

An Introduction to

Community Pharmacy

2008/09

**A resource pack for
preregistration
pharmacy trainees
working in hospital
to visit community
pharmacies**



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Aims & Introduction

Aims

The aim of this guide is to help you as preregistration trainees working in hospital to:



- gain an insight into the practice of community pharmacy
- achieve some of the Performance Standards set by the RPSGB
- describe the differences and similarities between the two areas of practice

Introduction

You may know little about the working environment of your colleagues in community practice. The community pharmacist has an increasingly wide role as a healthcare professional. Apart from the obvious activities of dispensing prescriptions and selling over the counter (OTC) medicines, community pharmacists also carry out such functions as

- responding to patients' symptoms
- diagnostic services such as pregnancy testing, blood pressure measurement, and testing of blood fluids
- health promotion
- working with general medical practitioners on prescribing issues and formulary and clinical guideline development
- advisory services to local care homes
- needle exchange supply for drug misusers
- supply of methadone to drug addicts

This guide aims to help you to make the most of your secondment to a community pharmacy. You need to be disciplined in this time to get an understanding of how community pharmacists work. Depending on your previous experiences (eg vocational employment in a pharmacy) you may decide that you want to experience certain areas of the pharmacy practice more than others so the booklet is divided into sections. These reflect the main areas of community pharmacy practice.

It also consists of various tasks which are denoted by () which should be completed whilst at the pharmacy. There are also reflective questions denoted by () which can be completed after the secondment. This framework aims not only to give you an insight into community pharmacy, but also provides a structure for your secondment. In Appendix 1 there is a master form 'Log of Evidence' for you to photocopy and record your findings, observations and answers to the tasks and reflective questions.

The various tasks and questions may be used as performance evidence and have been cross-referenced to the Units of the RPSGB Performance Standards.

In Appendix 3 there is a form to summarise the activities completed during your secondment. Fill it in as you go along!

During the secondment, you should also aim to develop further personal learning objectives. For example, you may see and experience things in community pharmacy which make you ask more about various aspects of hospital practice, but you may need to wait until you return to your hospital before those questions can be answered. You may look at prescriptions for conditions that you are not so familiar with working in a hospital setting and you may want to learn more about such conditions.

Enjoy your placement. Have fun! Every community pharmacy is different - in size, layout, numbers and grades of staff, clientele, services provided and merchandise sold. However, whatever sort of community pharmacy you visit, you will learn much about the practice environment, which has differences from - but also similarities to - your own.

Finally, please help us to help fellow preregistration trainees by completing the form 'Evaluation of the Resource Pack' after your visit.

Your comments on this pack will be valuable and allow the materials to be amended or updated.

Please take five minutes to complete the form (found at the back of this booklet) and return it to your tutor or the Preregistration Division, Education & Registration Directorate, RPSGB, 1 Lambeth High Street, London SE1 7JN.

Thank you.

How to prepare for your training secondment

Before the secondment:

- Write a letter to the community pharmacist, introducing yourself with a bit about your background and experience so far and what you would like to cover during your training secondment. There are two templates of a letter for you and your tutor to use when corresponding with the community pharmacist in Appendix 2.
- It may be worthwhile contacting the community pharmacist by telephone two weeks prior to your visit to discuss the 'finer' details such as working hours, dress code, lunch break.
- Read the pack, familiarising yourself with the types of exercises in it.
- Check the RPSGB examination syllabus and competences.
- Complete the pre-visit activities.
- To make the most of this opportunity, prepare thoroughly by talking to your tutor, reading the appropriate sections of the Preregistration Manual, and reading the CPPE distance learning packages.
- Photocopy 'Log of Evidence' sheet. You'll need several.

During the secondment

- Identify personal learning objectives and write these down
- Discuss with the community pharmacist what you would like to get out of the secondment
- Listen carefully and ask plenty of questions
- Be prompt each day - impressions are important.

Confidentiality

During the placement you may hear or have access to information about patients which is confidential - just as you do in hospital. Remember the importance of never discussing or disclosing such information to colleagues back at the hospital and to friends and relatives outside of work.

