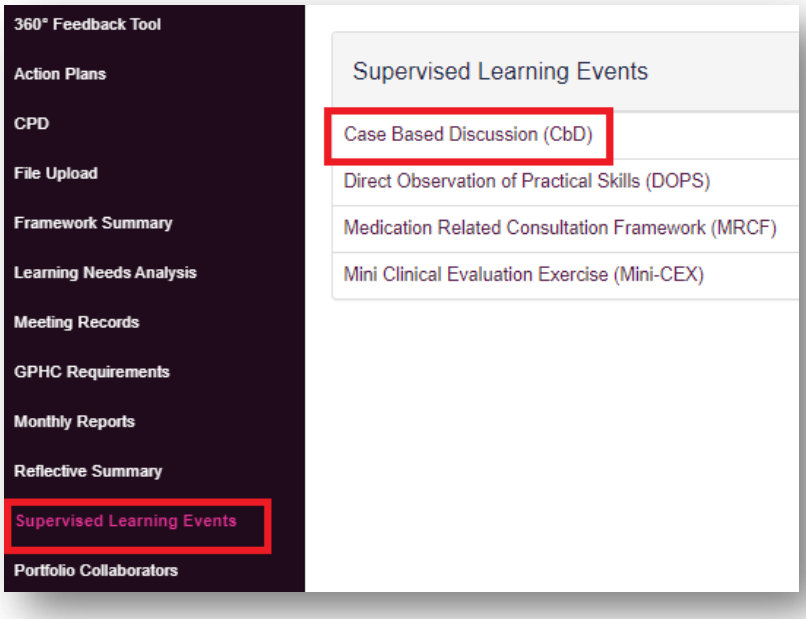
6.1 Case Based Discussion (CbD)

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.

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

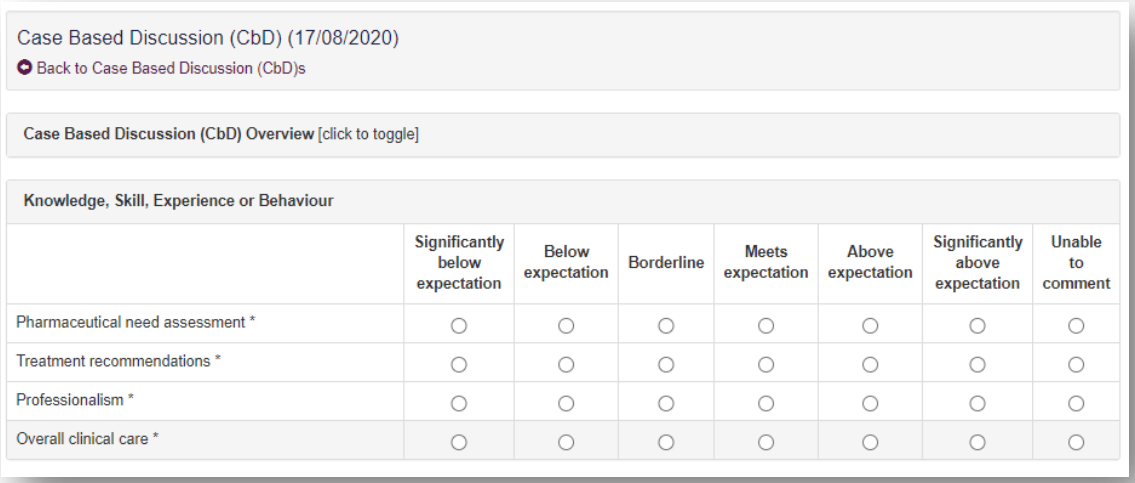


You can also access it from the menu and selecting "**Supervised Learning Events**", then "**Cased Based Discussions**".

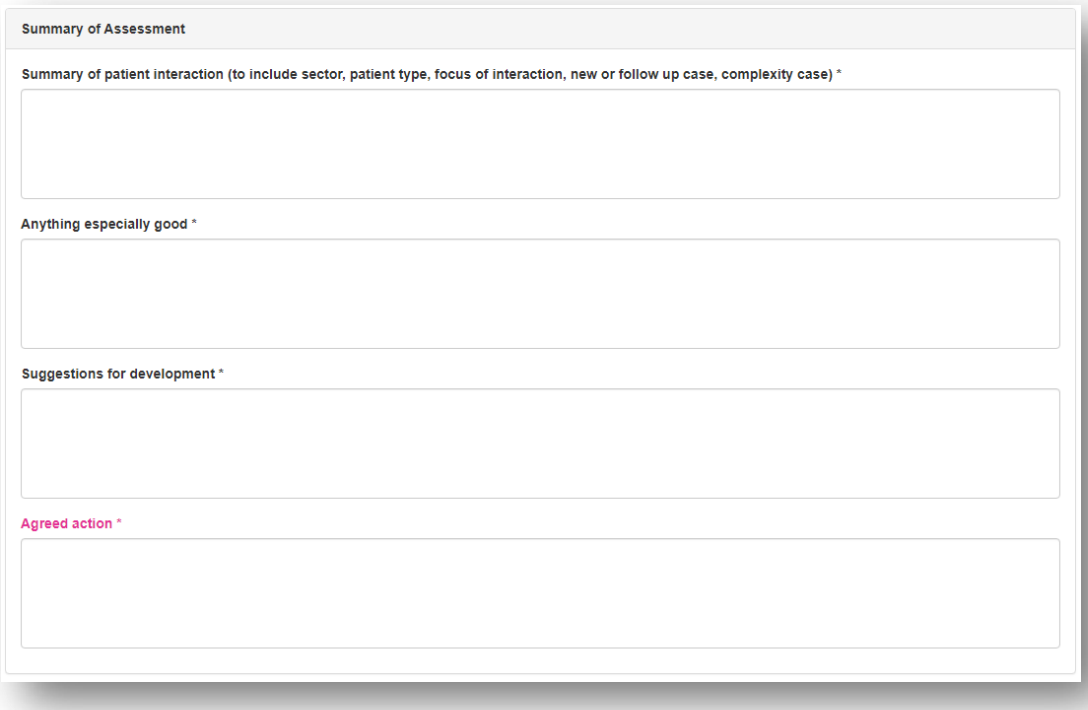


Select "Start new" to create a new record.

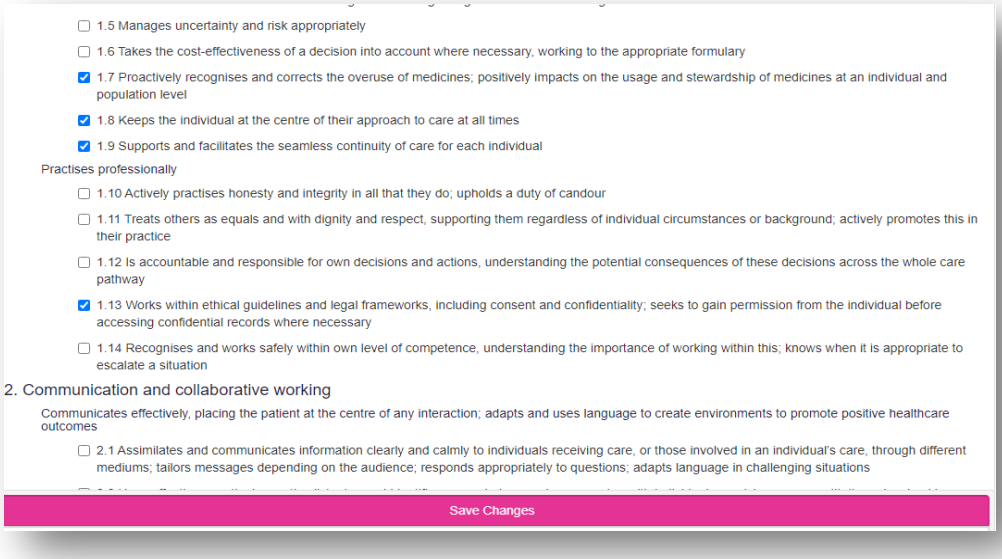
This will then take you to a page where you will be assessed based on knowledge/skills. Each knowledge/skills can only have one option selected at a time



Details input in the "**Agreed Actions**" area will create a "**Supervised Learning Event**" action in your **action plans** section.



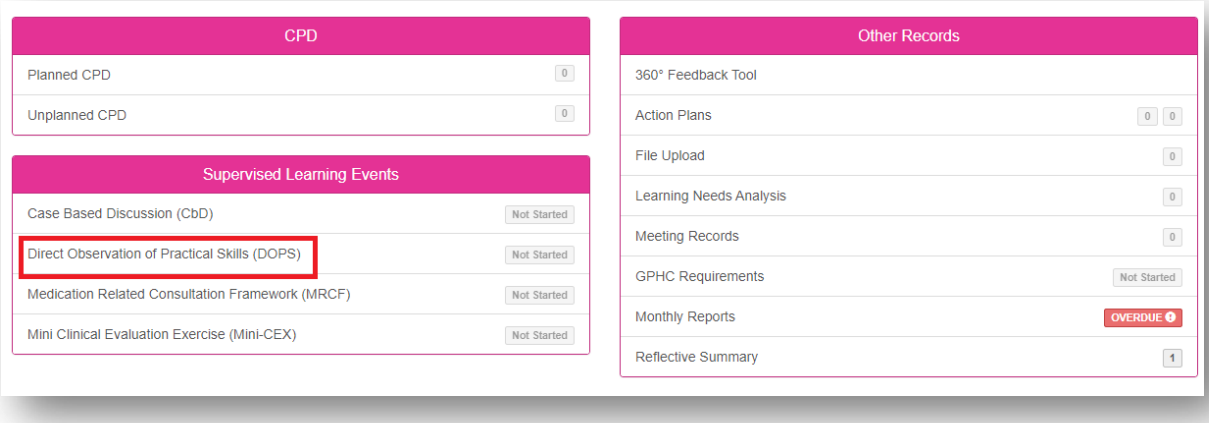
You will then need to select the learning outcomes that are relevant to the record. Select the "**Save Changes**" button to complete the record.



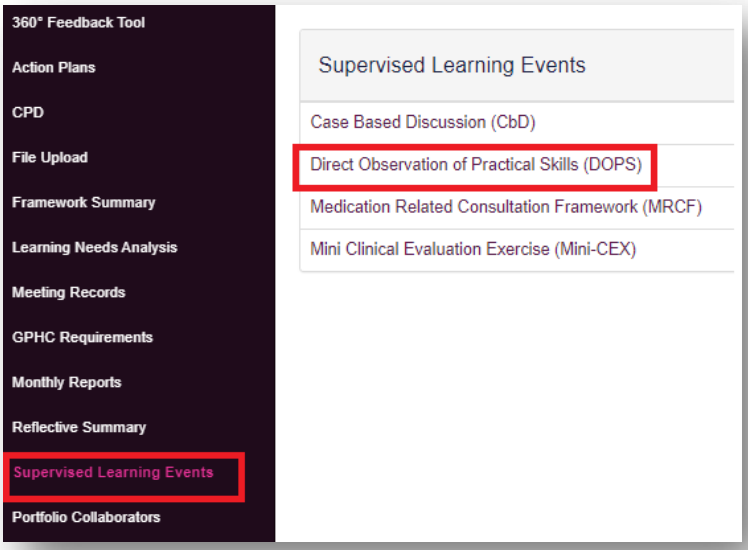
6.2 Direct Observation of Practical Skills (DOPS)

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.

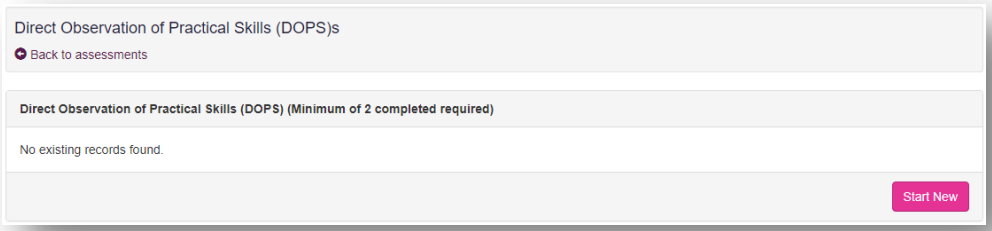
To access the DOPS select the **Direct Observation of Practical Skills (DOPS)** item under the Supervised Learning Events section.



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



Create a new record by selecting the "**Start New**" button.



This will then take you to a page where you will be assessed based on knowledge/skills. Each knowledge/skills can only have one option selected at a time.

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 *	○	○	○	●	○	○	○
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 *	○	○	○	●	○	○	○

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 create a "**Supervised Learning Event**" action in your **action plans** section.