After your training secondment

- Write a thank you letter to the community pharmacist
- Complete the reflective questions and the evaluation of the visit
- Look at your 'Log of Evidence' sheets and decide how you are going to deal with any learning points you identified during the week
- Complete the 'Evaluation of the Resource Pack' questionnaire

This activity may provide evidence for the following Performance Standards
A1 - Manage Self
A5 - Demonstrate Ongoing Learning and Development
B1 - Communicate Effectively

5. a. What are the legal differences between GSL, P and POM medicines?

b. Complete the following table listing medicines for each of the following systems:

- i) Respiratory
- ii) Gastro-intestinal
- iii) Oropharynx
- iv) Skin
- v) Ear(s)
- vi) Eye(s)

CLASS	EXAMPLE OF A PRODUCT	MODE OF ACTION	ACTIVE INGREDIENTS
GSL			
P			
POM			

This evidence maybe cross-referenced to the following elements:

A1 - Manage Self

A5 - Demonstrate Ongoing Learning and Development

Section 1:

The pharmacist, pharmacy staff and other healthcare professionals

Objectives

At the end of your time in the community pharmacy you should be able to:

- Identify the different types of staff within the pharmacy and outline their roles and responsibilities
- Describe how the community pharmaceutical service is organised and funded
- Outline the roles of key healthcare professionals within the primary care setting

In a community pharmacy, there will always be a pharmacist present and a number of other support staff, which could include one or more dispensary staff and medicines counter assistants. However, community pharmacists are increasingly working with other healthcare professionals, and it is therefore important that you find out about them and their roles.



Task 1 - Members of staff

Talk to or find out about the following members of staff (where they exist in the pharmacy) about their roles, responsibilities and training:

- Superintendent Pharmacist
- Pharmacist
- Medicines Counter Assistant
- Pharmacy Technician
- Dispensing Assistant
- Preregistration trainee

Key questions to ask. Note down the answers on the log sheets.

- How many of each type of staff are there?
- What does a typical day entail for each member of staff?
- What are their main duties?
- What training have they undertaken?
- How do they keep their knowledge up-to-date and enhance their skills?



Question for reflection

Compare and contrast the roles undertaken by a technician in hospital and one in the community. What are the main similarities? And the main differences?



Task 2 - Remuneration

- Talk to the pharmacist/manager and find out how community pharmaceutical services are funded and remunerated
- Prior to your visit, you should have read Medicines, Ethics and Practice, the section on standards for good professional practice - standards for premises and dispensary design. Are these standards addressed within the pharmacy? Discuss with the pharmacist



Question for reflection

Identify any other standards that you think could usefully be introduced into Medicines, Ethics and Practice.



Task 3 - Roles of other Healthcare Professionals

- Apart from the pharmacist, identify the different health professionals who work in primary care.
- For three of these, find out what their general role is (probably by talking to the pharmacist, because of time constraints)
- Ask the pharmacist which professionals s/he has contact with and the reasons for these contacts
- Find out how primary care is organised (eg, primary care groups) and funded (again, probably by talking to the pharmacist)



Question for reflection

Are there any health professionals who work in primary care but not in secondary care and vice-versa? Why?



Task 4 - Communications with other Healthcare Professionals

- Record any interactions which you may have with members of the primary healthcare team such as

GP	Diabetic Nurse	Stoma Nurse
Dentist	Hospital Pharmacist	District Nurse
Practice Nurse	Continence Advisor	



Question for reflection

Comment on any interaction in Task 4 and discuss with the pharmacist. What might you have done differently?

What do you understand by the term 'Clinical Governance'?

How is it being addressed in the community sector? Discuss the similarities and differences with your preregistration tutor.

This evidence maybe cross-referenced to the following:

A1 - Manage Self

A2 - Manage Work

A5 - Demonstrate Ongoing Learning and Development

B1 - Communicate Effectively

B2 - Work Effectively with Others

Section 2:

The Dispensary and Dispensing

Objectives

You should be able to:

- Describe how stock is purchased, ordered, received and managed
- Outline the steps involved in receiving, dispensing and supplying medicines to patients
- Describe and complete all documentation required in the dispensing process

Every dispensary is different - in layout, size and procedures. For example, each pharmacy has its own method of dealing with prescriptions and whether patients are asked to wait or come back later.



Task 1 - Stock Control

- Where does the community pharmacy obtain its medicines from?
- How frequent are the deliveries?
- How are stock levels controlled?
- How is stock ordered?
- How are decisions made to use different suppliers and why?
- How is stock stored and rotated? What systems are in place?
- How is missing/faulty/incorrectly ordered stock dealt with?
- What happens when a supplier is out of stock of one or more items?
- Where would the pharmacy obtain the following special items:
 - Made to measure compression hosiery
 - Catheters/stoma
 - Special extemporaneous preparations
 - Trusses
- Give details of the suppliers and time taken for delivery.
- How does the pharmacy dispose of unwanted medicines including CD medicines?



Question for reflection

Are there any differences in the types of stock held in the dispensary between the community pharmacy you visited and your hospital? For example, a community pharmacy may stock a greater variety of preparations for skin conditions. Identify any differences such as these and explain why you think these differences exist.



Task 2 - Receiving a Prescription

- What are the current NHS prescription charges?
- What are the prescription charges and professional fees for the following items:
 - 3 Salbutamol Inhalers
 - 1 pair of Thigh Length Class 2 Stockings
 - 20 Diazepam 5mg Tabs and 20 Diazepam 10mg Tabs (written on 1 prescription)
 - 3OP Microgynon 30 Tabs
 - 1op Prempak C 0.625 Calendar pack.



Question for reflection

Mrs Jones hands in a prescription for Evorel-Sequi and is querying why she is being charged for 2 items. How would you deal with this situation? Write down the points you would cover with this lady.



Task 3 - Point of Dispensing Checks

- Identify the main types of exemptions
- How would you handle a customer not declaring exemption?
- What are
 - prepayment certificates
 - refund of charges



Task 4 - Forgeries

- What factors might lead you to suspect that a prescription was fraudulent?
- How would deal with a person presenting a suspect prescription?



Task 5 - Computer Records

- Evaluate and explain the different types of information kept on a PMR
- Discuss with the pharmacist the issue of confidentiality in general and in relation to PMRs in particular



Reflective Questions

What do you think are the possible benefits of using the PMRs for the following groups: Pharmacists, GPs and the patients?

How and where is information about patients' medication kept in hospital? Identify advantages and disadvantages of both types of system.



Task 6 - The Dispensing Procedure

Dispense at least 10 prescriptions and describe the steps involved using the following headings:

- Receive the prescription
- Pharmaceutical assessment
- Dispensing the items
- Supplying the items (including any advice given)

Wherever possible keep a copy of the prescriptions (but don't forget patient confidentiality).

What checking systems are in operation?

How are 'owing medicines' dealt with?

Discuss with the pharmacist the procedure for reporting ADRs



Task 7 - Endorsement of Prescriptions

Endorse at least 10 prescriptions. Keep a copy of the prescription with the endorsement and relate the endorsement to the part or clause of the Drug Tariff.



Reflective Exercise

Using the Drug Tariff, the NPA Guide to the Drug Tariff or relevant company literature, explain what the following parts of the Drug Tariff cover and give an example of each:

England & Wales

- Discount Not Given (DNG)
- Broken Bulk
- Out of Pocket Expenses
- Reconstitution of granules or powders before dispensing
- Calendar Packs or Special Containers
- Multiple Prescription Charges (England only)
- Drugs with commonly used pack sizes
- Out of Services Payment
- Drugs and other substances not to be prescribed under the NHS Pharmaceutical Services
- SLS
- Borderline Substances
- Additional Fees

Scotland

- Zero Discount
- Dressings
- Appliances
- Compression Hosiery
- Incontinence Appliances
- Chemical Reagents
- Multiple Charges
- Drugs and other substances not to be prescribed under the NHS Pharmaceutical Services
- SLS
- Borderline Substances
- Additional Fees
- Calendar Packs or Special Containers
- Multiple Prescription Charges
- Drugs with commonly used pack sizes



Task 8 - Record Keeping

What records must be kept for the following prescriptions:

- A private prescription for a human being
- A veterinary prescription
- A CD prescription
- An addicts prescription



Task 9 - Emergency Supply of POM

It is a legal requirement that a pharmacist has interviewed the patient and makes the decision to supply a prescribed medicine without a prescription. To cover criterion C1.10 you must organise with the pharmacist:

- Arrangements to listen to the interview (with the patient's consent)
- Dispensing the product
- Making the entry in the register

An emergency supply may not occur during your community secondment. In this case ask the pharmacist to carry out a simulation of an emergency supply.