Summary of Assessment

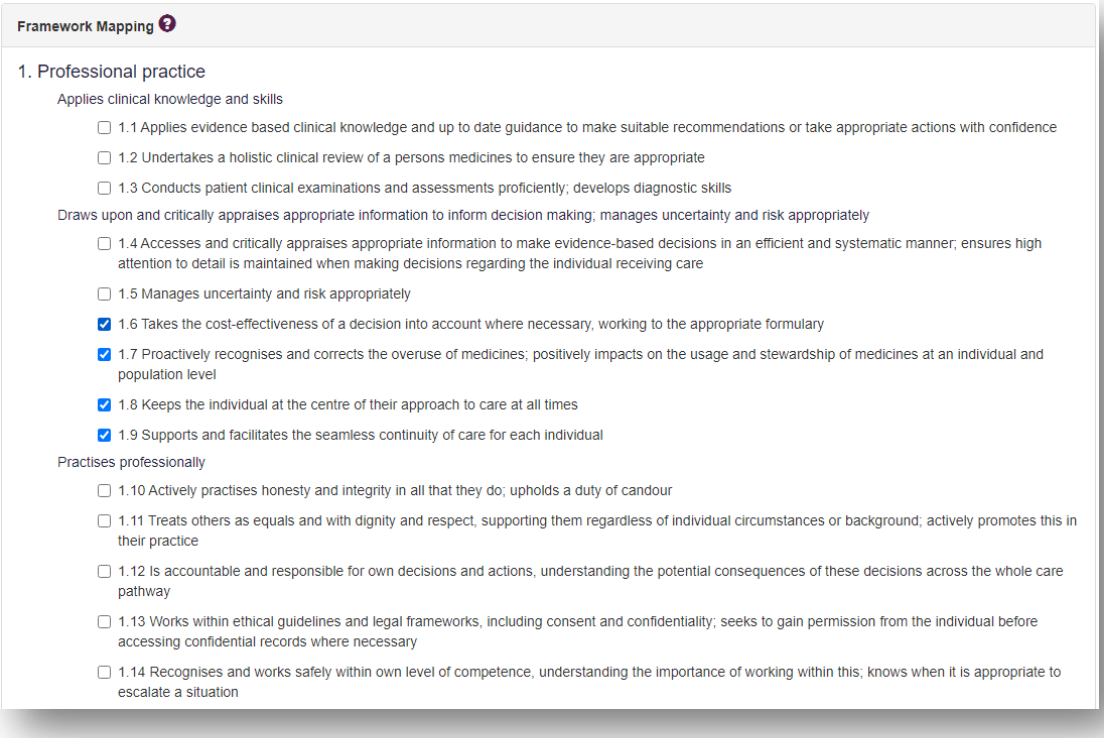
Summary of patient interaction (to include sector, patient type, focus of interaction, new or follow up case, complexity case) *

Anything especially good *

Suggestions for development *

Agreed action *

You will then be able to select the framework learning outcomes that the DOPS record relates to. Once these have been selected press the "**Save Changes**" button to complete the DOPS 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
- [x] 1.6 Takes the cost-effectiveness of a decision into account where necessary, working to the appropriate formulary
- [x] 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
- [x] 1.8 Keeps the individual at the centre of their approach to care at all times
- [x] 1.9 Supports and facilitates the seamless continuity of care for each individual

Practises professionally

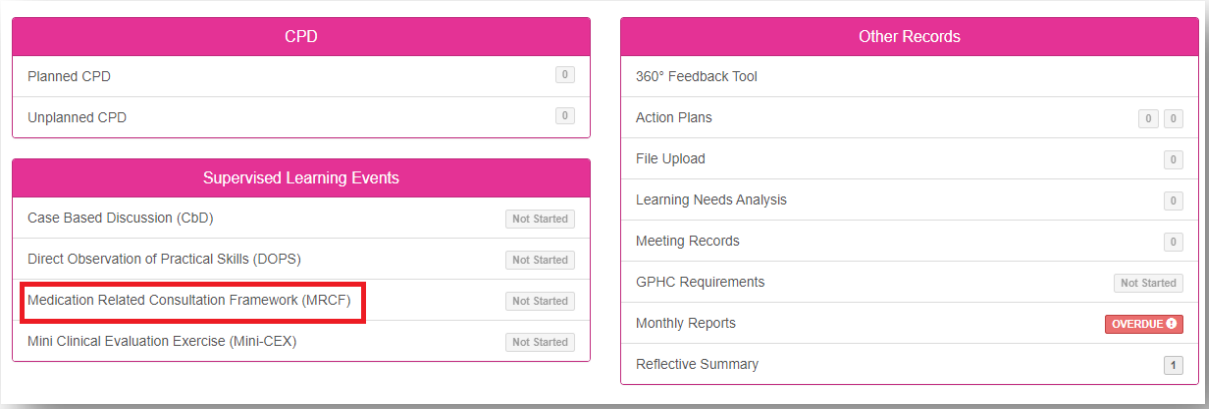
- [ ] 1.10 Actively practises honesty and integrity in all that they do; upholds a duty of candour
- [ ] 1.11 Treats others as equals and with dignity and respect, supporting them regardless of individual circumstances or background; actively promotes this in their practice
- [ ] 1.12 Is accountable 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

6.3 Medication Related Consultation Framework (MRCF)

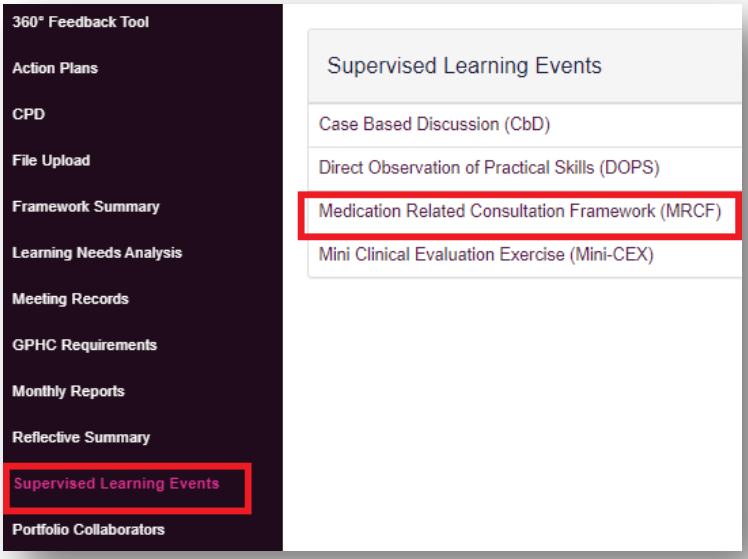
This is a reflective tool that can be used to support the development of your consultation behaviours and skills. It provides you with a structured approach to reviewing a patient's medicines to identify any problems they may have, including how the patient adheres to their treatment. This assessment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

In most cases your senior pharmacist, or educational supervisor/tutor will complete this record, however you will also be able to complete sections yourself.

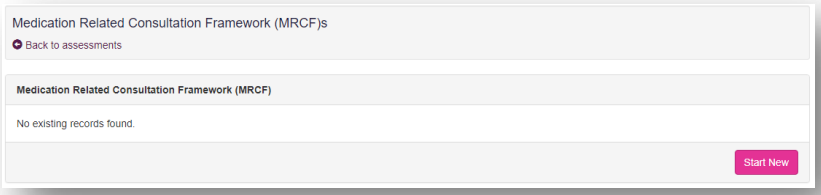
You can access this section by selecting the Medication Related Consultation Framework (MRCF) option under the Supervised Learning Events section.



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

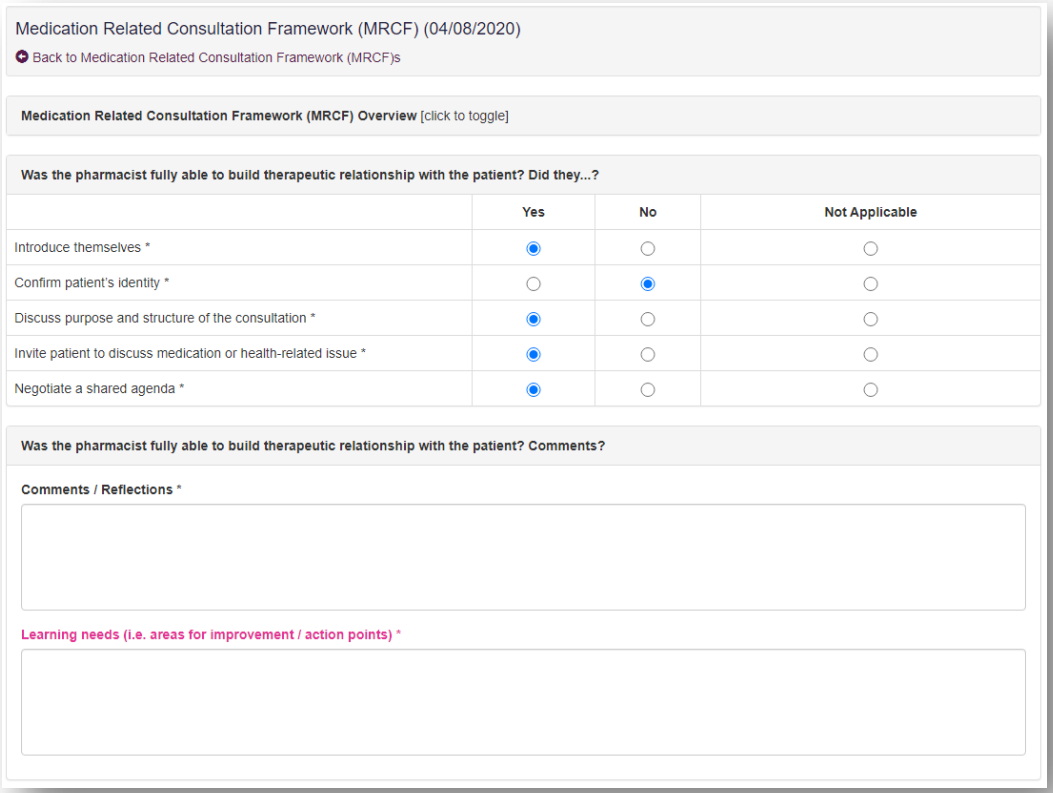


This will display the below page, select the "**Start New**" button to begin creating your record.

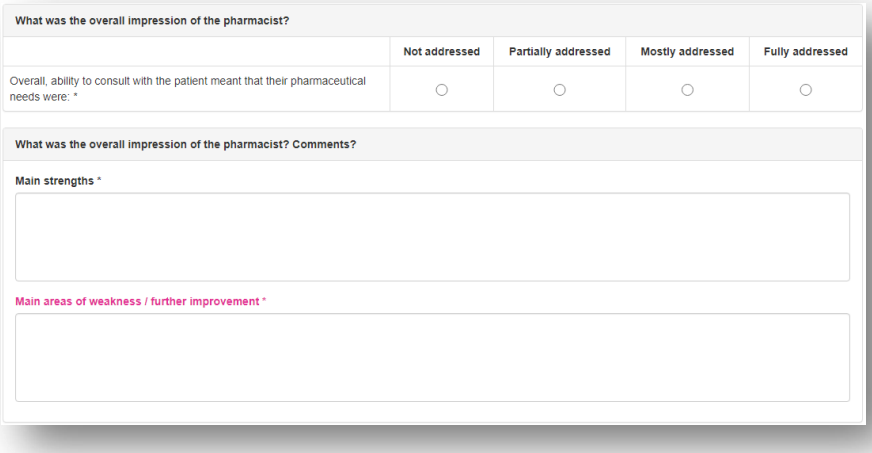


Your collaborator will rate you on your consultation knowledge and skills and add comments.

Any details entered into the Learning Needs/Actions area will be added to your **action plans** section.



Your collaborator will all provide a comment on your main strengths and weaknesses. The details written in the weaknesses area will create a "**Supervised Learning Event**" action in your **action plans** section.



What was the overall impression of the pharmacist?

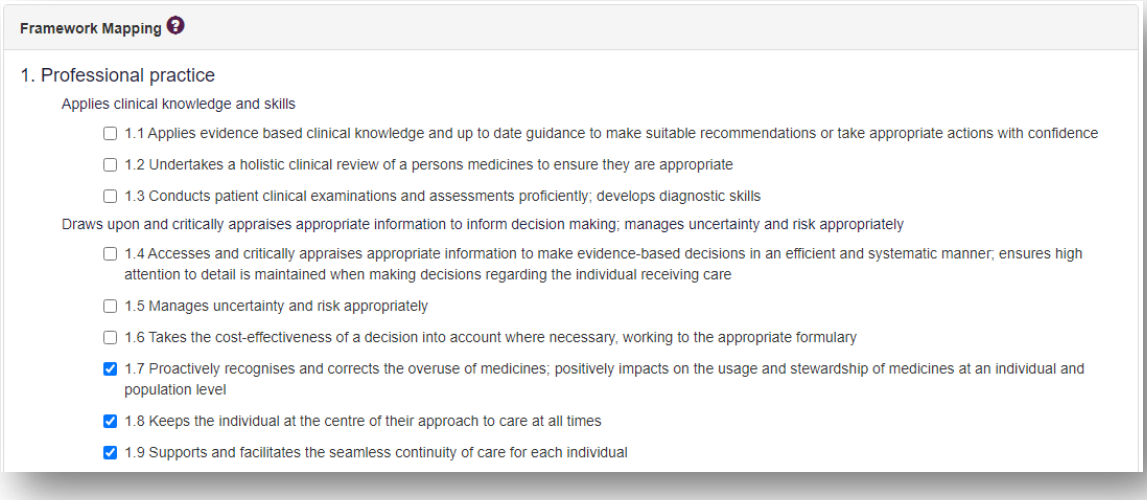
	Not addressed	Partially addressed	Mostly addressed	Fully addressed
Overall, ability to consult with the patient meant that their pharmaceutical needs were: *	○	○	○	○

What was the overall impression of the pharmacist? Comments?

Main strengths *

Main areas of weakness / further improvement *

You will then be able to assign the learning outcomes which are relevant to the record. Select 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
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- ☐ 1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills

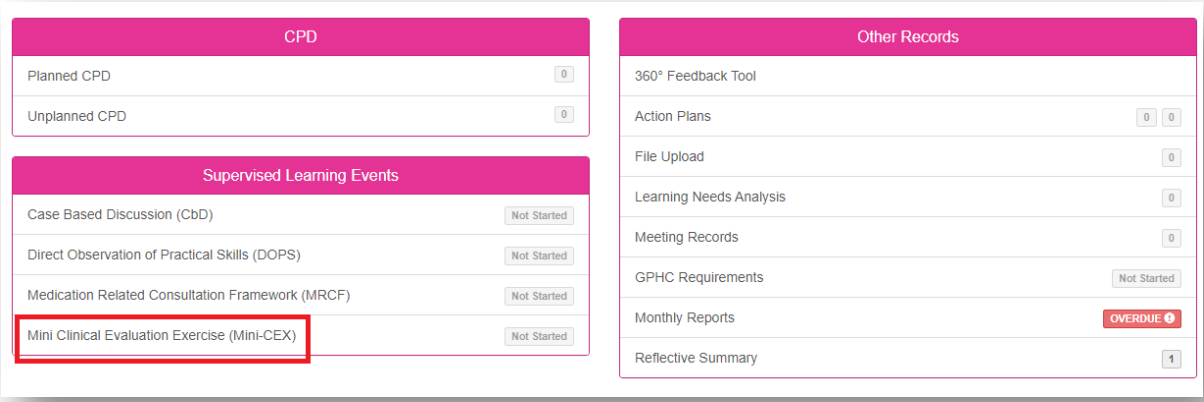
Draws upon and critically appraises appropriate information to inform decision making; manages uncertainty and risk appropriately

- ☐ 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

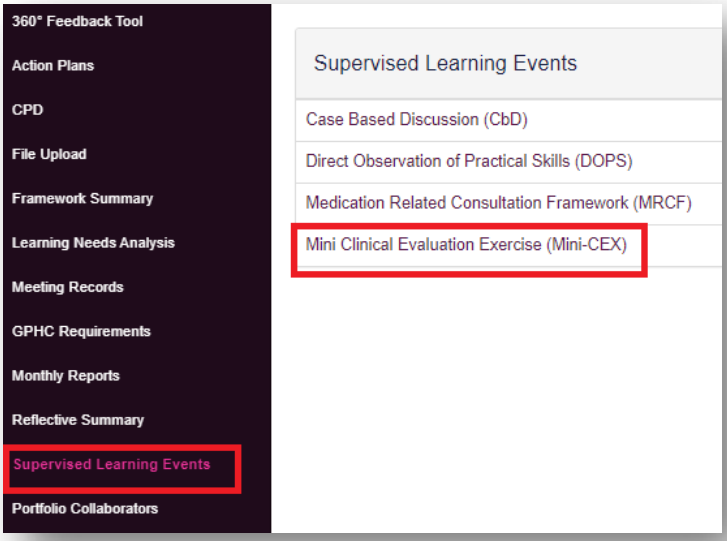
6.4 Mini Clinical Evaluation Exercise (Mini-CEX)

This tool is useful for assessing skills, attitudes and behaviours essential to the provision of high-quality care. It is a snapshot of your practice, involving the observation and assessment of your day-to-day work. This usually takes about 15-20 minutes to complete, which includes time for discussion.