- Describe the procedure followed by the pharmacist when dealing with an emergency supply (NB: care with confidentiality)



Reflective Exercise

- Using the MEP discuss the conditions that apply to emergency supplies of POMs at the request of a patient.
- Differentiate between emergency supplies made at the request of a patient and at the request of a doctor.



Task 10 - End of Month Procedure

- Describe the end of the month procedures for sending prescriptions for pricing and remuneration - keep copies of the documentation involved (even if you are not in the pharmacy when it actually happens).
- When do community pharmacists receive remuneration for each month's prescriptions?
- How is the remuneration calculated?



Task 11 - Specialist Services

- Identify any specialist services available from the pharmacy (e.g. needle exchange, hosiery, stoma care, collection and delivery of prescriptions, domiciliary visiting, prescribing advice and support to GPs).
- For two of these, discuss with the pharmacist what is involved. For example, what procedures are involved in delivering the service? How do patients benefit from the service? How does the pharmacist benefit?



Task 12 - Advanced and Enhanced Services

- Identify any advanced or enhanced services provided in the pharmacy.
- For one of these, discuss with the pharmacist what is involved.



Task 13 - The Role of the community pharmacist in the provision of Pharmaceutical Care

Choose two regular patients who bring in prescriptions to be dispensed and using the information sources available:

- Link the drugs to possible medical conditions.
- Is this the most effective treatment for the indication?
- Is the dose for each medicine appropriate or not?
- What are the potential side effects from each of the medicines?
- Are there any potential drug interactions?
- What advice would you give to these patients about taking their medication and lifestyle?



Reflective Question

Therapeutic outcomes can be easily assessed using a variety of tests obtained through a community pharmacy.

Consider the following patients:

Mrs K - she has a regular prescription for Salbutamol and Beclomethasone 200 inhalers. She is a heavy smoker.

Mr S - he has a regular prescription for insulin injections and is overweight.

Devise a care plan for these two patients.



Task 14 - Standard Operating Procedures (SOPs)

Discuss with the pharmacist the purpose and importance of SOPs. Jot down your thoughts. Ask the pharmacist to show you the SOP for dispensing - what are the main points? How does this SOP differ from the SOP for dispensing in your hospital? - jot down the main points.

This evidence maybe cross referenced to the following elements:

A1 - Manage Self

A2 - Manage Work

A3 - Manage Problems

A4 - Demonstrate a Commitment to Quality

A5 - Demonstrate Ongoing Learning and Development

B1 - Communicate Effectively

B2 - Work Effectively with Others

C1 - Manage the Dispensing Process

C2 - Provide Additional Pharmaceutical Services

Section 3:

Responding to Symptoms

Objectives

You should be able to:

- Identify the communication skills required for responding to symptoms and patient queries
- Explain the benefits and drawbacks of protocols for symptom response in the community pharmacy
- Understand how to advise members of the public on health issues
- Identify the separate roles of the medicines counter assistant and the pharmacist in symptom response

Responding to symptoms and selling over the counter medicines is often considered to be one of the major ways in which community pharmacy practice differs from hospital pharmacy. Unless you have a pharmacy selling medicines within your hospital, this may be an area you feel you know little about. Certain issues such as opportunities for health promotion (eg, smoking cessation, nutritional advice) may come up more frequently - or at least from a different perspective - in community pharmacy. However, handling patient queries and the communication skills involved in this are essentially the same in both environments.



Task 1 - Dealing with Customers

Deal with three of the following customers:

- Pregnant women
- Those requesting medicines by names
- Those requesting medicines by symptoms
- Referrals to pharmacist
- Sales refused and why
- Requests on behalf of another person

Record brief details of each dialogue and outcome.



Reflective Question

Which customers were referred to the pharmacist? Would you have referred any other customers? Discuss with the pharmacist.



Task 2 - Responding to Symptoms

Give examples of where you provided advice or supplied OTC medicines for conditions affecting:

- Respiratory tract
- Gastro-intestinal tract
- Oropharynx
- Skin
- Ear(s)
- Eye(s)
- Musculoskeletal and connective tissue
- Women
- Children



Task 3 - Protocol

The community pharmacy must use a protocol for responding to symptoms. The 2WHAM approach is frequently used by medicines counter assistants. If you are not familiar with this approach, ask one of the pharmacy staff to explain.

- Devise your own protocol for symptom response.



Reflective question

How does your protocol differ from the one used in the pharmacy? Why and how do you think yours is an improvement?



Task 4 - Care Groups

- Record your interaction with one of the following customers who is asking for an OTC medication.
Patient with asthma
Patient with diabetes
Patient with hypertension



Reflective question

Discuss the issues that emerged in the interactions with the pharmacist. How do you think the interactions went from the perspective of the patient and the pharmacist? What might you have done differently?



Task 5 - Travelling Healthcare Advice

Often pharmacists are asked to provide medication and information to customers who are travelling abroad, especially prophylaxis against malaria. Whether you have an opportunity to deal with a customer or not find out about the following:

- Where can you find out about malaria prophylaxis?
- List the antimalarial tablets available (note which are POM and P medicines)
- What factors determine the choice of drugs recommended?
- What advice should be given to a customer about taking the antimalarial drugs?
- What advice should be given on avoidance of mosquito bites?



Task 6 - Health Promotion

Health promotion activities should be a significant part of a community pharmacist's role.

- Identify (by asking the pharmacist) which health promotion activities the pharmacy has been involved in during the last year. (These could include local/national campaigns and/or interactions with individual patients)
- Record an interaction where you have had to help a customer considering smoking cessation.



Reflective question

Discuss the issues raised in the interaction with the pharmacist. What are the factors that might encourage/discourage that particular customer to give up smoking?



Task 7- Mother and Child

Parents and children often form a significant proportion of the clientele in a community pharmacy and there is a clear need to take special care in advising on their particular health care needs.


Looking at medicines suitable for babies and children, identify the following:

- Cough mixture suitable for an infant of 6 months of age and three suitable for a child of 4 years - note down the active ingredients.
- Analgesic preparations available for babies and children (liquid and tablets) - note down active ingredients and recommended doses.
- Three different topical preparations available for teething infants - list the active ingredients.
- Products available for babies and children suffering from diarrhoea.

Breast-feeding is the best. However there are mothers who are unable to or who want to bottle-feed their baby. Most pharmacies sell a wide range of baby milks and pharmacists are often asked advice on infant feeding.

- List three main types of baby milk and the suitability of each for infants of different ages from 0-12 months
- What commercial baby foods are suitable for: weaning; an infant of 6 months; an infant of 12 months
- What other key health care professionals are involved in the care of babies and children. Discuss this with the pharmacist.


Task 8 - Other Areas

- 
- List the different types of wound products available for OTC sales (eg bandages, dressings, plasters and other First Aid items).
 - When would you recommend these products?
 - When would you NOT sell these products?
 - List the main types of dietary supplements (including the different types of vitamins and minerals and herbal preparations) and identify one possible indication for each.
 - Find out about the range of 'Living Aids' available to customers who are partially sighted, incontinent or disabled.

Task 9 - Business Management Issues

A Community Pharmacist must also have management skills to ensure their retail business performance is optimum. This involves a lot of legislation.

Discuss with the pharmacist:

- 
- Staff Management including employment legislation, recruitment and training.
 - Purchasing of stock/stock control
 - Merchandising
 - Health and Safety at Work

This evidence maybe cross-referenced to the following elements:

A1 - Manage Self

A2 - Manage Work

A3 - Manage Problems

A4 - Demonstrate a Commitment to Quality

A5 - Demonstrate Ongoing Learning and Development

B1 - Communicate Effectively

B2 - Work Effectively with Others

C1 - Manage the Dispensing Process

C2 - Provide Additional Pharmaceutical Services

Evaluation of the secondment

- List five main points you have learnt about community pharmacy during

your experience.

- Review your objectives for the secondment. Were they fulfilled or not? If not, why not? Were they unrealistic? Were there time constraints?

- Review the differences and similarities you identified (before your CSE experience) between hospital and community pharmacy practice. Do you want to change your list?

- Look at your learning needs listed and identify how you intend to action these.

- Identify how your experience of working in hospital pharmacy has highlighted any action points for use in community pharmacy.