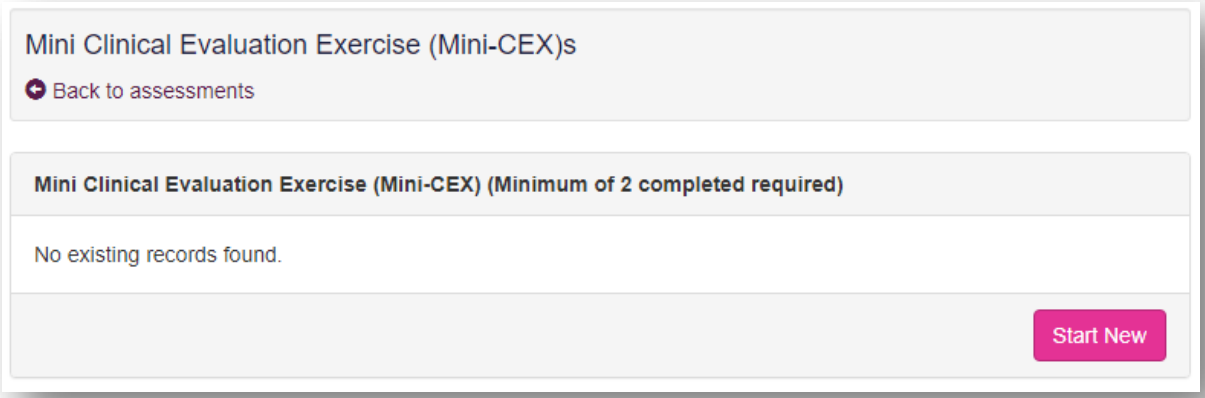
Select the "**Mini Clinical Evaluation Exercise (Mini-CEX**)" option under the Supervised Learning Events.



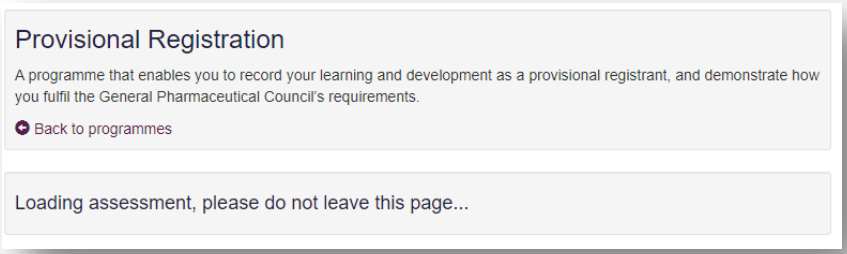
You can also access it from the menu and selecting "**Supervised Learning Events**", then **Mini Clinical Evaluation Exercise (Mini-CEX**)".



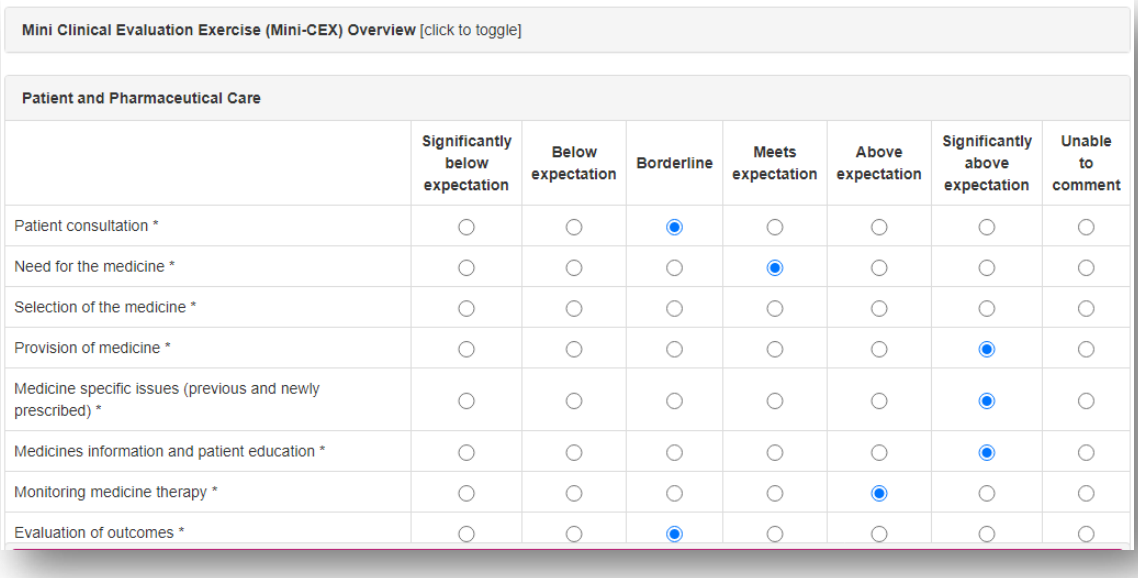
To create a record for this section, select the “**Start New**” button.



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



This will then take you to a page where you will be assessed based on knowledge/skills. Each knowledge/skills can only have one option selected at a time

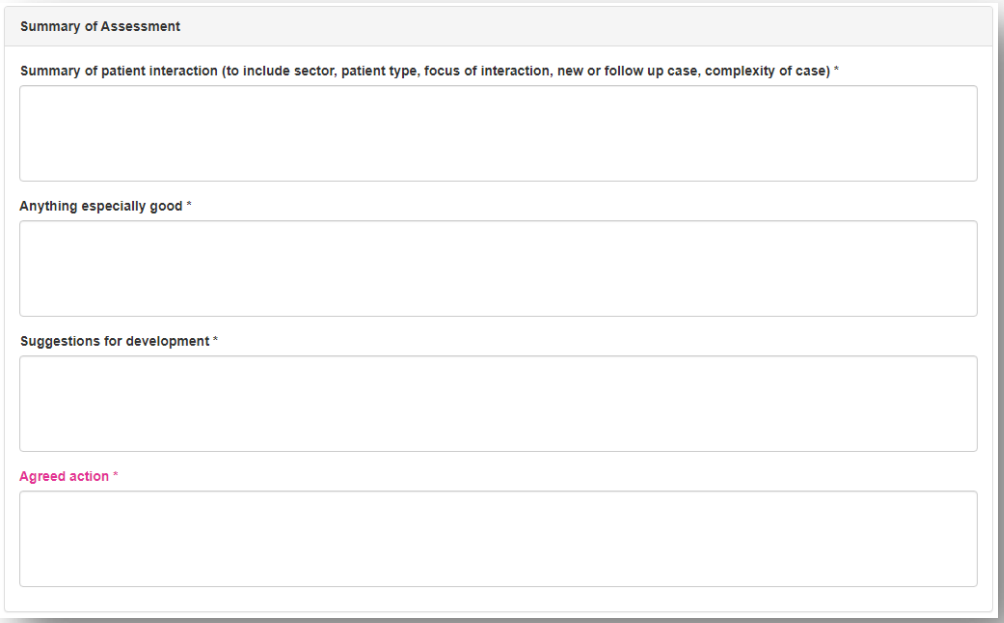


Mini Clinical Evaluation Exercise (Mini-CEX) Overview [click to toggle]

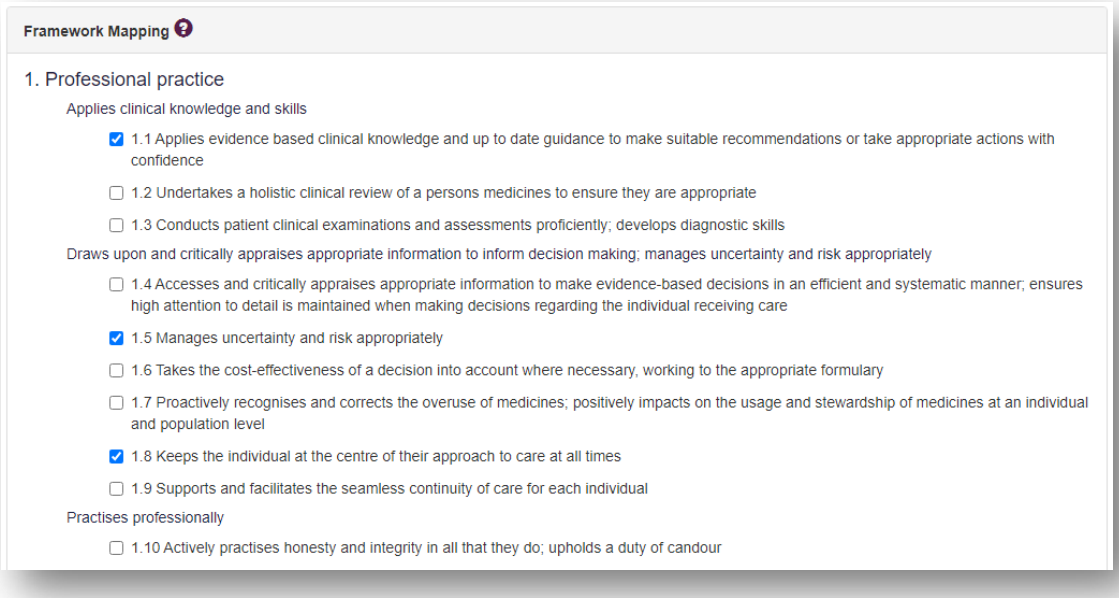
Patient and Pharmaceutical Care

	Significantly below expectation	Below expectation	Borderline	Meets expectation	Above expectation	Significantly above expectation	Unable to comment
Patient consultation *	○	○	●	○	○	○	○
Need for the medicine *	○	○	○	●	○	○	○
Selection of the medicine *	○	○	○	○	○	○	○
Provision of medicine *	○	○	○	○	○	●	○
Medicine specific issues (previous and newly prescribed) *	○	○	○	○	○	●	○
Medicines information and patient education *	○	○	○	○	○	●	○
Monitoring medicine therapy *	○	○	○	○	●	○	○
Evaluation of outcomes *	○	○	●	○	○	○	○

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 your **action plans** section.

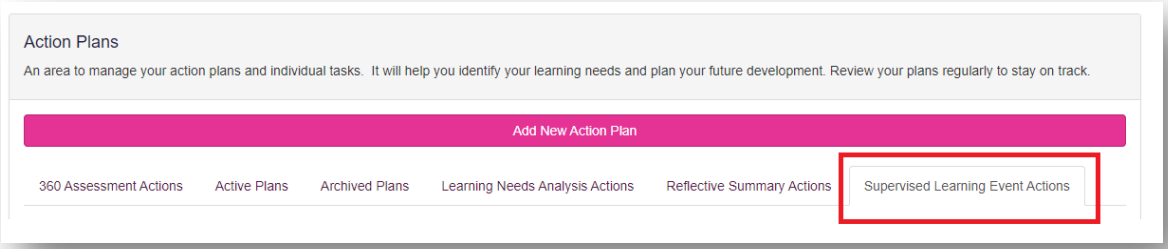


Select the learning outcomes this record relates to. Click "**Save Changes**" button to save the form..

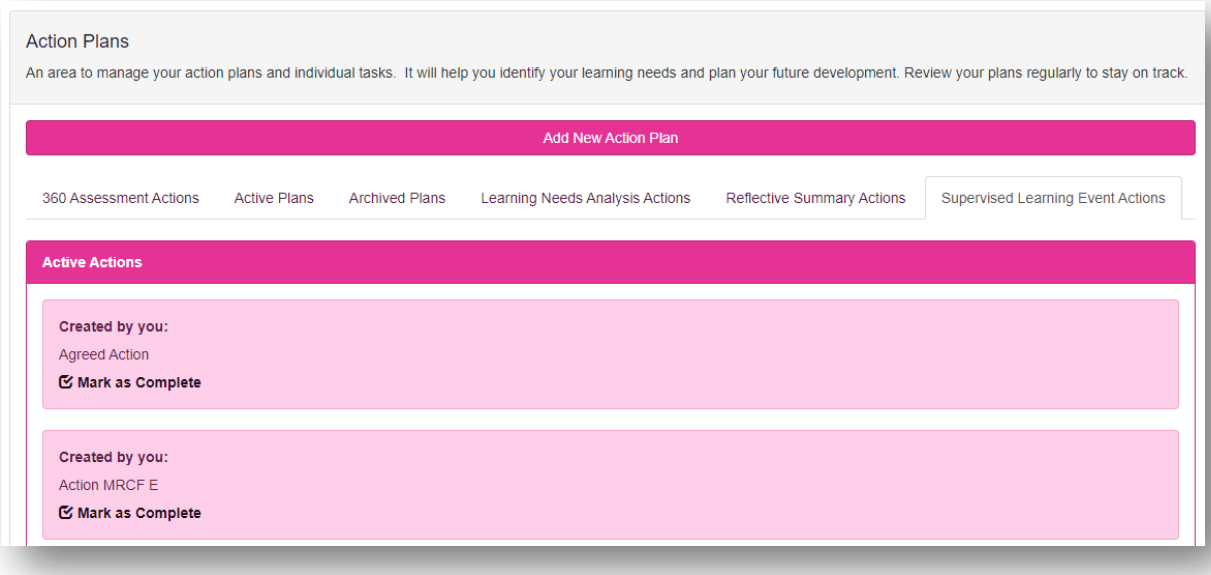


6.5 Supervised Learning Event Actions

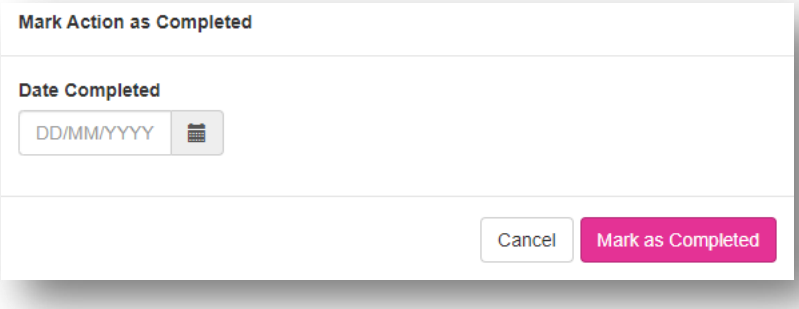
Actions created within supervised learning events are listed in the "**Supervised Learning Events Actions**" tab.



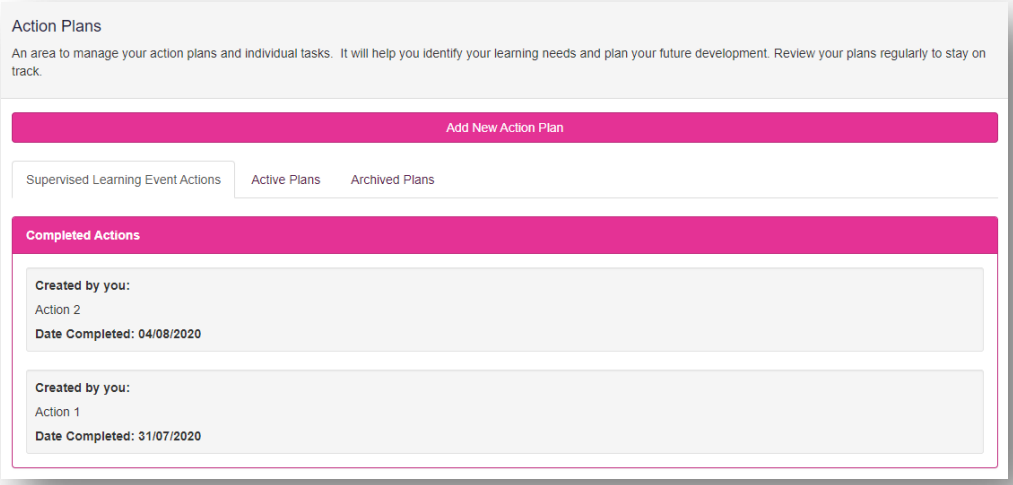
Incomplete actions are displayed at the top of the list. You will also see details of who created the action.



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



Completed actions are marked with the date completed.



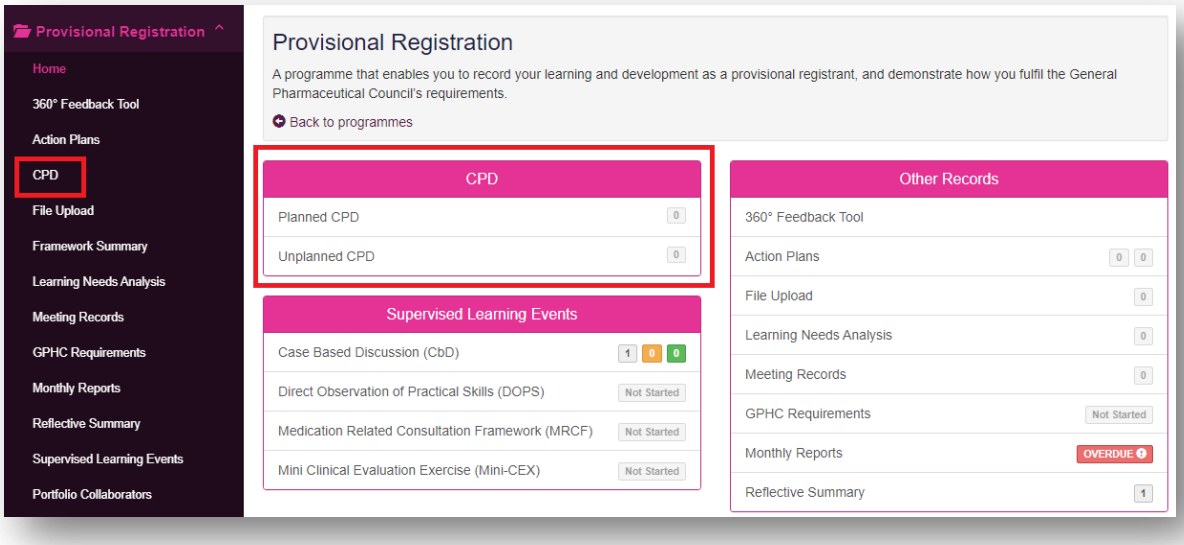
7 Continuing Professional Development (CPD)

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

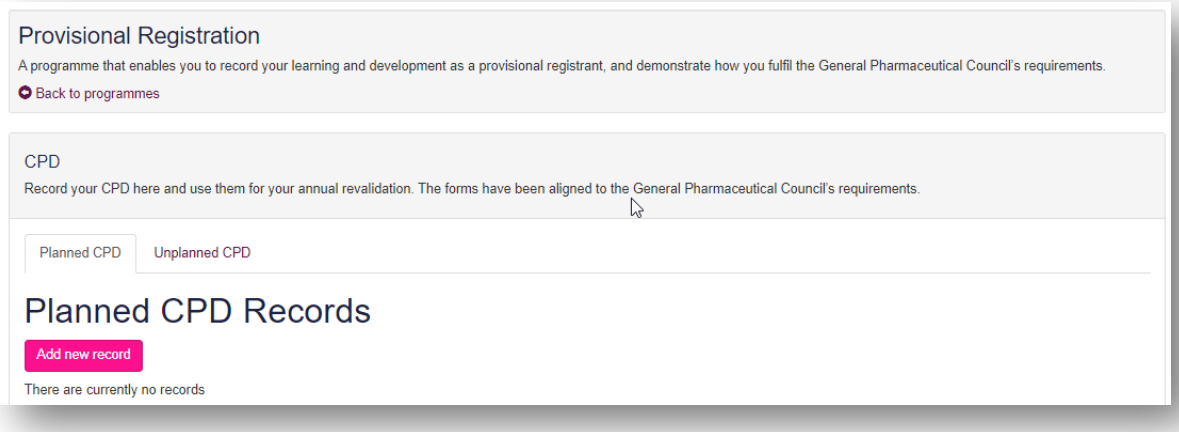
As a provisionally registered pharmacist you are not required to submit any records for revalidation, however it is vital to develop a habit of undertaking and recording CPD (planned and unplanned). CPD is an integral part of your life-long learning and you will be required to submit records for revalidation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

7.1 Planned CPD

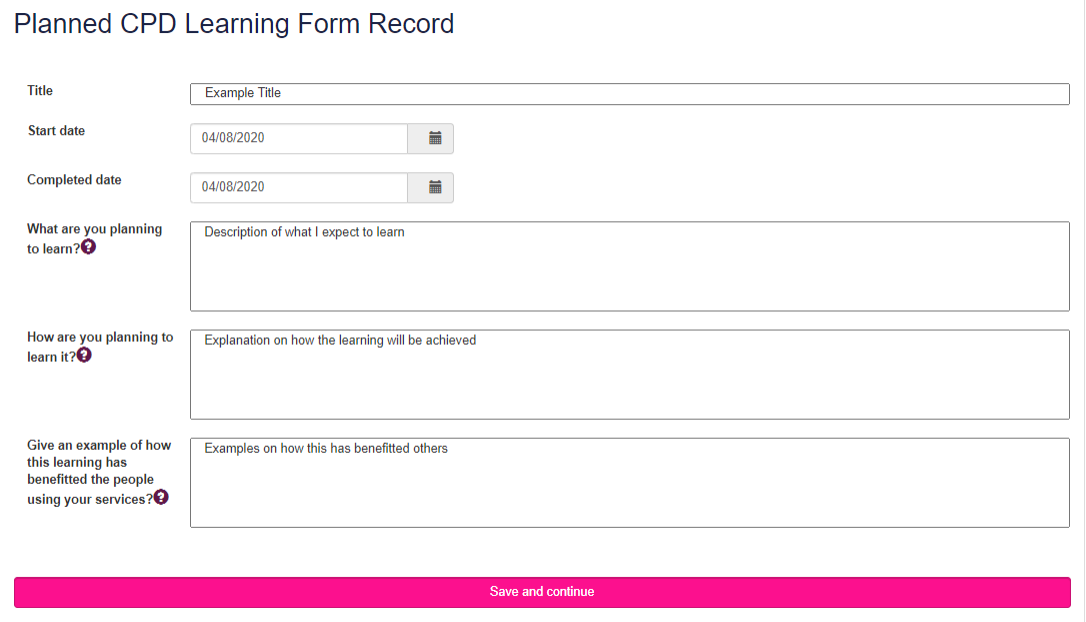
To start entering your CPD select either the "**CPD**" option from the navigation menu a or "**Planned CPD**" under the **CPD** section.



This will take you to the below page, to create a record select the "**Add new record**" button.

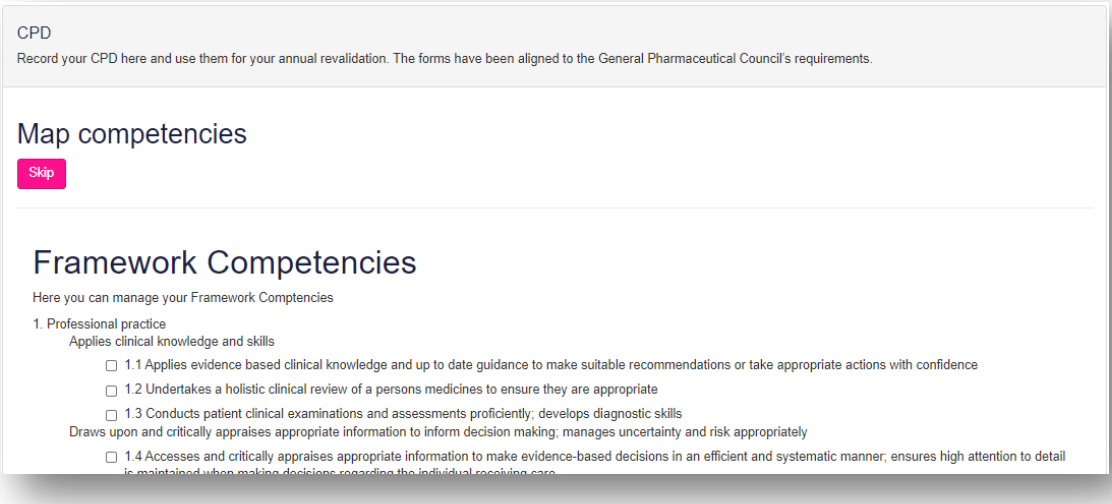


You will then see the below screen where you can insert the details of your CPD record. Once you are happy with the details you have entered select the "**Save and Continue**" button to go to the next step.

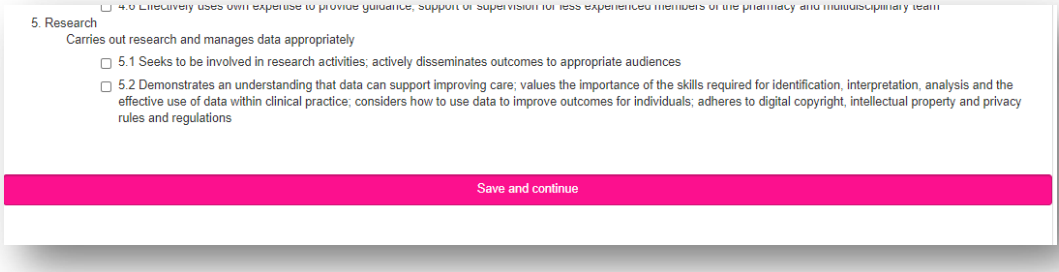


After completing the initial details for your CPD you will move onto the learning outcome(s), here you can select all the learning outcome(s) which your CPD record will support. You can select a learning outcome by ticking the check box to the left of it.

If you prefer not to link your record to the learning outcomes, click on "**Skip"**. You can come back and edit this at any point and link your record to the learning outcomes.

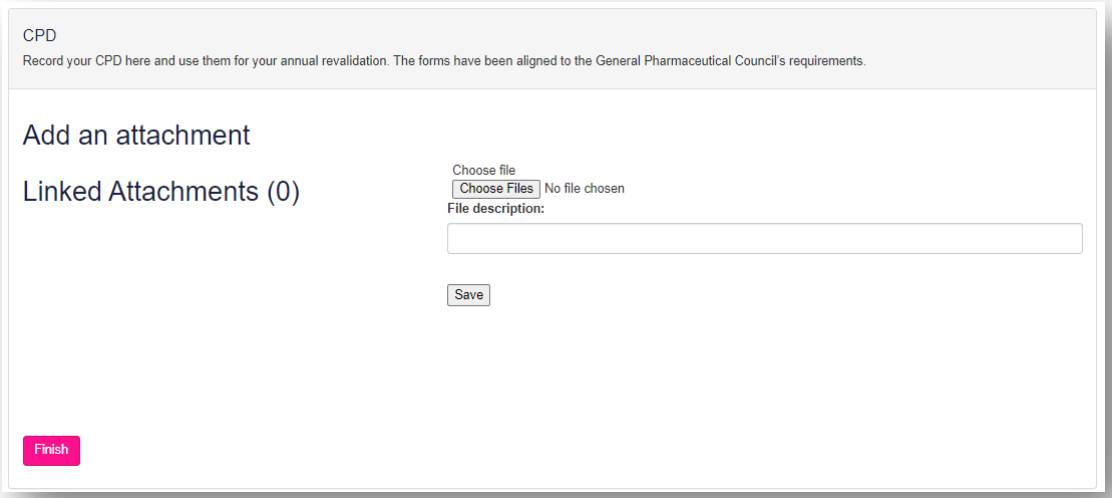


Once you have mapped all of the applicable learning outcomes, click on "**Save and continue**" at the bottom of the page to save your decisions.