Remember to complete the 'Evaluation of the Resource Pack' questionnaire.

APPENDIX 1

Appendix 2

Template of letters

Letter 1 - Introduction letter for the supervising community pharmacist from hospital pharmacist.

Dear (Community Pharmacist)

Thank you for providing an opportunity for our preregistration trainee to gain some experience in your community pharmacy. As you will realise, preregistration trainees come from a variety of backgrounds and may know little about community pharmacy practice. The booklet provided for the student contains a number of tasks to help give an insight into community pharmacy and covers sections on:

- The pharmacist, pharmacy staff and other healthcare professionals.
- The dispensary and dispensing
- Responding to symptoms
- Management Issues

The trainee should be able to complete the booklet on his/her own, but they are asked to discuss some aspects of the tasks with you and your staff, so we hope that you will be able to put some time aside to help them improve their understanding of pharmacy in the community. Please can you also witness the trainee in action and validate their work by signing the appropriate log sheets.

We hope that this cross sector work experience will provide mutual benefit by promoting:

- Improved cross disciplinary communications
- Better professional understanding
- The sharing of good practices.

Thank you again for your time and trouble.

Yours faithfully

Letter 2 - Letter of Introduction from Preregistration Trainee to Community Pharmacist.

Dear

Thank you for agreeing to provide me with an opportunity to experience community pharmacy practice during the period (date)to (date).....

I enclose a summary of my current and past work experience within pharmacy for your information. Please could you confirm the hours of work and let me know if there is any dress code/uniform required.

I will be using a booklet which helps to identify and address my likely training requirements in a community pharmacy. It has been developed jointly by hospital and community pharmacists and contains tasks for me to complete in order to find out more about the community pharmacy. I will bring a copy with me for you to look at. If possible, I would be particularly interested in gaining experience in the following areas:

-
-
-
-
-

I look forward to hearing from you in due course.

Yours sincerely

SUMMARY OF WORK EXPERIENCE WITHIN PHARMACY

Name:

Addresses: (you need to make it clear where you can be contacted)

Current work address:

Current home address:

Telephone Number:

Telephone Number:

Fax:

Fax:

Current experience:

I have completed weeks' preregistration training with my current placement during which I have had experience of the following:

-
-
-

Previous experience:

My past work experience within pharmacy includes:

-
-
-

Summary of Preregistration Performance Standards

For a complete list of performance criteria, ranges and underpinning knowledge refer to the preregistration workbook

Unit A Personal Effectiveness

A1 Manage self

- A1.1 Behave in a manner consistent with membership of the profession
- A1.2 Manage your time effectively
- A1.3 Recognise your personal and professional limitations and refer appropriately
- A1.4 Respond with willingness and flexibility to new situations and to change
- A1.5 Remain composed and personally effective in all situations
- A1.6 Make decisions which demonstrate clear and logical thought
- A1.7 Take responsibility for, and accept outcomes of, your own decisions
- A1.8 Amend your behaviour, when necessary, based on evaluation of your performance by yourself or others

A2 Manage work

- A2.1 Carry out tasks effectively
- A2.2 Approach tasks and situations in accordance with the law and with the RPSGB Code of Ethics
- A2.3 Follow work systems correctly
- A2.4 Use resources effectively

A3 Manage problems

- A3.1 Recognise and define actual or potential problems
- A3.2 Identify workable options to resolve the problem
- A3.3 Select the best solution, based on sound analysis and appropriate evidence
- A3.4 Suggest and, if appropriate, implement solutions to problems
- A3.5 Evaluate the outcome of the solution after implementation, and if necessary redefine the problem

A4 Demonstrate a Commitment to Quality

- A4.1 Work to an acceptable standard when preparing products and delivering services
- A4.2 Check your own work effectively
- A4.3 Minimise error by others through effective supervision
- A4.4 Identify and rectify mistakes promptly and effectively (own and others)
- A4.5 Minimise health and safety risks to yourself and others
- A4.6 Uses evidence to inform practice
- A4.7 Obtain and process the evidence you need to meet A4.6
- A4.8 Have successfully carried out a small, planned audit assignment