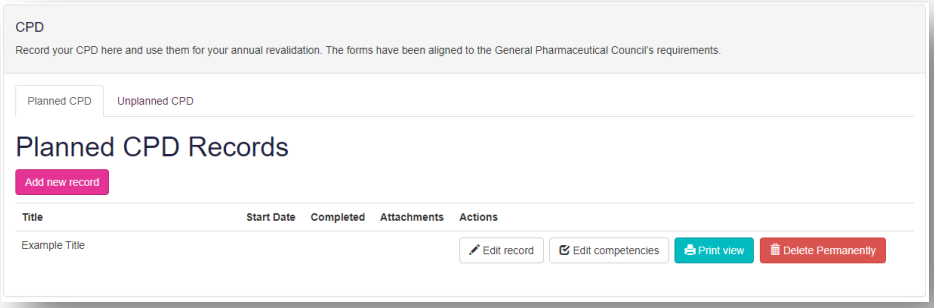
Next, add any supporting documents which are relevant to the CPD, select the "**Choose Files**" button to open your documents folders and search for the attachment you wish to add. Once selected you will need to insert a "**File description**", the file description will be the name of the document that is displayed when viewing the document or when you download it. Remember to click "**Save**" button to add it to your CPD record. It will then move into the linked attachments section; it is at this point where you can press the "**Finish**" button to complete your CPD record.

If you prefer not to attach a file, click on "**Finish"** and this step will be skipped. You can come back and edit this at any point and attach a file.

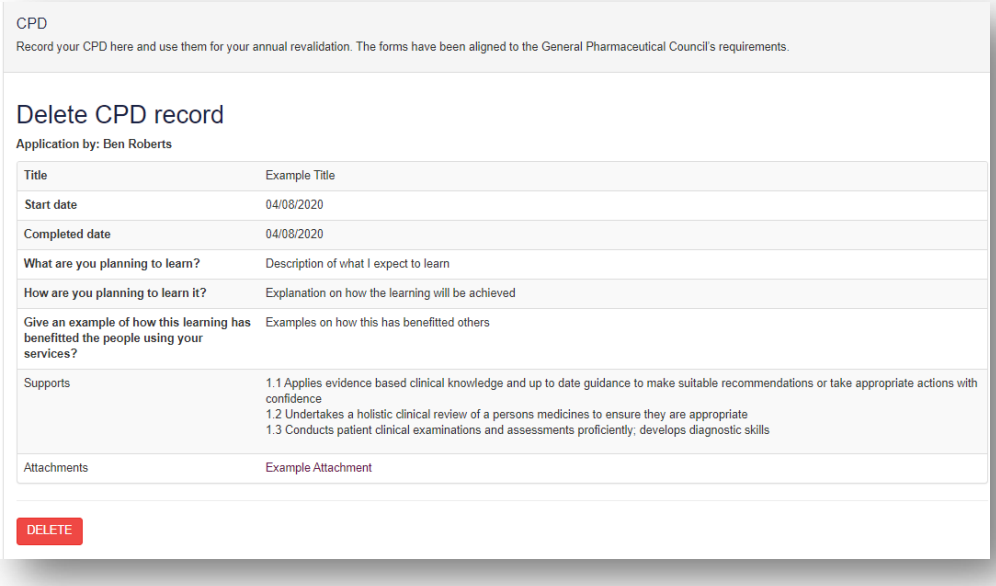


TIP: You can upload as many files as you wish, there is no limit on the number of files you can link to each record.

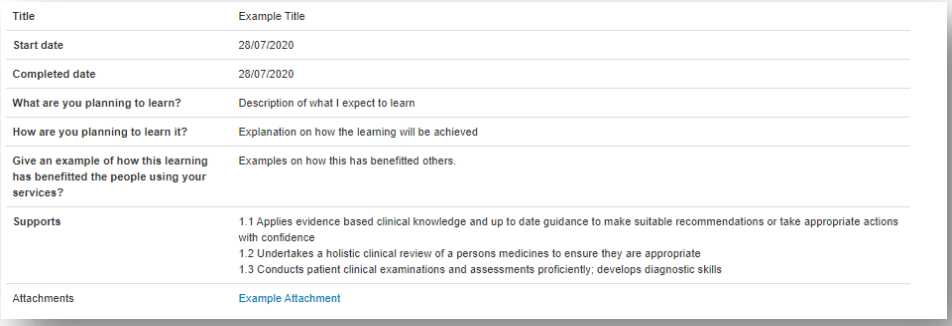
Once completed you will be able to see your CPD record on the CPD page. Here you can make edits to the records you have added, view your records in a printable format or delete them.



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

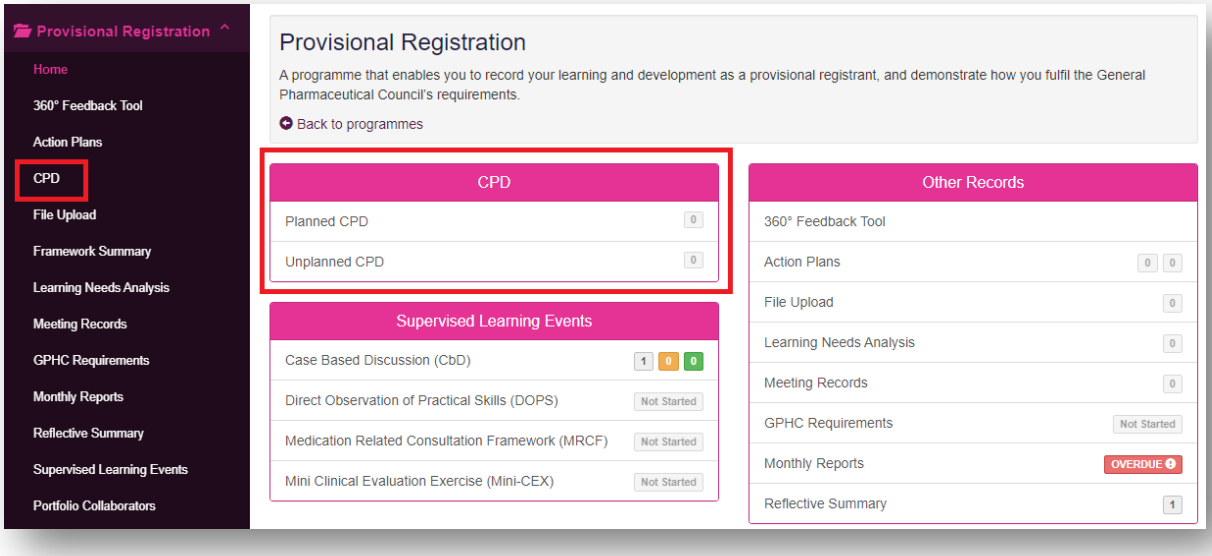


Selecting **"Print View"** will display your record in the below format, to allow for you to print off the record without unnecessary page formatting or other applications.

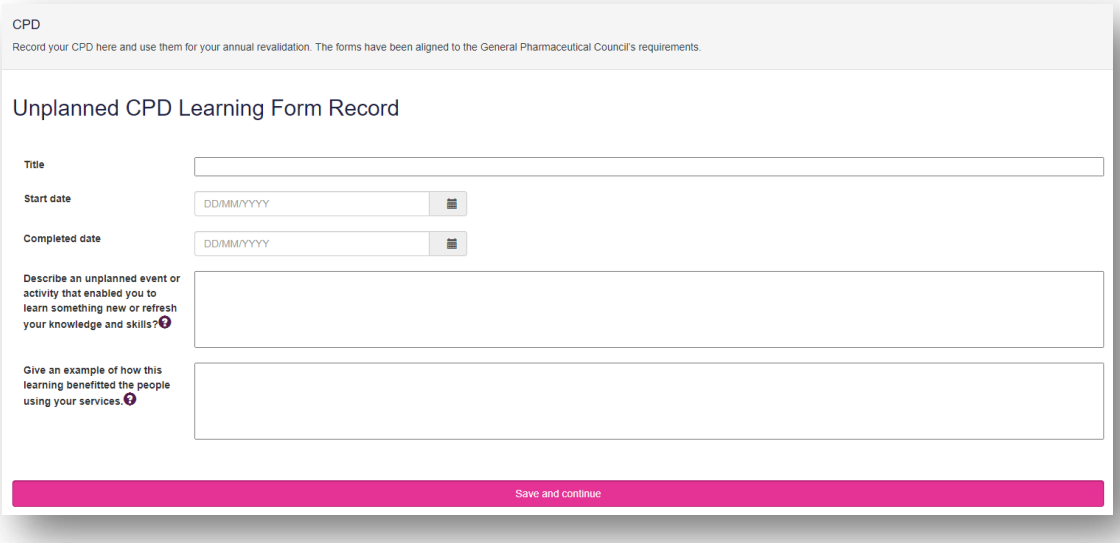


7.2 Unplanned CPD

To start entering your CPD select either the "**CPD**" option from the navigation menu a or "**Unplanned CPD**" under the **CPD** section.

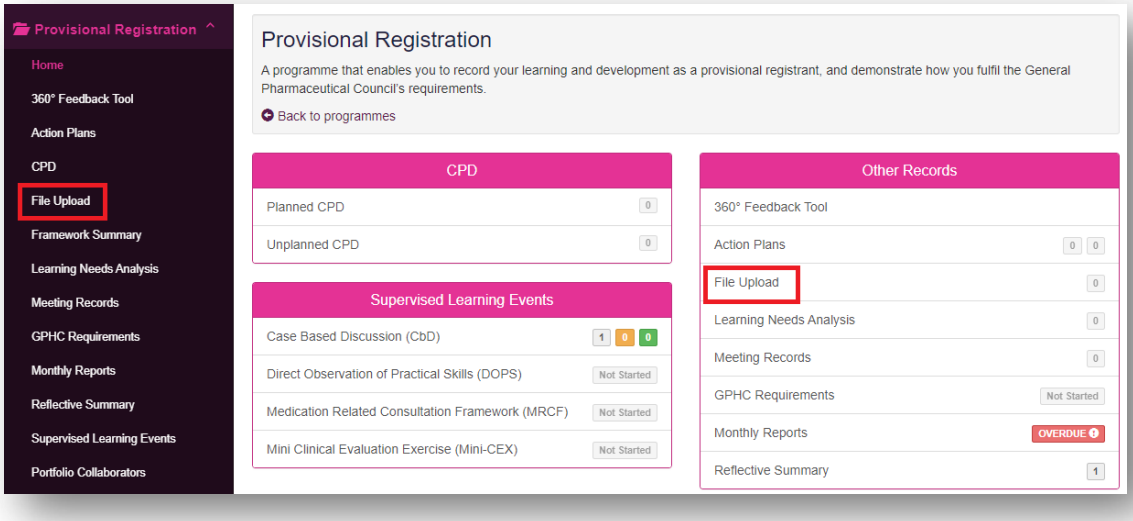


The form and process for unplanned CPD records is similar to planned CPD. The main differences are the fields you need to complete.

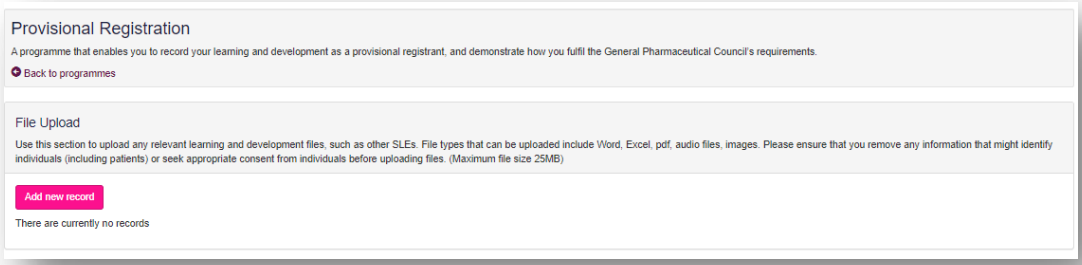


8 File Upload

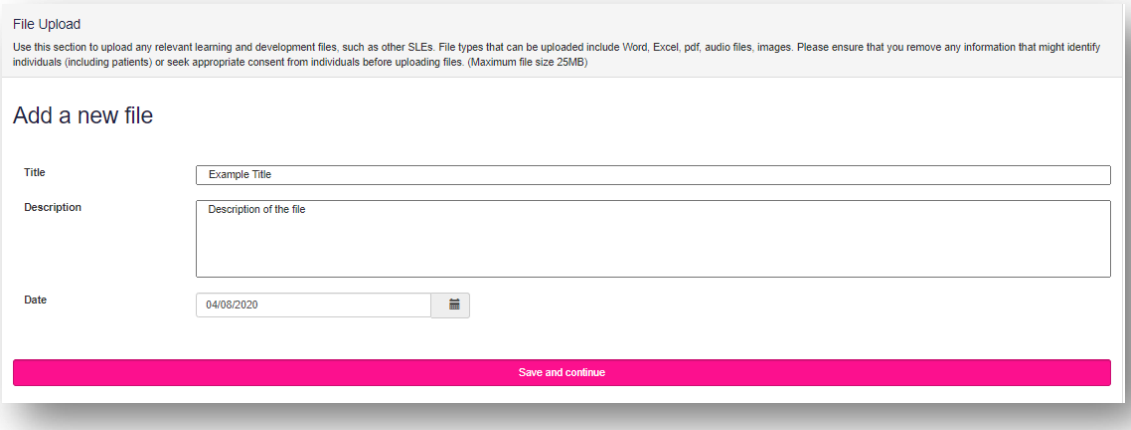
This section is for you to upload any files that are relevant to your learning and development. This could include other Supervised Learning Events (SLEs), and training certificates. This ensures that all information linked to your provisional registration is saved in one place. The file upload section can be accessed either by the "**File Upload**" section under the "**Other Records**" section or the navigation options in the side navigation menu.



Once accessed select "**Add new record**" to start the creation of your file upload.



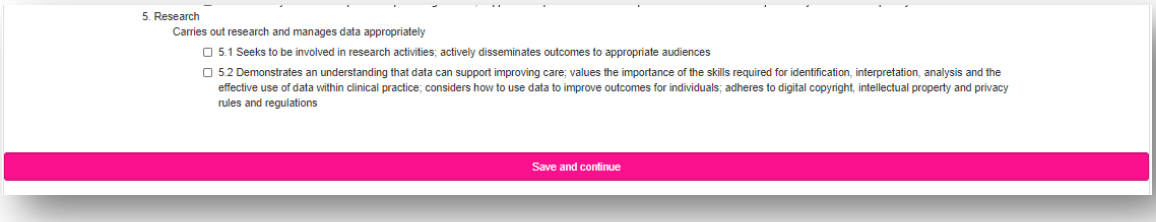
The first step is to create a title for the record and a description of what the record will be. Once you have inserted the details select the "**Save and continue**" button to progress.



You will then need to select the relevant learning outcomes which will be supported by this file upload.

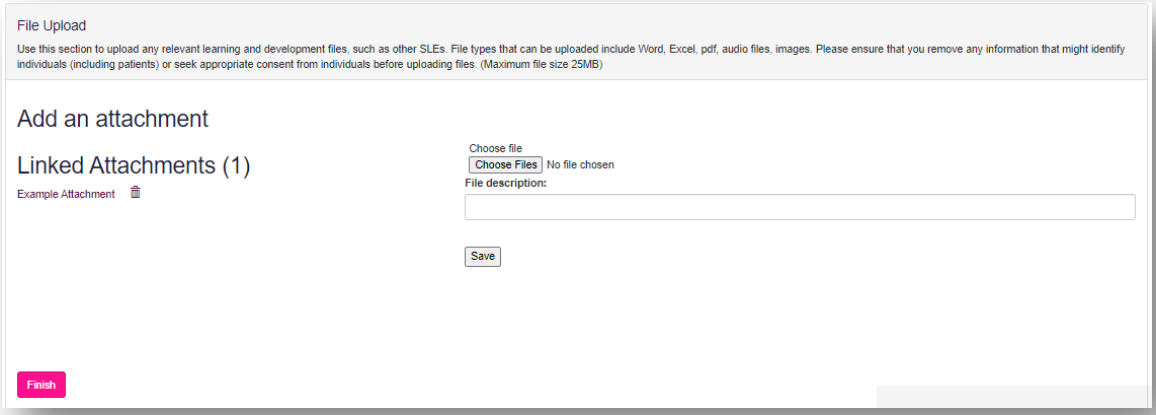
If you prefer not to link your record to the learning outcomes, click on “**Skip”**. You can come back and edit this at any point and link your record to the learning outcomes.

Once you have linked your record to the relevant learning outcomes, remember to “**Save and continue**”.



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

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



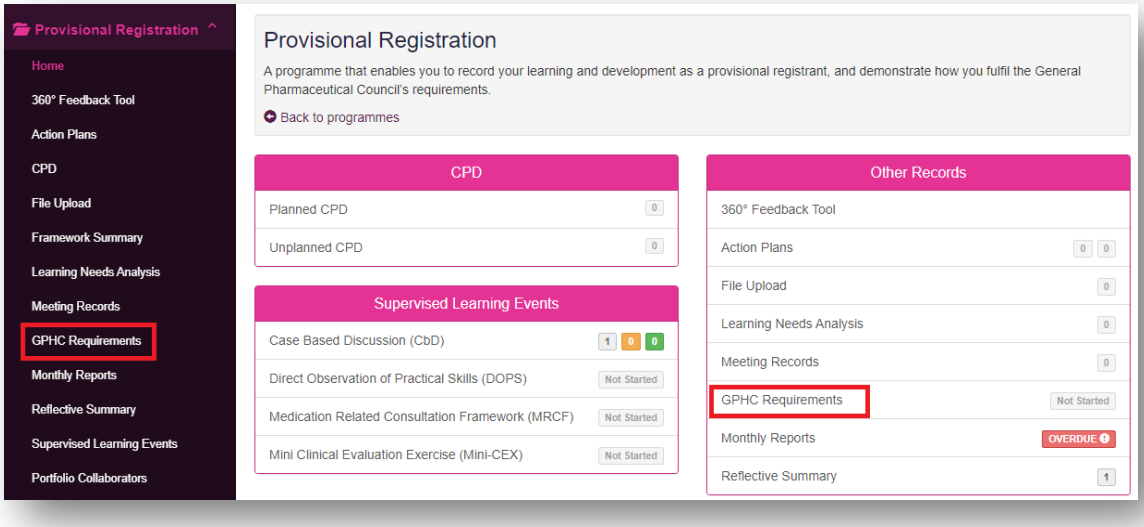
You will then be able to see the record on the File Upload page, where you can edit it, print, or delete it.

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 you can state the current situation about your development and indicate whether you have access to certain support, as outlined by the GPhC for provisional registration. To access this section, select the "**GPhC Requirements**" options either under the "**Other Records**" section or in the navigation on the left-hand side of the screen.



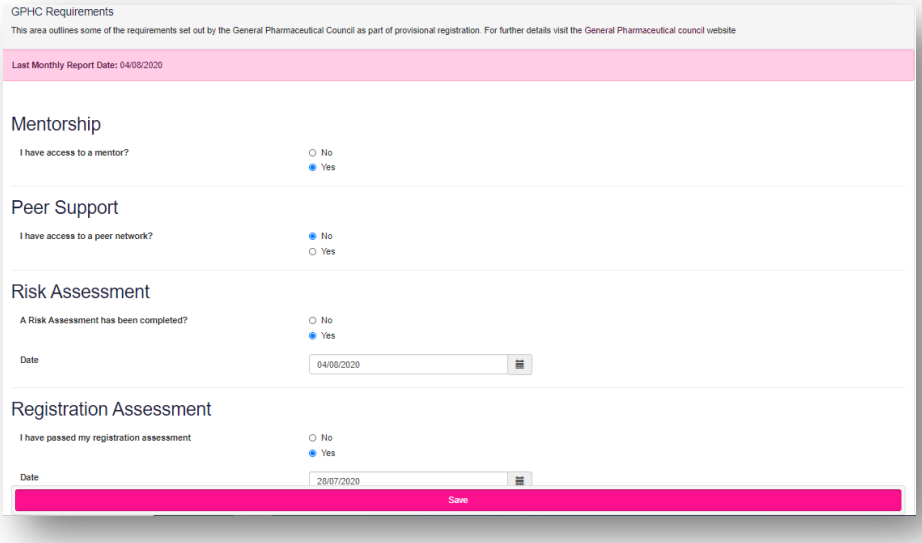
In this section you can state the current situation about your development and indicate whether you have access to certain requirements, as outlined by GPhC for provisional registration.

Once you have selected the correct details for your current select Save. The date you have last edited this report will then be displayed to assist in keeping track.

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

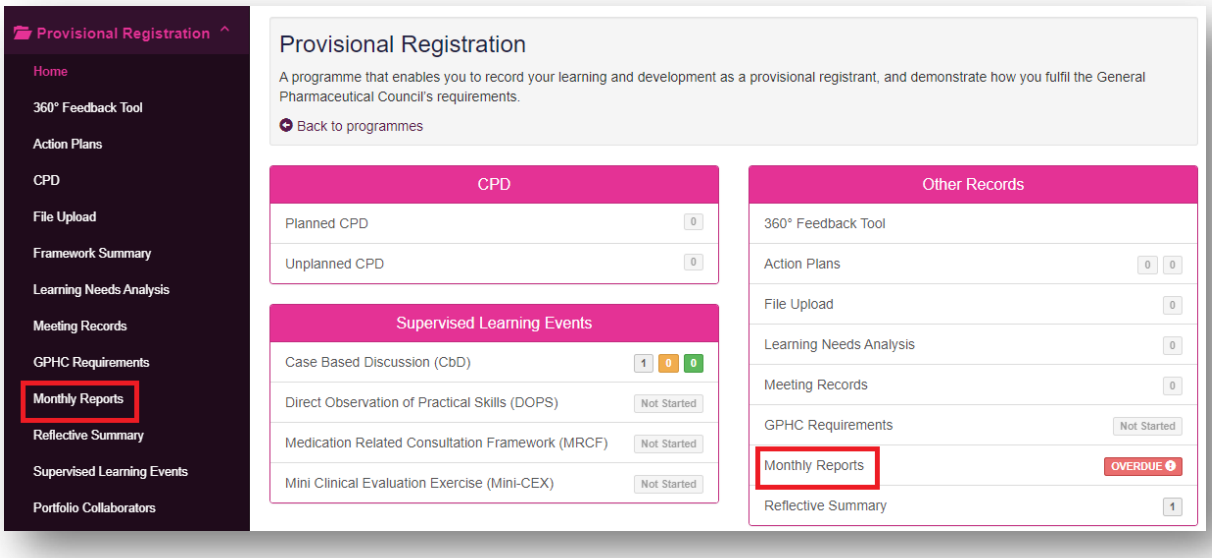
As an RPS member you will also be able to access support from peers through RPS Locals and our dedicated WhatsApp gorups.

If you are preparing for your registration assessment, you can access support from the RPS: www.rpharms.com/development/pre-reg-trainees/provisional-registration

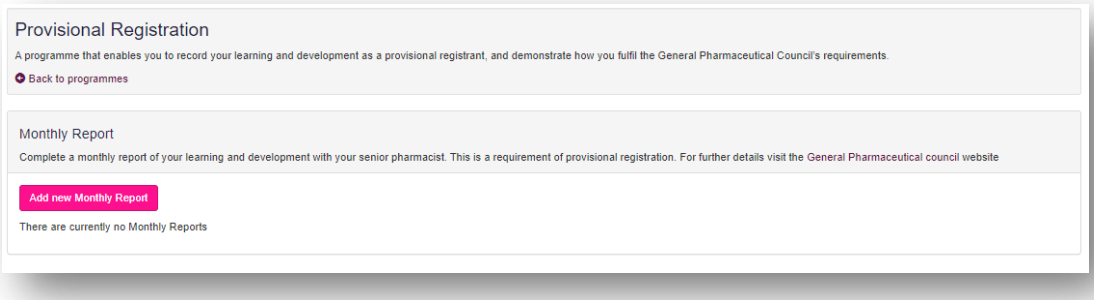


9.2 Monthly Reports

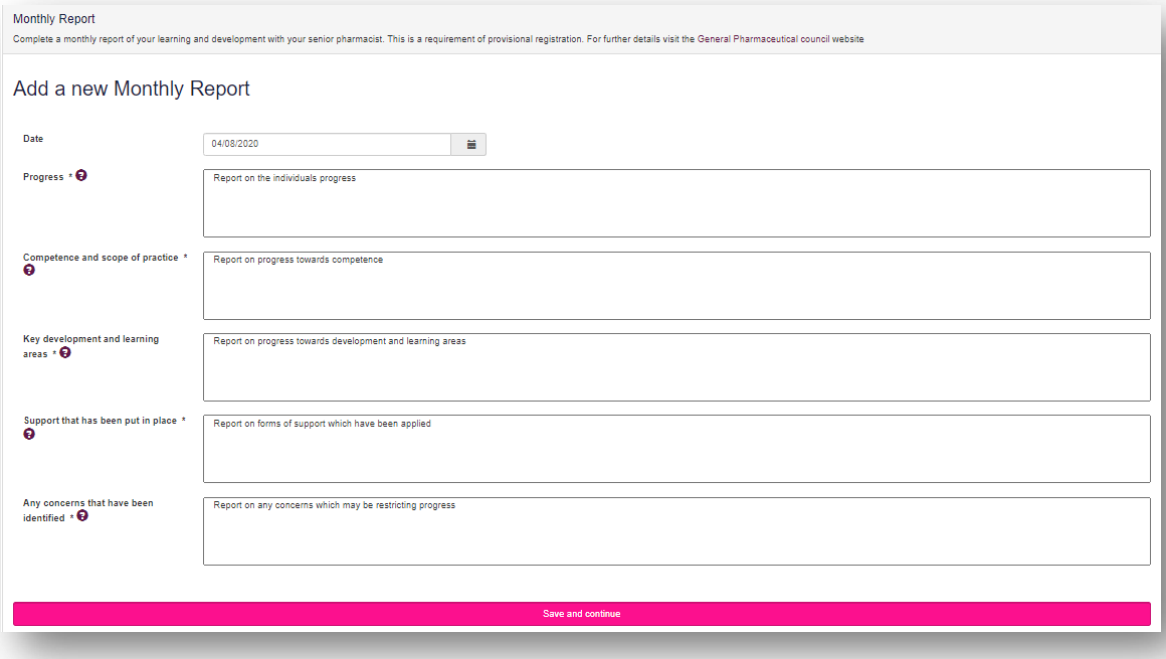
The monthly report template has been aligned to the GPhC provisional registration requirements. Use the template to record details of your monthly meetings with your senior pharmacist. Select the "**Monthly Reports**" option from the "**Other Records**" section or the navigation tabs in the side navigation menu.



Create a record by pressing the "**Add new record**" button.



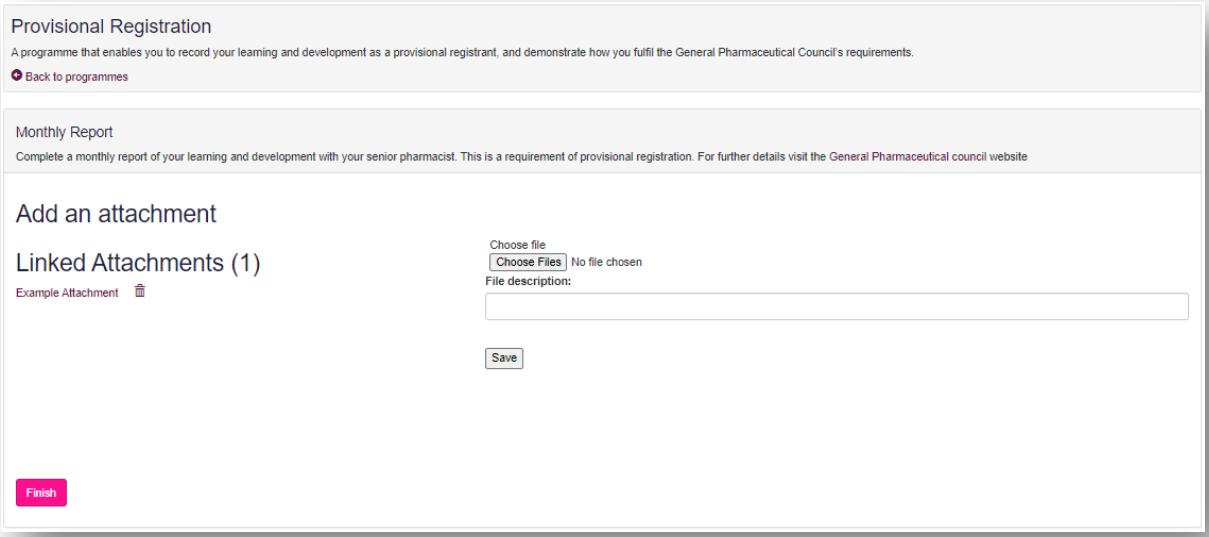
Fill in the details and select the “**Save and continue**” button to move to the next section of the report to add any supporting documents.



You can add any relevant documents to support your report. Once selected insert the file description to provide your attachment with a title and click Save to add the attachment to the report.