A5 Demonstrate Ongoing Learning & Development

- A5.1 Identify and prioritise your own learning and development
- A5.2 Develop your own plans with SMART learning objectives, to meet identified needs
- A5.3 Use learning and development opportunities
- A5.4 Evaluate whether learning objectives met & identifies further learning needs
- A5.5 Identify your further learning needs
- A5.6 Record your own learning and development process and outcomes
- A5.7 Applies learning to practice

Summary of Preregistration Performance Standards

For a complete list of performance criteria, ranges and underpinning knowledge refer to the preregistration workbook

Unit B Interpersonal skills

B1 Communicate Effectively

- B1.1 Communicates comprehensively, & with understanding, in English (spoken&written)
- B1.2 Behave in a polite and helpful manner
- B1.3 Sensitively approach people who need or who may need assistance
- B1.4 Elicit all relevant information by the use of appropriate questions
- B1.5 Listen effectively to the whole message (including body language and tone)
- B1.6 Respect and observe confidentiality
- B1.7 Act appropriately in response to spoken and unspoken needs of others
- B1.8 Behave in a manner which instills confidence
- B1.9 Behave assertively
- B1.10 Use appropriate body language
- B1.11 Provide information and advice appropriate to the needs of the recipient(s)
- B1.12 Handle conflict appropriately

B2 Work effectively with others

- B2.1 Acknowledge the ideas and opinions of others and act on them when appropriate
- B2.2 Present your own ideas and opinions appropriately (verbally & in writing)
- B2.3 Meet commitments made to others within agreed deadlines
- B2.4 Give constructive feedback to others (positive & negative)
- B2.5 Secure help from others when necessary in an appropriate manner
- B2.6 Assist others when necessary
- B2.7 Delegates tasks appropriately
- B2.8 Supervises others in an appropriate manner to ensure agreed outcomes achieved
- B2.9 Uses knowledge & skills effectively to help others learn

Unit C Medicines and Health

C1 Manage the Dispensing Process

- C1.1 Correctly receive prescriptions
- C1.2 Check the prescription is valid
- C1.3 Assess the prescription for safety and clinical appropriateness
- C1.4 Resolve any identified problems appropriately
- C1.5 Perform calculations correctly
- C1.6 Assemble the prescription correctly
- C1.7 Supply extemporaneously prepared products according to the correct formula
- C1.8 Correctly issue dispensed item(s) to patient or representative, with appropriate information and advice.
- C1.9 Ensure stock is managed correctly
- C1.10 Respond appropriately to requests to dispense prescription-only items without a prescription
- C1.11 Correctly process necessary documentation
- C1.12 Effectively check prescriptions dispensed by others

C2 Provide Additional Clinical and Pharmaceutical Services

- C2.1 Provide considered and correct answers to queries, founded on research-based evidence
- C2.2 Pro-actively assist patients (directly / via representatives) to obtain maximum benefit from their treatment
- C2.3 Identify and take action to minimise risk to patients from their treatment
- C2.4 Actively provide information and advice to healthcare professionals
- C2.5 Construct medication histories using a range of sources
- C2.6 Use medication histories correctly
- C2.7 Recognise possible adverse drug reactions, evaluate risks and take action accordingly
- C2.8 Provide appropriate information and advice on the management of minor and common ailments
- C2.9 Effectively use opportunities to promote and support healthy lifestyles and prevent disease
- C2.10 Demonstrate awareness of emergency first aid
- C2.11 Refer, or direct the person, to a more suitable source of help or information, when necessary

Evaluation of the Resource Pack

Used on your Cross-Sector Secondment

All replies treated in confidence

About your placement during this secondment

Where was your secondment? (please tick the appropriate box)

Hospital

Community (independently owned shop(s))

Community (large multiple)

How many weeks did you spend in your secondment?

_____ Number of weeks

In your opinion, was the time spent in this secondment (please tick the appropriate

box)

Too short

About right

Too long

Have you had prior experience in this sector of practice? (please tick the appropriate box)

Yes

No

If yes, please give brief details of when and for how long your previous experience(s) was/ were:

About the cross-sector resource pack

(please circle the number on the scale which best describes your view)

In helping you to decide objectives for personal development, was the resource pack:

1

2

3

4

not at all helpful

very helpful

In helping you achieve your learning objectives, were the tasks set in the resource pack:

Notes