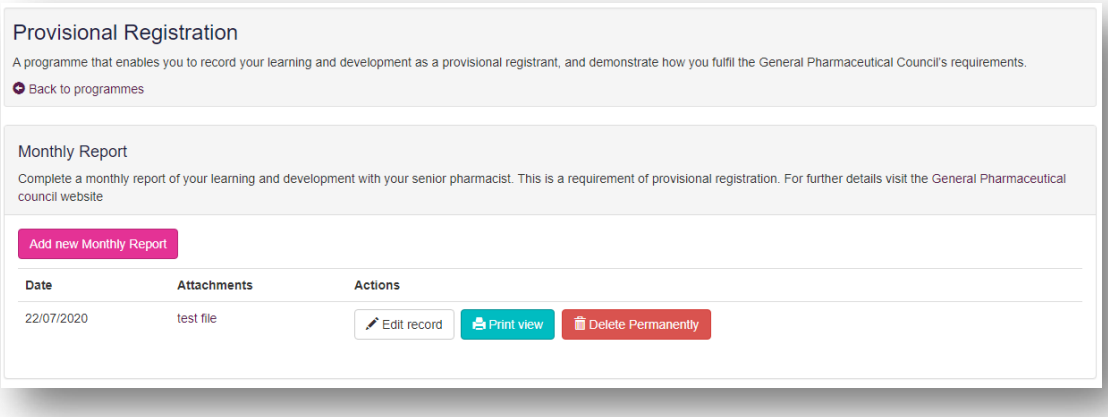
TIP: You can upload as many files as you wish, there is no limit on the number of files you can link to each record.

When you have finished adding the attachments select “**Finish**” to complete the report.



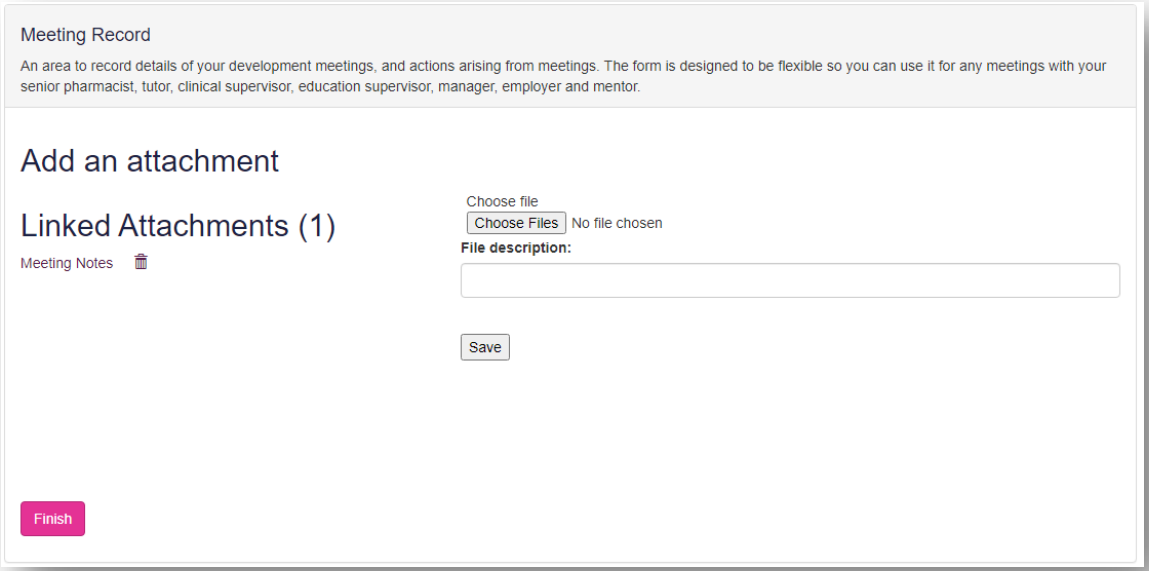
If you prefer not to attach a file, click on “**Finish”** and this step will be skipped. You can come back and edit this at any point and attach a file.

You will be able to see all reports you created on the Monthly Reports page and can edit, print, or delete them.

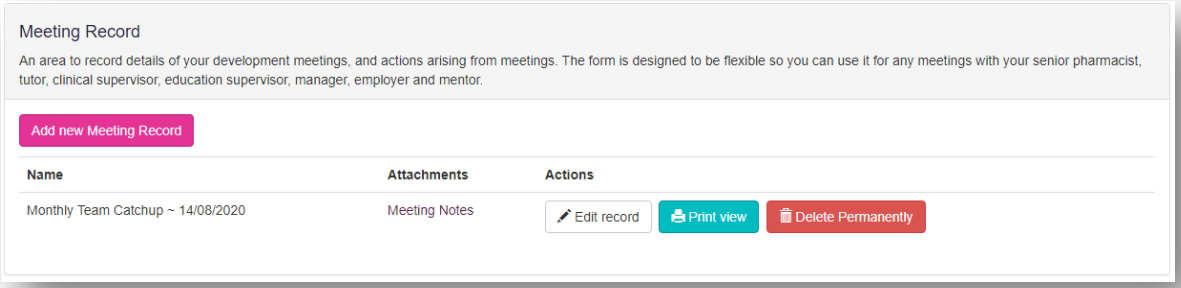


This will progress you onto the attachment section, browse for any relevant documents of the meeting by selecting "**Choose Files**", once you have selected a file and given it a description select the "**Save**" button to add it to the meeting record. When you have finished adding attachments select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

If you prefer not to attach a file, click on **"Finish"** and this step will be skipped. You can come back and edit this at any point and attach a file.



You will now be able to see the record on the initial meeting records page, here you can edit the record, view the record, or delete it.

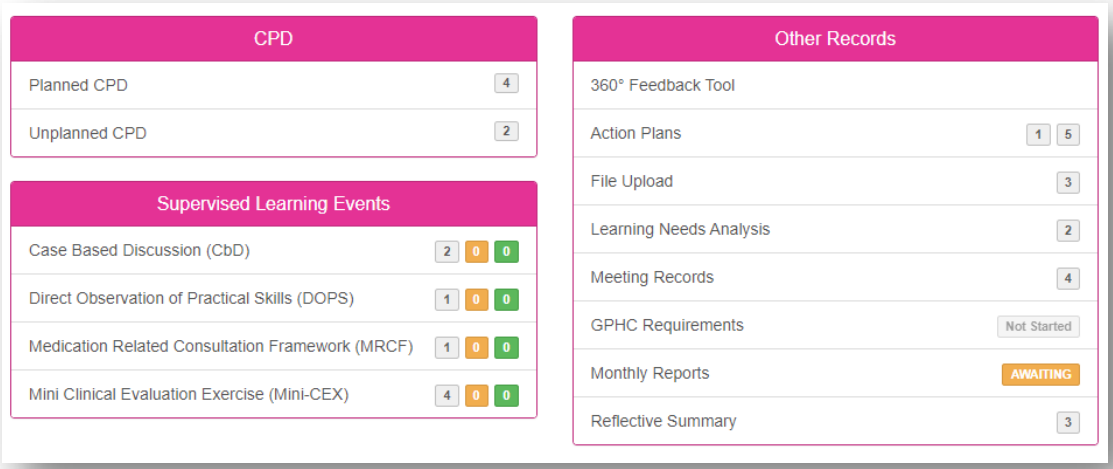


10 Reviewing your Progress

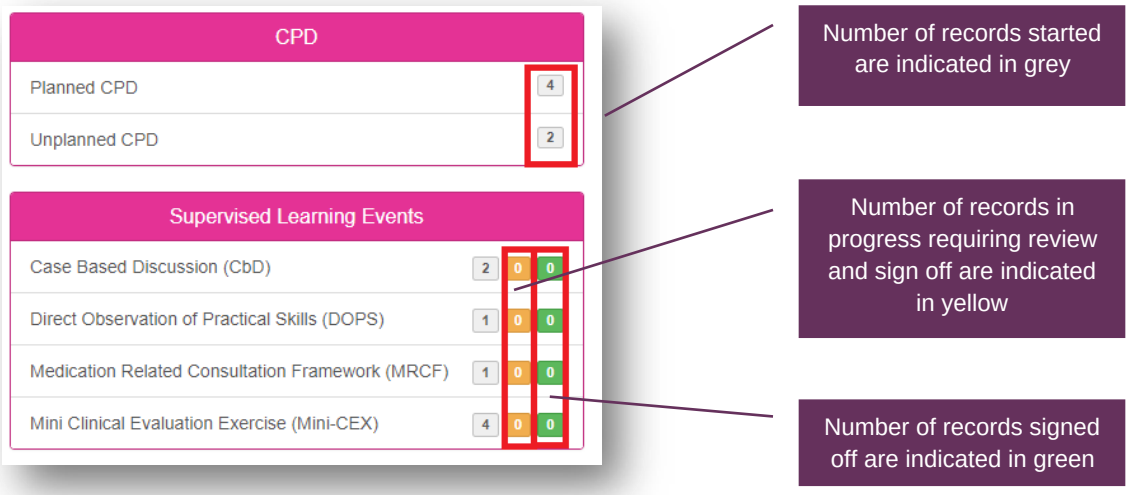
You can review your learner's progress at any point by using the dashboard and framework summary.

10.1 Your dashboard

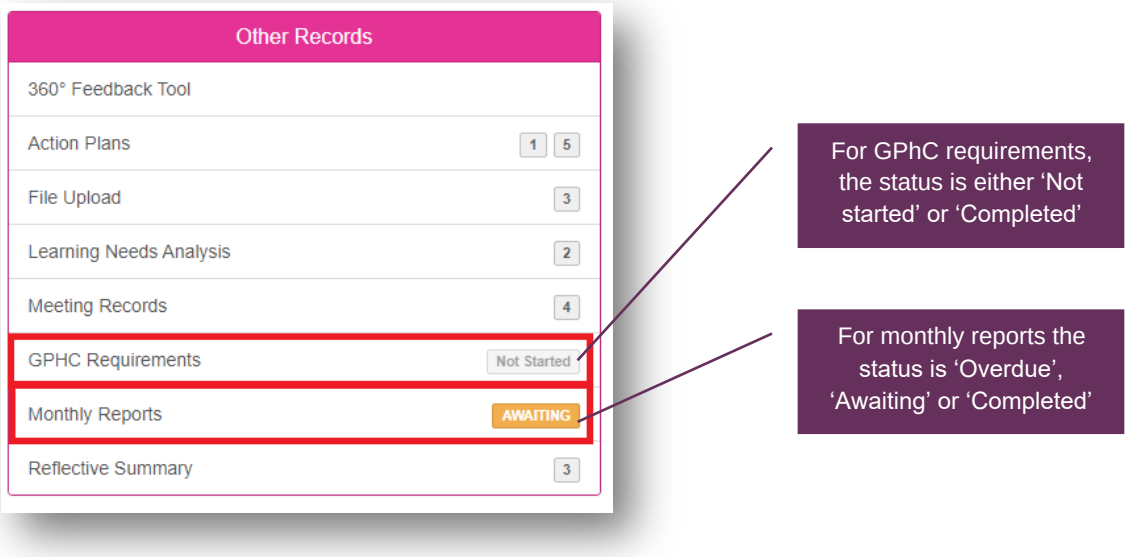
The learner's dashboard provides an overview of their progress. It provides a snapshot of the number of tools and records completed.



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



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



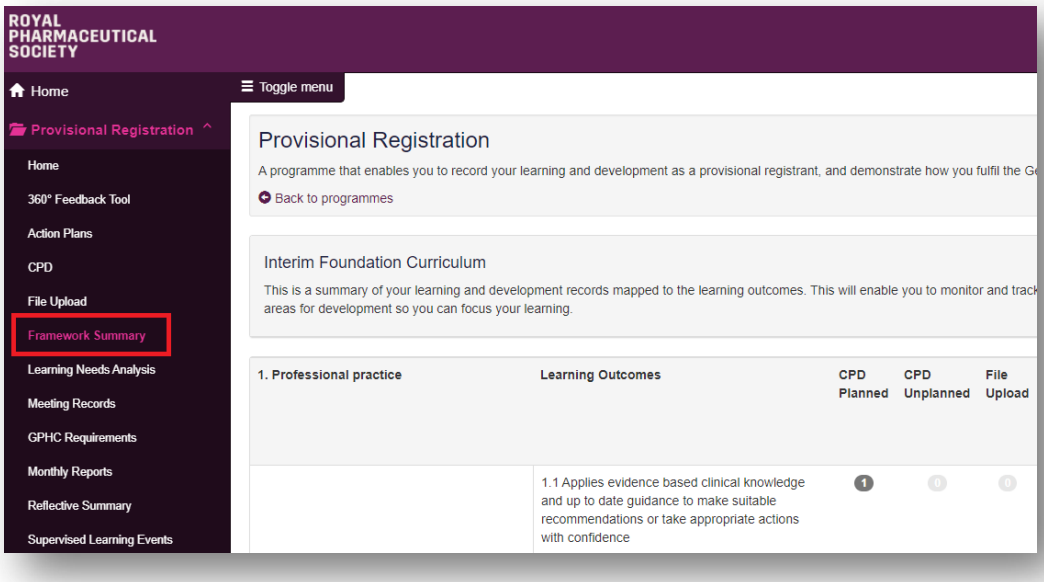
Clicking on any of the counts or status notes will take you to a list of all records for the relevant section. You will then be able to click on the title of each record to view further detail.

10.2 Framework summary

We have aligned the tools within our E-portfolio to our interim foundation curriculum. For each tool you will be asked to map your learning and development to the learning outcomes in the curriculum. This provides structure for your 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.



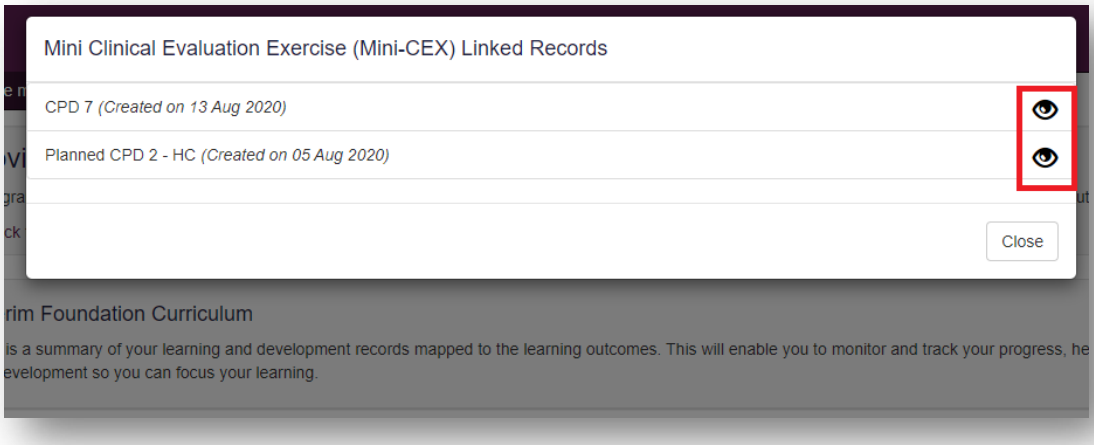
As you scroll down the page you will see the types of tools and records that have been mapped to each learning outcome. Darker shaded circles are counts of records associated with the outcome. If the tool or record has not been mapped to the outcome the circle will be displayed in a lighter shade of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

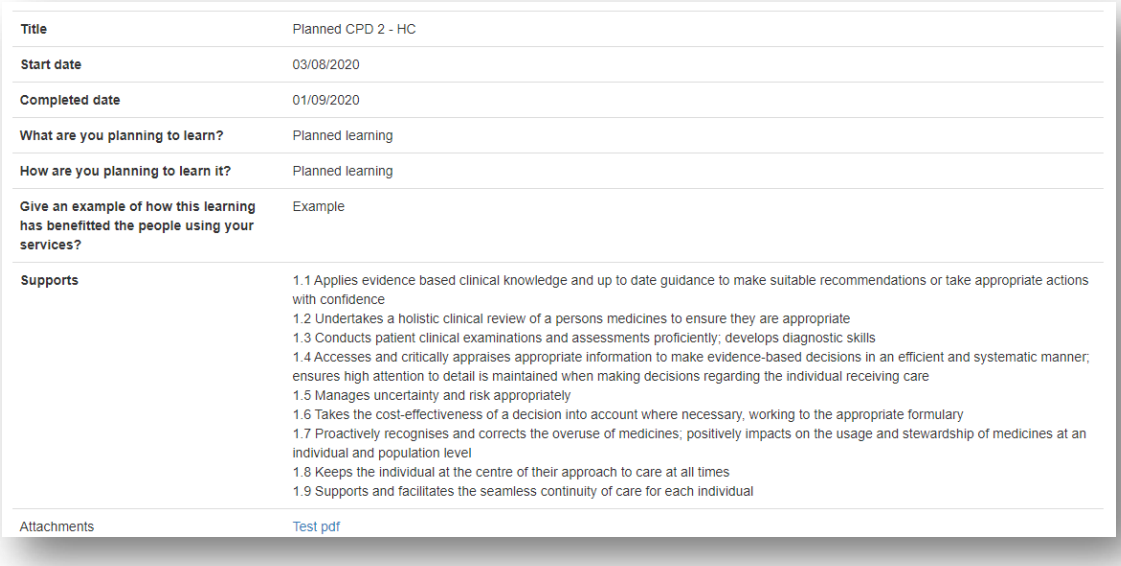
You can view a list of record associated with each outcome by clinking on the count next to each outcome.

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.



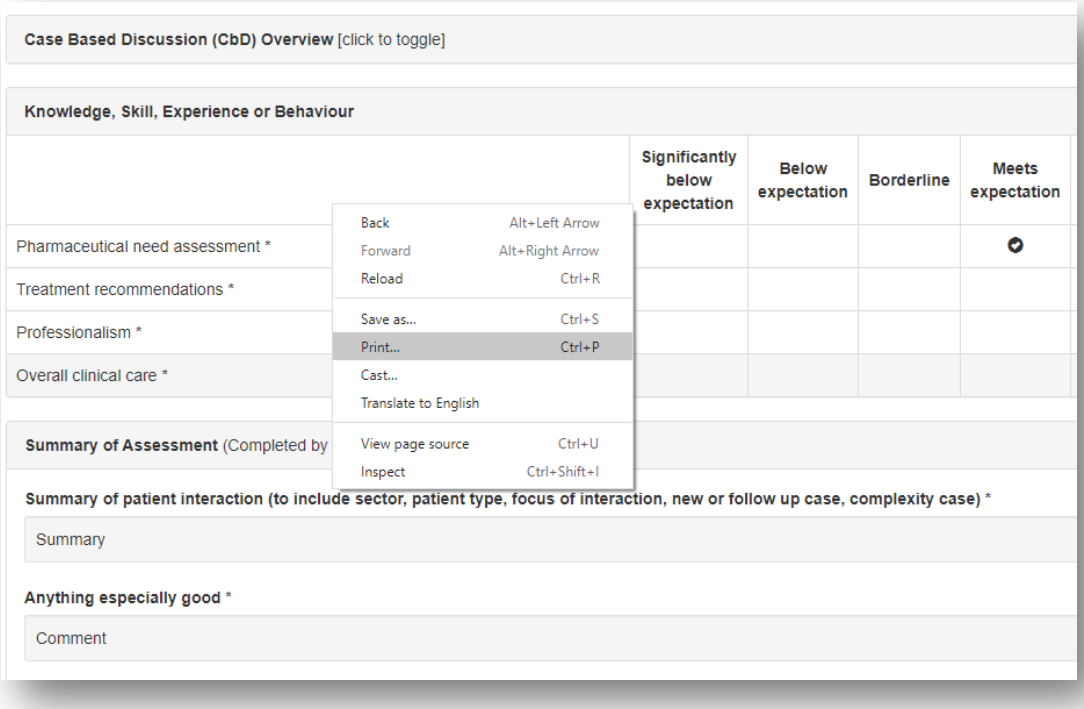
The record will be displayed in read-only format. If files have been attached to the record you will also be able to click on the link and view the file.



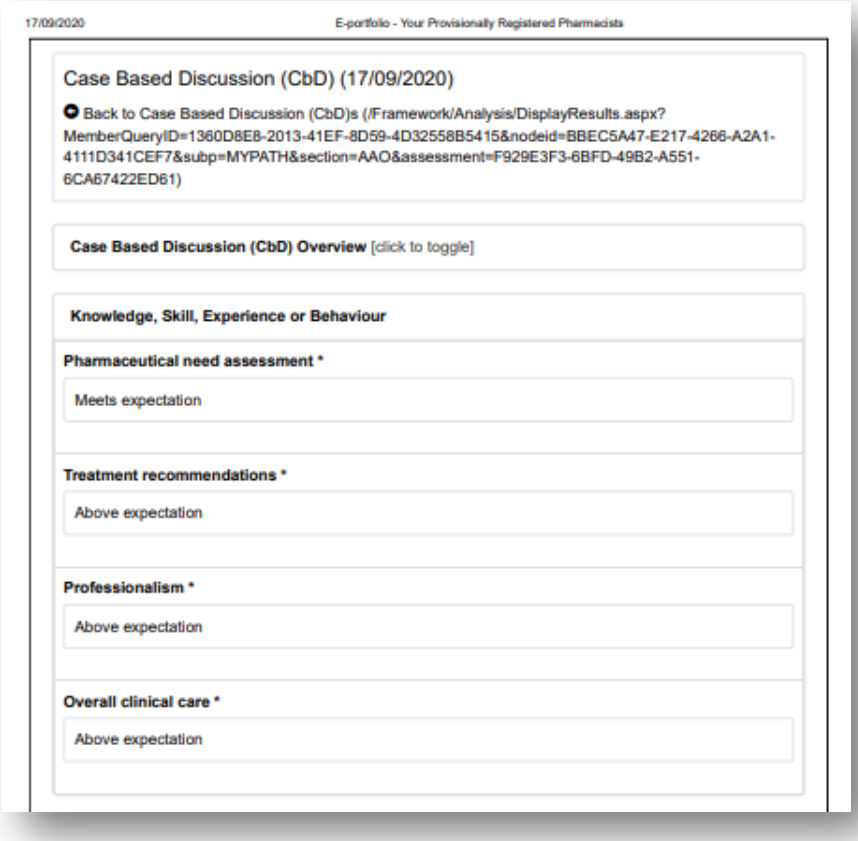
Title	Planned CPD 2 - HC
Start date	03/08/2020
Completed date	01/09/2020
What are you planning to learn?	Planned learning
How are you planning to learn it?	Planned learning
Give an example of how this learning has benefitted the people using your services?	Example
Supports	1.1 Applies evidence based 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

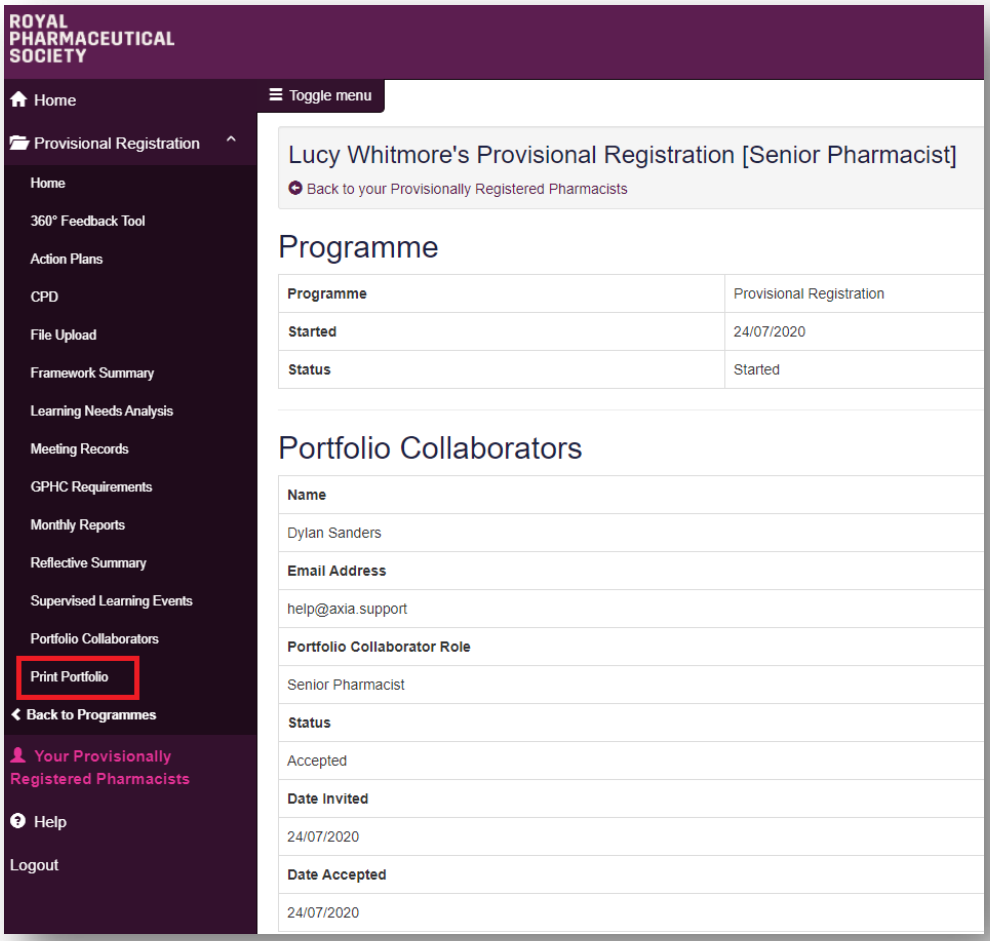
If you need to print of any record you can print the page by right clicking on your mouse to bring up the options dialogue window, then select "**Print**".



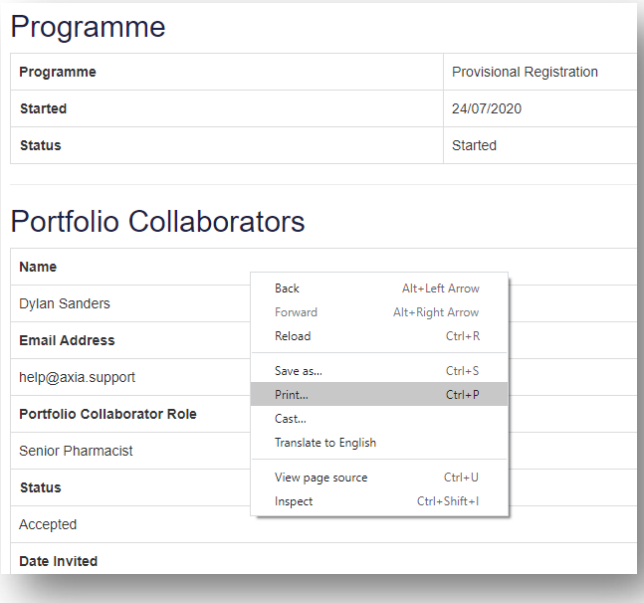
This will generate a print friendly pdf document.



The E-portfolio also has a function to allow you to print all records in a your programme. To print a complete portfolio, select “Print Portfolio” from the menu.

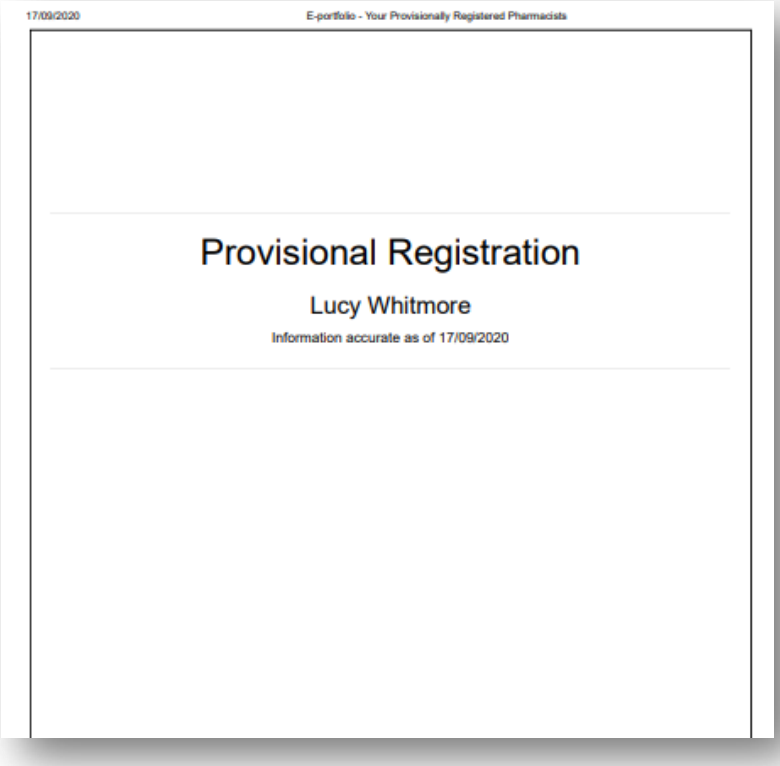


Move your cursor to the middle of the page and right click on your mouse to open up the options up the options dialogue window, then select “**Print**”.



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.

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